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Pioneer Technology & Arts Academy

PTAA/Nevada

SPCSA Charter Proposal Cover Sheet

P-TECH Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH STEM ACADEMY

ATTACHMENT 1: Letters of Community Support/Partnership

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1. SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your Committee to Form receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information. Please note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

Primary contact person: Shubham Pandey

Mailing address:

Street/PO Box: [redacted]

City: [redacted] *State* [redacted] *Zip* [redacted]

Phone Number: *day* [redacted] *evening* [redacted]

Fax Number: _____ Email: [redacted]

Name of team or entity applying: CMO: SSS Education Corp
Proposed School: Pioneer Technology & Arts Academy Nevada

NRS 388A.240 Membership of committee to form charter school.

1. A committee to form a charter school must consist of:

(a) One member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and

(d) Two members who possess knowledge and expertise in one or more of the following areas:

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:

(a) Members of the general public;

(b) Representatives of nonprofit organizations and businesses; or

(c) Representatives of a college or university within the Nevada System of Higher Education.

3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.

4. As used in subsection 1, "teacher" means a person who:

(a) Holds a current license to teach issued pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

Ê The term does not include a person who is employed as a substitute teacher.

Names, roles, and current employment of all persons on the committee to form (add lines as needed). Note that the Committee to Form may be different than the proposed Governing Board:

Full Name	Current Job Title and Employer	Position with Proposed School
Shubham Pandey	CMO Head/ Superintendent	CMO Head/ Superintendent
Derrick Love	100 Academy of Excellence Principal	Principal
Rudy Pamintuan	Guardian Parent	Board Member/ Parent
Sonya Gracy	HR	HR/Accounting
Brent Parrott	PTAA TEXAS Board Member	Board Member
Shannon Houston	PTECH Coordinator (Certified Teacher)	Board Member/Teacher Certificate
Annie Black	Nevada Assembly Woman Elect	Board Member
Paul King	PTAA Chief Financial Officer	Financial Officer

Does this Committee to Form, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? ☐Yes X No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2019-20 or 2020-21 school years? x Yes ☐No

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

Proposed School Name	City	State	Opening Date
Pioneer Technology & Arts Academy	Dallas	TX	08/17/20

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Pioneer Technology & Arts Academy Nevada	2021	K-8	K-12

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

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K						
K	66	110	110	110	110	110
1	66	110	110	110	110	110
2	66	110	110	110	110	110
3	66	110	110	110	110	110
4	66	110	110	110	110	110
5	66	110	110	110	110	110
6	84	112	112	112	112	112
7	84	112	112	112	112	112
8	84	112	112	112	112	112
9		84	102	102	102	102
10		-	84	102	102	102
11		-	-	84	102	102
12		-	-	-	84	102
	648	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**

Proposed Location

If an exact location has not been determined, please provide a detailed description of the proposed contact location including, geographic area, cross streets, and neighborhood.

Campus Location	County	Zip Code(s) to be Served by School
		89030 and 89107 and 89032 and 89027 and 89034 and 89115 and 89081 and 89117

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

Does the proposed school intend to contract or partner with an education management organization (EMO) or charter management organization (CMO) to provide school management services? X Yes ☐No	
If yes, identify the name of the EMO or CMO and specify which designation:	***CMO: SSS Education Corp***

NRS 338.249 permits a committee to form or a charter management organization to submit a charter school application.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? X Yes ☐No	
If yes, identify the CMO and any affiliated NV non-profit:	***SSS Education Corp.***

In accordance with NAC 388A.160(8), if this application was prepared by a person who is not a member of the committee to form the charter school, or by another entity, including, without limitation, an educational management organization, or if such a person or entity assisted the committee in preparing the application, the applicant must disclose information about that person and/or entity.

Was the application prepared by a person who is not a member of the committee to form the charter school, or by another entity including, without limitation, an educational management organization, AND/OR did a person who is not a member of the committee to form the charter school, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? ☐Yes XNo	
If yes, what is the name of the person(s) and/or entity(s)?	
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	
Please provide a resume for the person(s) and or entity(s)?	

Pioneer Technology & Arts Academy

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Meeting the Need

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

ATTACHMENT 2: Meeting the Need

2. Meeting the Need

MISSION AND 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 and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:
    (a) The key components of your educational model
    (b) The outcomes you expect to achieve
    (c) Key supporters, partners, or resources that will contribute to your school's success

The mission of Pioneer Technology and Arts Academy Nevada (PTAAN) is to inspire and engage students, especially underserved and unrepresented populations, through an inquiry-based STEM curriculum that emphasizes creativity, collaboration, and innovation. PTAAN graduates will have the skills and knowledge to earn advanced degrees, secure fulfilling positions in STEM professions, and become international leaders.

The vision of PTAAN is to

- Be a global leader in STEM education
- Prepare all students for success in postsecondary education
- Increase the diversity of students earning STEM degrees and entering STEM professions
- Ensure that all members of our community make positive contributions to the world around them.

PTAAN will utilize curricula and instructional practices proven to be effective with all students, but especially with targeted populations such as economically disadvantaged, special needs, and minority students. These methods include project-based learning (PBL), technology-based instruction/blended learning, and other student-centered practices. Distinguishing features of the PTAAN model include:

- Emphasis on STEM curriculum
- 21st Century Skills
- Project Based Learning
- Blended Learning

These four elements support the school's mission that ALL students will be empowered to reach their full potential in college and beyond.

PTAAN is founded on the belief that all students can and should develop the character, knowledge, and skills to pursue STEM fields in higher education and to become successful STEM professionals.

We believe that the classroom of today and of the near future must:

- prioritize 21st century skills
- emphasize student investigation

- offer differentiated individual educational plans that respect the unique attributes of all learners.

PTAAN intends to hold itself and its students to high standards of achievement. The school has clearly defined goals and objectives that are aligned with Nevada Common Core standards. The school has also planned for frequent and objective measurement of its progress toward meeting these goals. PTAAN expects to increase academic achievement and realize its vision through a rigorous STEM curriculum, character development, and creating a school-wide culture of excellence. The goals described in PTAAN's application focus on student growth both on an individual and group basis.

PTAAN has identified two overarching academic goals:

1. Student success in English Language Arts/Literacy, Math, and Science.
2. Demonstration of at least one (1) year of growth in Reading and Math annually with the goal of meeting and exceeding proficiency in the core curriculum

PTAAN is committed to achieving the following outcomes:

• Delivering increased learning opportunities for all students, by providing a rigorous curriculum within a nurturing and supportive learning environment.

• Differentiating instruction that enables all students are able to realize their highest academic potential in a creative collaborative learning environment.

• Matching or surpassing the average student academic performance of the local district in all required state accountability tests, (e.g. SBAC, CRT Science).

Mission Specific Goals

Rationale: PTAAN has three components of its mission that lend themselves to setting measurable goals. These include inspiring and engaging students in the curriculum, increasing the number of underrepresented students who receive a STEM education, and increasing interest in STEM professions among our students.

Goal 1) All PTAAN students, families and faculty will feel connected to and engaged with the school and its curriculum.

Objective a): Average parent satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective b): Average teacher satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective c) Average student satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective d) In each year, PTAAN will maintain an average daily attendance rate of at least 95%.

Goal 2) PTAAN will increase the number of underrepresented students studying STEM subjects.

Objective a) By the end of year 1, and each year thereafter, the percentage of minority students entering the lottery for admission to PTAAN will be equal to or greater than the district's percentage of minority students.

Objective b) By the end of year 1, and each year thereafter, the percentage of students entering the lottery for admission PTAAN who qualify for free and reduced-price lunch will be equal to or greater than the district's percentage of FRL students.

Goal 3) PTAAN will demonstrate an increase in student interest in STEM careers and STEM postsecondary education

Objective a) By its second year of operation, the annual percentage of students reported to be interested in pursuing a career in STEM fields on an annual survey will meet or exceed 70%.

Organizational Goals

Rationale: PTAAN must maintain adequate enrollment and operate in a fiscally prudent manner to best serve students.

Goal 1: In every year of its operations, PTAAN will meet its enrollment goals.

Objective a): Upon opening, and each year thereafter, PTAAN will meet or exceed its annual projected enrollment.

Objective b): PTAAN will always maintain a waitlist of at least 50 interested students

Objective c): PTAAN will maintain a lower student mobility rate than the surrounding district. At least 90% of students who enroll in PTAAN will remain throughout the year.

Objective d): PTAAN will retain at least 90% of its student body from year to year.

Goal 2: PTAAN will demonstrate financial responsibility.

Objective a): PTAAN will prepare a balanced and realistic budget every year of its operations.

Objective b) Actual income and expenses will not vary from projected income/expenses by more than 10% except in extraordinary circumstances

Objective c) Every year, PTAAN will receive a clean audit with either no management letter or only minor issues in management letter

Goal 3: PTAAN will ensure high quality governance and oversight.

Objective a) PTAAN will maintain a minimum of 5 board members.

Objective b) Average Board member attendance at meetings will be at least 80%.

Objective c) PTAAN Board members will comply with all state and federal laws governing charter school oversight.

Goal 4: PTAAN will maintain a high-quality teaching staff that is well equipped to meet the needs of students.

Objective a: All PTAAN teachers will have at least a bachelor's degree and the school will strive to hire a majority of teachers with master's degree or higher.

Objective b: Each year, at least 80% of teachers who are invited to return to PTAAN will be retained.

Objective c) By Year 2 of operation, each teacher will average 10 hours of professional development in strategies for effective instruction in targeted traditionally underserved student populations.

(2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. 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.

PTAAN's mission and vision align with all six statutory purposes:

a) The academic achievement of all pupils is the cornerstone of PTAAN's mission to engage and prepare all students for post-secondary success in the 21st century.
b) PTAAN's use of blended learning and Project-Based Learning (PBL) are innovative and effective ways of delivering instruction that enhance inquiry and individualized learning and are integral to its mission and vision.
c) Through a schoolwide focus on immediate action planning assessments data and its use of standardized assessments such as NWEA MAP testing and WIDA, PTAAN will demonstrate student's academic achievement progress which is critical to fulfilling its mission and vision.
d) By providing a model that achieves success with underserved populations that results in a four- or five-star rating, and by regularly engaging and responding to the community, PTAAN will establish accountability and transparency as a public school and lead by example.
e) Project -Based Learning utilizes inquiry-based instruction is led by students with learning measured through multiple assessments including rubrics, written reports, and products. Blended learning generates data aggregated daily on each child's performance. These formative assessments are then measured against all students' achievement on SBAC. This process allows PTAAN to measure achievement based on its performance and aligns with its mission and vision to emphasize creativity innovation and collaboration that prepares all students for post-secondary success.
f) PTAAN's use of blended learning and PBL offer teachers multiple sustained opportunities for professional development. These are standard based 21st century instructional skills that are part of PTAAN's mission and vision for its students.

TARGETED PLAN

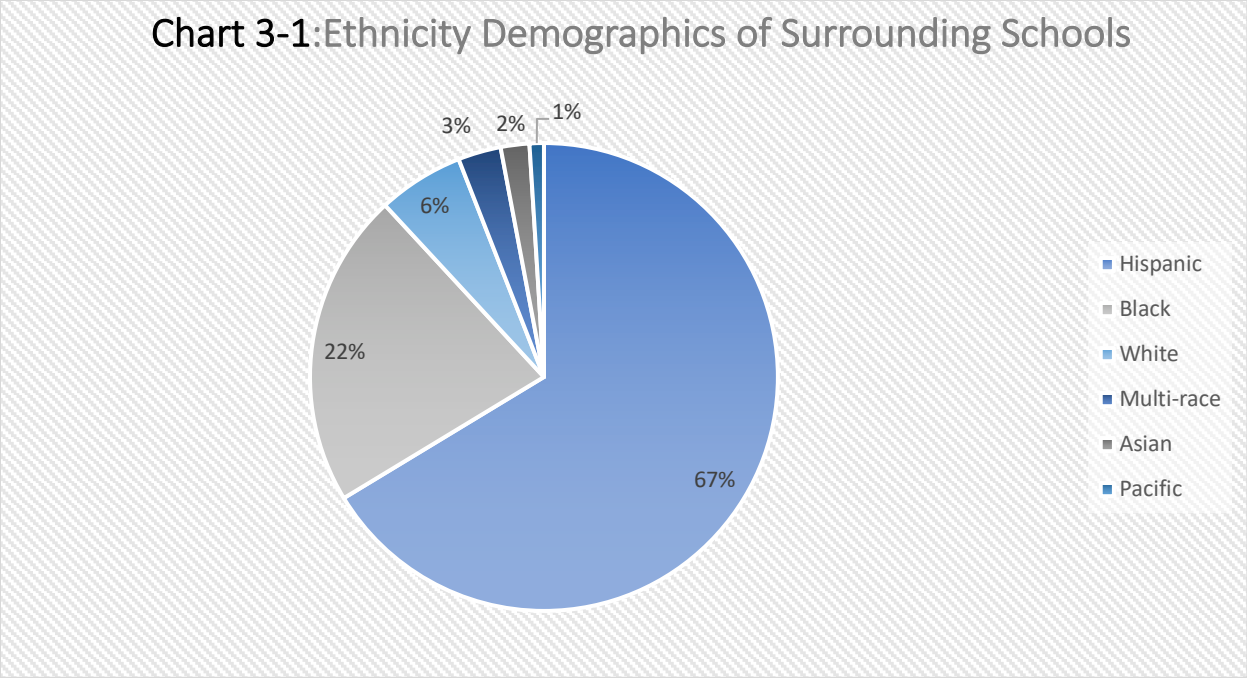
(2) Explain how the educational model you wish to implement meets the needs of the community you wish to serve.

(3) During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. A copy of this document can be found here. Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment. Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.

(a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.
(b) Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.
(c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

PTAAN's identified community will primarily focus on serving families in the city of North Las Vegas. Negotiations are underway for a facility on N. Bruce Street and will conclude by the end of July. The community PTAAN would serve within a 3-mile radius is from the following ZIP codes: 89030, 89032, 89101, 89106, 89110, and 89115. The CMO/Founding Board examined student ethnicity demographics as well as academic achievement data from schools within a 3-mile radius of our proposed school facility site. We anticipate the actual student enrollment will reflect these findings. Data from public schools within our targeted population was obtained through the Nevada Report Card website.[1] Results were averaged to produce these findings:

[1] Nevada Report Card. Nevada Department of Education. "Data Interaction for Nevada Accountability Portal". URL: Nevada Report Card. Last accessed June 2020.



As demonstrated in Chart 3-1[2] above, we anticipate serving a student population that is 2% Asian, 22% Black/African American, 67% Hispanic/Latino, 3% Multi-Racial, 1% Native Hawaiian/Pacific Islander, and 6% White. Additional data obtained from these same schools also demonstrated a population with a variety of backgrounds and needs:

Table 3-1: Projected Special Student Subgroups (Surrounding Schools)

	IEP	EL	FRL
All Zip Codes	12%	34%	95%
89030	12%	37%	96%
89032	13%	18%	87%
89101	10%	40%	89%
89106	13%	23%	98%
89110	12%	51%	94%
89115	13%	37%	100%

As presented in Table 3-1, we anticipate that approximately 12% of our students will be on an Individualized Education Plan (IEP) while 34% will be English Learners (EL). We expect that roughly 95% of our students will qualify for Free/Reduced Lunch (FRL) services.

These findings present an ethnically diverse targeted population encompassing a variety of needs. These needs are further defined by the educational achievement of students in the surrounding area.[3] Student achievement data from these same surrounding schools demonstrates a need for the community to have access to a school choice that provides an excellent education for all students.

[2] Results for the ethnicity category of "American Indian/Alaskan Native" were found to be less than 1% and were therefore not included in the chart above.

[3] Nevada Report Card, Data Interaction Portal. Data from our Targeted Surrounding Schools displayed here and throughout the application are the averages of all grades for all schools within a 3-mile radius of PTAAN's proposed location. A list of these schools and their corresponding data is available upon request.

2018-19 SBAC results found that only 27% of the overall[4] targeted community achieved proficiency on the Mathematics portion of the assessment, while only 37% achieved proficiency on the Reading portion. Also, Mathematics proficiency declined each in grade 3-5.

Schools in PTAAN's targeted area consistently underperformed in all subjects, with lower proficiency percentages than the state in those same subjects. While these results represent the average of these surrounding schools across all grade levels, these educational outcomes decrease when disaggregated by special student subgroups. Please see Table 3- 2[5] below.

Table 3-2: 2018-19 SBAC Results – Disaggregated by Special Subgroup

	Math	Reading
All Students	27%	37%
IEP Students	7%	9%
EL Students	14%	14%
FRL Students	26%	36%

Academic need is evident in the ZIP codes that PTAAN intends to serve. Each of the ZIP codes in the target area aligns to the Nevada State Public Charter School Authority's definition of "Academic Need" as outlined in the recent 2019 Academic and Demographic Needs Assessment[6] or otherwise being a ZIP code which contains one or more 1 or 2 star schools.

Within the 3-mile radius of PTAAN's proposed N. Bruce Street site, a total of 38 public schools were analyzed from the elementary to the middle school grade levels. Eleven of those schools are in ZIP code 89030, six from 89032, six from 89101, five from 89106, four from 89110, and six from 89115.

Table 3-3: Targeted ZIP Codes and Star Ratings

Targeted zip code	Total number of schools	Number of 1-2-star schools	Number of 1-2-star ES	Number of 1-2-star MS
89030	11	7	6	1
89032	6	5	3	2
89101	6	5	4	1
89106	5	5	4	1
89110	4	1	1	n/a
89115	6	5	4	1

PTAAN will offer families the opportunity to choose a school that provides an excellent education to a diverse student population and meet the needs as described by the Nevada SPCSA's Academic and Demographic Needs Assessment. PTAAN will draw on the curriculum and instructional practices that have been established at PTAA in Texas and that have shown strong results-A-rated elementary and middle schools with a diverse student body similar to the target area population for

[4] Elementary and Middle school results were combined for SBAC Reading and Math.
[5] Nevada Report Card.
[6] http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/OpenASchool/190812-2019-Academic-and-Demographic-Needs-Assessment-2019-07-26.pdf

PTAAN.[7] The core of PTAA's instructional model is the PTECH model offered in high school and supported through backward design for all grades. PTECH, a national model now in eight states, was launched in 2011 to provide a holistic approach to workforce development and address the global skills gap. PTAA Texas is a designated PTECH District. All the practices and systems in our K-8 model are designed to prepare students to be successful in the PTECH model, and, more broadly, to be successful in secondary education and beyond.

PARENT AND COMMUNITY INVOLVEMENT

(1) *Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school*

PTAAN has been and will continue to build connections to community partners and community leaders in Las Vegas. We have already secured support from those listed below.

(2) *Describe how you have engaged, and will continue to engage parents, neighborhood, and community members from the time the school was conceptualized to when the application is approved through the opening of the school. What specific strategies have been implemented and will continued to be relied upon to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?*

The success of PTAAN's educational program is dependent on parental and community involvement. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission. Our CMO/Founding Board complies with NRS 388A.320 by ensuring at least one of our members is a "parent or guardian" and that the majority of our members consist of local, committed, and engaged citizens who want to improve our community. We have worked with individuals from the North Las Vegas City Hall's Division of Economic Development and the Las Vegas Metro Chamber of Commerce to find the best people for our committee and to market the school effectively.

To engage parents, neighborhood and other community stakeholders, PTAAN's Committee to Form has held or participated in the following events and activities in North Las Vegas and surrounding areas: 2341 Comstock Dr North Las Vegas Nevada every Tuesday at 2:00 PM in person or virtually

At each of these events, members from the CMO/Founding Board have been present to provide information about the PTAAN's culture, educational model, proposed location, and benefits to the community. Additionally, the proposed Head of School, CMO, founding members have listened to and gathered feedback from other community stakeholders, including students and families, to ensure the community's voice is an integral piece of the school's development. Feedback gained from these meetings include: parental visions of the school, needs of the community; anticipated educational deliverables, extra-curricular activities, what parents want to see in a quality school; and what parents want for their children/students.

Additionally, proposed Head of School of PTAAN, Dr. Derrick Love has engaged the community through door-to-door marketing campaigns of the school's targeted community to spread awareness of the proposed school and gain community feedback.

[7] https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability https://tea.texas.gov/sites/default/files/2019%20List_Campus_By_Rating.pdf

PTAAN has implemented a robust outreach plan to engage community stakeholders. The school sent out mailers in both Spanish and English to its targeted ZIP codes as well marketing efforts via social media. These mailings, social media marketing, and attending events have proven successful as the school currently has more than 79 letters of intent to enroll in the School, despite the Covid-19 limitations, with all of them coming from the targeted ZIP codes within PTAAN's targeted area. (Please see Attachment 1 for Letters of Intent to Enroll). The CMO/Founding Board and Dr. Love will continue to hold events these monthly meetings, after the application's submission in January and up until the school's proposed opening in the fall of 2022 At these events, PTAAN will continue to learn parent priorities and concerns as well as establish buy-in from community stakeholders.

PTAAN launched its official web site Ptaaschool.org and social media https://www.facebook.com/PTAANevada/to engage with community members and keep interested families informed about upcoming events. . As the school becomes operational, additional information on the website will include, but not be limited to: Governing Board's meetings; including upcoming meeting dates, public notices, agendas, and minutes; Contact information; Board Member biographies; Board-approved school budget; Uniform policy information with links for purchasing apparel; PTAAN's mission, vision, and history; Directory of administration and staff; School schedule and calendars. The website will also be an effective tool for constant communication with families on all items related to the School.

Ongoing outreach efforts will include:

- Community Meetings: The CMO, Board, and faculty will conduct several community meetings at the school site once it has been secured to make area residents aware of this new school choice.
- Direct Mail: PTAAN has already conducted direct mail campaign to more than **15,000** homes in the targeted area. As we near opening, if we have not filled all available slots, we will, at our cost, mail enrollment information in both English and Spanish to every eligible student in the targeted area ensuring broad awareness and equal access to the school.
- Social media: We have a robust social media presence, including a Facebook account with more than **160** followers. We will continue to promote the school through this and other social media channels.

(3) *Describe any expectations for parent volunteering.*

Note: In this narrative, the word "parent also includes guardians and other members of a student's family involved in the student's education

PTAAN believes the education of each student is a responsibility shared by the school and parents. The school recognizes the need for a constructive partnership between the school and parents that provides for two-way communication and fosters educational support for students and parents.

PTAAN will emphasize the importance of families being invested and taking ownership of their child's education and personal growth. To do this, PTAAN will create several opportunities for parent involvement in the academics of the school. Areas for involvement will include:

- Parent Volunteers in the Classroom-Parents will have the opportunity to volunteer in the classroom with students. These volunteer opportunities will include, but not be limited to, assisting with student study/project groups, assisting with teacher projects, assisting with teacher paperwork (project prep, paper communications to parents, classroom organization), and classroom celebrations.

- Parent Informational Seminar – PTAAN will conduct parent seminars, digitally delivered, to include a "technology seminar" on the guidelines and safe practices of using tablets in education, both at school and at home. Since these will be created in a digital video format, to be watched via the student's tablet, parents can participate at their own convenience and PTAAN can archive the videos for future year use.
- Progress Reporting – PTAAN will regularly communicate test scores and school-wide progress, as well as individual student progress to parents. Parents will receive two standardized report cards for each semester's body of work. Additionally, with the implementation of the one-to-one tablet environment and the utilization of digital curriculum, parents will get immediate feedback and real-time progress reports on the daily academic activities of their child.
- School Communications – Parental feedback is important to the school leaders of PTAAN to create and sustain a school of excellence. All parents of children attending PTAAN will have the opportunity to participate in an annual satisfaction survey. Our goal is that 85% or more of parents will agree that PTAAN is providing an innovative academic program that equips students with creative and critical thinking skills. The PTAAN Board of Directors will use the feedback provided in the survey as one indicator in the assessment of the Head of School's performance and the administrative team will use this feedback for program adjustments and professional development planning for the upcoming school year.

Parents will be informed of school events and school-wide learning topics through the school website, parent newsletter and home school telephone messaging system. We will employ such methods as weekly e-mails, the school website, and others to inform our families of volunteer opportunities or other events in which they can be involved.

It is the intention of PTAAN to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning.

Specifically, PTAAN will:

- Consult with and encourage parents to share in school planning and in the setting of objectives through participating in School Accountability Committees.
- Facilitate the creation of and support a strong Parent Teacher Organization
- Help parents understand the educational process and their role in supporting student achievement.
- Provide opportunities for parents to volunteer at the school.
- Provide opportunities for parents/guardians to be informed about their student's progress toward attaining proficiency on state and school content standard through written materials and public meetings. Information will explain how the student's progress will be measured and how parents will be informed of such progress. This information will also be provided to the school Parent Teacher Organization and the PTAAN School Accountability Committee.

PTAAN also recognizes the special importance of parental involvement to the success of its Title I, Migrant Education Program (MEP), and Limited English Proficiency (LEP) programs and will ensure that PTAAN jointly develops with parents written parent involvement policies that meet the requirements of federal law.

(4) *For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and*

program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Partner Name: Microsoft Teals	
Briefly describe this partnership	Microsoft Volunteers teach high school courses on site.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Microsoft Volunteers teach high school courses at campus. Four volunteers are assigned per course. Up to 3 courses are taught in high school including the AP computer science course. Course is taught daily Monday-Thursday. These are volunteer Teaching Professionals working to develop and strengthen CS program among students, Mentoring – Job Skills, Resume and Interview Skills, Guest Speakers (Yearly Application with MOU in place at other campuses and planned for Nevada upon approval). There is no fee for this service to school and it is paid by Microsoft Philanthropy.
Partner Name: Sharp	
Briefly describe this partnership	Sharp Volunteers teach high school Network Technologies on site and offer Internships
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Sharp Volunteers teach high school Network Technologies on site and offer Internships. Students are offered as part of PTECH training, hands-on hardware experience. They are also offer 3 level of courses that directly align with internship offers. There is no fee for this service to school and it is part of PTECH program.

Section 2: Meeting the Need

Partner Name: BB&T	
Briefly describe this partnership	Private and bank placements and work as underwriters for tax exempt financing
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	They are number one charter school bond underwriters in the nation. They have Private and bank placements and work as underwriters for tax exempt financing for charter school property acquisition. There is no direct fee for this service to school and it is part of financing fee.
Partner Name: Tortoise	
Briefly describe this partnership	To provide debt financing for Pioneer Technology and Arts Academy's school building project in Las Vegas, Nevada.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	They have partnered with PTAA in both Colorado and Texas, and they understand the school mission and vision. They provide affordable debt financing for charters schools. There is no direct fee for this service to school and it is part of financing fee.
Partner Name: Colliers	
Briefly describe this partnership	Specialize in representing occupiers of education based real estate.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Colliers provide education real estate options in all 50 state. Their dedicated advisors represent and advise charter schools on their real estate transactions throughout the US as well as provide advisory services for demographic, competition, and Market Feasibility Studies. There is no direct fee for this service to school and school (as buyer) doesn't pay any commission.
Partner Name: Kimley Horn	

Briefly describe this partnership	Guest speaking and community events to support Engineering programs
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	National Civil engineering firm that provides alliances via guest speaking, Mentoring – Job Skills, Resume and Interview Skills. There is no fee for this service to school and it volunteer opportunity.
Partner Name: 180 Opportunity	
Briefly describe this partnership	Work with the community to ensure more kids can access a great school in their neighborhood that puts them on track to be college and career ready. Invest in great schools, organizations, and educator leaders that will provide more kids a high-quality education.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	They have provided options to startup funds and help during the incubation period. They Invest in great schools, organizations, and educator leaders that will provide more kids a high-quality education. There is no fee for this service to school and grant funds are raised by 180 philanthropy.

Copy and paste this table into your application narrative for each of your strategic partners.

A few other partnerships and demonstrations of support include, but are not limited:

- Charter School Association of Nevada (CSAN)
- Senator Keith Pickard, Esq., Nevada Senate District 20
- John J. Lee, Mayor of City of North Las Vegas
- 180 Group

For a complete compilation of all of PTAAN's letters of community support, please see Attachment 1 – Letters of Community Support.

(5) Describe the committee to form's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, local community?
The CMO/Founding Board of PTAAN represents a diverse set of skills and backgrounds and holds ties to our local community of North Las Vegas as well as the greater Las Vegas metropolitan area.

Shubham Pandey: Shubham has worked with in Las Vegas, rural Mesquite community and Clark County school district for almost two year now. During this time:

1. Finalized a contract that is signed by Clark county school district to provide Education, Services, Business services, HR and community services to Clark county charter school.
2. Worked with the charter governing school board to finalize and locate tax exempt solution for affordable school financing.

Rudy Pamintuan: Longtime Las Vegas resident providing services in the areas of international affairs, technology, trade and security. Served as an appointee for President George W. Bush – advising the President on Asian American and Pacific Island issues where he was also tapped to promote KORUS (US-Korea Free Trade Agreement) and CAFTA (Central America Free Trade Agreement).

Annie Black: Assembly woman-elect from Nevada State Assembly District-19. She has served as a community advisor to the Clark County School District (CCSD) Board Of Trustees. She also represents the people of the city of Mesquite Nevada as a councilwoman.

Derrick Love: Nevada Certified Principal of 100 Academy of Excellence in North Las Vegas. One of the founding instructional leaders, has over 18 years of working with students with disabilities, including those with mild, moderate, and severe disabilities. Dr. Love is a certified special education educator EC-12 grades. He has managed and supervised special education programs ranging from mild to severe disabilities for the past eight years while managing all aspects of the IDEA grant and responsibilities.

Shannon Houston: Dedicated, resourceful and goal-driven educator with a solid commitment to the academic and social growth and development of every student. Has established PTECH schools and STEM school in several states. She has been working with colleges and universities around the Nevada area.

Chasidy Kretzer: Hardworking resilient individual who is currently serving as Assistant of Democracy Prep at the Agassi Campus Secondary School 6-12. Educator with a background servicing the needs of culturally, racially, and socio-economically diverse populations in inner city schools.

PTAAN will strategically gather knowledge from a variety of community stakeholders especially from parents, families, and targeted at-risk subgroups through focus groups and other mechanisms. The founding team will continue to engage with and market to our target community during the entire length of the application process, to the incubation year to school's opening and beyond. We will meet with families and parents at local events, areas of interest, and social gatherings to educate and inform people of our school. We anticipate parents using word of mouth and social media to spread information about the school and its benefit to the community. In maintaining compliance with Nevada legislative policy, PTAAN will circulate mailers and post cards within a two-mile radius of the school to households with children to promote and to market to families surrounding the school.

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

Academic Plan

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

ATTACHMENT 3: Academic Plan

3. Academic Plan

TRANSFORMATIONAL CHANGE

In its 2019-2024 Strategic Plan, the SPCSA lists goals related to school performance that charter school applicants must consider in setting their own respective goals:

1. *Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.*
2. *Ensure that every SPCSA student succeeds - including those from historically underserved student groups: the SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.*

(1) *How will you ensure that your school either earns a 4- or 5-star rating or is on track to earn a 4- or 5-star rating by the end of your first charter term?*

Pioneer Technology and Arts Academy Nevada (PTAAN) will utilize the best practices developed by PTAA Texas in the extraordinarily successful elementary, middle and high schools that serve a diverse student population. PTAA Texas also founded to address the achievement and opportunity gaps in underserved and under-represented groups in STEM. This includes educationally disadvantaged populations and minority populations. PTAA's faculty and leaders are determined to increase the number and diversity of STEM graduates and to reflect the multicultural global market.

PTAA Texas utilizes curricula and instructional practices proven to be effective with all students, but especially with targeted populations such as economically disadvantaged students. These methods include project-based learning (PBL), technology-based instruction/blended learning, and other student-centered practices. These practices resulted in A rated schools and PTAA Texas was recently awarded two US Department of Education High Quality Charter School replication grants based on its track record of strong academic results for all students including subgroups and its excellent financial and operational management.

PTAA Texas schools are high performing Title I campuses that have been highly successful in educating underserved student populations.

PTAA District demographics in 2018 were: 67.5% minority, 55.8% Economically Disadvantaged, 18.2 % ELL and 42.9% At Risk. Texas Education Agency (TEA) data for PTAA show passing rates for all subjects all grades of 80% for Hispanic students, 86% for African American students,76% for ELL 76% for Economically Disadvantaged students and 56% for Special Education students on the State of Texas Assessment of Academic Readiness (STAAR) tests. PTAA exceeded state accountability performance targets by 200% in Student Progress/Growth and 250% in Post-Secondary Readiness.

Other evidence of the effectiveness of the PTAA Texas instructional model includes:

- The PTAA district received "A" ratings in 2017, 2018, and 2019 in Texas. Only 9% of charter schools in Texas received an A rating in 2017 and approximately 15 % in 2018.
- PTAA Texas was the only charter school in Texas to be awarded PTECH grants for each of its three campuses, based on its success serving poor, minority, and at-risk students, the majority of whom are classified as First-Generation College Bound students.
- PTAA was selected to be one of 10 districts in Texas to participate in the Math Innovation Zone pilot program which strategically targets increasing Algebra I participation and passing rates in 8th grade students
- PTAA was awarded two 2019-20 US Dept. Of Education Charter School Program High Quality Replication grants for new campuses in Texas.

(2) *How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?*

The educational program uses standards-based, state-adopted texts and research-based instructional materials, aligned to NVACS, and high-yield educational strategies described above proven to improve student achievement and accelerate achievement of students with large gaps in learning. PTAAN will implement the PTAA Texas model with fidelity to all practices and standards described in this charter application to ensure that all students who attend the school can attain and demonstrate mastery of state standards. Teachers will be trained to use differentiated instruction and other research-based strategies including blended learning as well as state adopted texts, enhanced by supplementary materials and programs, to ensure student success. Differentiated instruction across the curriculum and targeted intervention programs will serve as vehicles to increase learning opportunities for all students, including English Language Learners and Students with Disabilities.

One of the most important aspects of ensuring the success of all students, especially low performing students, is to use data effectively, monitor academic progress and inform instruction, and encourage incremental progress over time. PTAAN will assess student performance daily through student observations and performance tasks and will also conduct more formal assessments at appropriate intervals. The information gathered through these assessments will help us refine our instructional practices, will inform our plans for professional development, and will be used to adjust our curriculum.

> PTAAN will implement quantitative and qualitative early warning systems to identify students who need additional support to improve academic performance and stay engaged in school. This system will include but not be limited to:
> 1. Attendance below 90 percent, regardless of whether absence is excused or a result of out of school suspension.
> 2. One or more suspensions, whether in school or out of school; Course failure in English, language arts or mathematics during any grading period.
> 3. A Level 1 score on SBAC assessments in ELA or mathematics, or for students in kindergarten through grade 3, a substantial reading deficiency (25th percentile and below) based on the state-wide adopted assessment, NWEA MAP.
> 4. Observed changes in behavior, mood, appearance, or performance of a student by classroom teachers during daily Advisory period or other staff during the school day

PTAAN will use Multi-Tiered System of Supports (MTSS) to support struggling students. MTSS is a tiered approach to instruction that allow for increasing levels of intervention in both academics and behavior**.** A significant advantage of MTSS is the opportunity to integrate the academic RtI process with additional Positive Behavioral Intervention and Supports to ensure whole-child support. MTSS also includes the family and the community as part of cultivating student success. The school's RtI/MTSS team will oversee collecting and analyzing data. Families will be informed and engaged in their native language in finding solutions to match the needs of their children.

Before and after school tutoring and summer tutoring will be available to all students regardless of them being identified as being "deficient" in reading or math.

(3) *Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. 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.)*

PTAAN will meet its educational goals through systems, traditions, and practices based on four core values:

1) Emphasis on STEM curriculum
2) 21st Century Skills
3) Project Based Learning
4) Blended Learning

These four elements support the school's mission that ALL students will be empowered to reach their full potential in college and beyond.

Emphasis on STEM

One of the most critical components of PTAAN's design is our commitment to exposure to STEM for all students at every grade level. Traditionally, especially at the elementary level, the emphasis has been on developing language and literacy skills, with more limited focus on math. In this traditional model, STEM subjects have been given little attention. A study conducted by Farran, Lipsey, Watson, & Hurley (2007) (Farran)found that less than 1 minute of a 360-minute day was spent on math in a typical kindergarten setting. The allocated time is even less for Science, Technology, and Engineering (NAE, 2011 (NAE); National Association for the Education of Young Children and Fred Rogers Center for Early Learning and Children's Media at Saint Vincent's College, 2012).

PTAAN values exposure to STEM subjects at all ages and allocates ample time to STEM, while also supporting early literacy. The curricula are designed to encourage all students to see interdisciplinary connections between all STEM subjects, which is positively correlated with increased student understanding and achievement in STEM. Examples of how STEM is included across the curriculum include:

- A special time block is designated all K-8 students for computer coding (an integration of Engineering and technology)
- K-8 students will have access to 1:1 technology. Dedicated tablets, laptops or all-in-one desktops will be used to facilitate the use of technology.
- Engineering design is incorporated into both the Science and Mathematics curricula using the standards- based Project Lead the Way (PLTW) Launch units.

Information technology (IT), Robotics, and Computer Science programs are offered both during the school day through school projects and as extra-curricular programs through participation in national and local science competitions.

PTAAN recognizes that to be successful in the STEM fields, exposure to rigorous standards-based STEM instruction and 21st century skills, such as collaboration, presentation, critical thinking, and problem solving, must begin as early as Kindergarten. In alignment with our school mission and vision as well as the school model, PTAAN will develop a school with consistent features. Beginning in Kindergarten, students will learn to "code". In the first year of operation, coding will be introduced in all PTAAN kindergarten classrooms, continue and progress through each grade level. This allows all PTAAN students to grow up as "coding natives" who understand coding in the same way that adults may understand how to drive an automobile. Additionally, each classroom will be a Makerspace; The maker movement is identified with teaching and learning that is focused on student centered inquiry. This is not the project done at the end of a unit of learning, but the actual

vehicle and purpose of the learning. "There are essential elements of educating young people to become innovators: the value of hands-on projects where students have to solve a real-world problem and demonstrate mastery; the importance of learning to draw on academic content from multiple disciplines to solve a problem; learning to work in teams" (Wagner & Compton, 2012, p. 52) (Wagner). By providing students access to such a space, PTAAN will foster creativity as well as innovation in students through technology.

Teaching STEM in elementary and middle grades helps young children build a strong foundation in the subjects that many high school students find challenging. With this exposure, students are more likely to pursue STEM subjects in secondary and post-secondary education and are more likely to enter STEM professions. And, for those students who do not ultimately follow a STEM path, the critical thinking and problem-solving skills that are fostered in elementary STEM education offer life-long advantages.

21st Century Skills

A STEM education is not merely rooted in the development of technical skills. The vision of PTAA is to develop of the 21st century skills in all students. While technical skills are important, our students are entering a world in which technology changes so rapidly it is impossible to predict what specific expertise that will be needed for tomorrow's jobs. What is more critical is that students become agile problem solvers and creative thinkers. PTAAN will adhere to the International Society for Technology in Education (ISTE) Digital Learning Standards (2011) (ISTE), which include:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking
- Problem Solving and Decision Making
- Digital Citizenship
- Technological Operations and Concepts.
-

The PTAAN curriculum teaches students to think and read critically and emphasizes a strong conceptual understanding of content. PTAAN believes that when our students are challenged to understand concepts, instead of focusing on memorizing common procedures and rules, they will become increasingly engaged with the material and will establish the foundation which more advanced learning requires.

Project Based Learning

PTAAN believes our students should develop agency over their lives so that they can become self-directed learners and leaders. We believe that project-based learning (PBL) is one way to help students achieve this self-sufficiency. PBL uses the context of real world, relevant problems to introduce new concepts and principles to students who then must develop products, with the use of technology, to demonstrate their emerging understanding of the new material. PBL is a model that assumes students are responsible for their own learning and that teachers serve as guides and facilitators. This stands in contrast to more traditional models that assume that teachers present facts and share knowledge which students absorb.
Decades of research has shown that PBL increases 21st Century Skills, improves critical thinking, and reduces achievement gaps. Specific studies supporting the use of PBL include:

- Students learning through PBL retain content longer and have a deeper understanding of what they are learning.
  (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993) (Peneul)
- When teachers are trained in PBL methods, they devote more class time to teaching 21st century skills; their students perform at least as well on standardized tests as students engaged in traditional instruction.
  (Hixson, Ravitz, & Whisman, 2012) (Hixson)
- Through PBL experiences, students improve their ability to work collaboratively and resolve conflicts.
  (Beckett & Miller; ChanLin, 2008) (Beckett)

PBL shows promise as a strategy for closing the achievement gap by engaging lower- achieving students. *(Boaler, 2002; Penuel & Means, 2000)* (Boaler)

While PBL is at the core of the PTAAN model, we also believe in incorporating a variety of instructional methods. There are times when direct instruction is warranted or expeditious, but to the extent possible we place students in the center of their own learning

Blended Learning

A final element of the PTAAN model is the extensive use of technology in all subjects and all grades. In a blended learning-based classroom, teachers expose students to a variety of technological applications to add dimension and personalization to their courses. Technology plays a critical role in engaging students to explore and understand new concepts.

PTAAN will incorporate blended learning through a variety of programs that includes:

- ITooch Middle School
- Numbler
- Dragonbox Algebra
- Mathspace
- Canvas Learning LMS
- Algebra Touch

<u>School Culture</u>

While having a rich curriculum and strong instructional practices is important for creating a successful school, having a strong culture is equally important. PTAAN will establish a deliberate culture based on our core cultural values:

Rigor: We set high expectations for all members of our community, including students, teachers and administrators
Relevance: Our curriculum is highly engaging and meaningful to students
Relationships: All students are known by the adults in the building and receive personal attention and support in a safe, respectful environment.
The rituals that are expressions of these values will evolve over time and in response to student and faculty interests. However, we have some planned activities to help develop culture and reinforce our values. These include the following:

Rigor

Academic rigor is central to our instructional model. In addition to our daily instructional practices which are designed to enforce high standards, we have school wide practices that emphasize our commitment to academic achievement. These include:

- **Dress Code:** One of the ways that PTAA emphasizes our culture of rigor is to set expectations about student appearance that is line with the expectations of the professional world. Monday is formal dress day which includes white oxford shirts, blue blazer with PTAA embroidered patch, black/watch plaid (navy/hunter green/black traditional plaid) ties (long tie for boys and necktie for girls), Khaki pants (boys and girls), dark dress shoes. Girls may wear a black/watch plaid skirt or jumper or a khaki skirt. A V-neck Sweater or sweater Vest may be substituted for the blazer.
    - Tuesday-Thursday: khaki or navy pants, skirts or shorts (at knee), PTAA polo shirt (white or navy blue).
    - Friday: Students may wear PTAA spirit t-shirts in assorted colors and Jeans. The uniform protocol is the same for K-8.
- **Academic Recommendation/Awards**: Another way we create rigor in our culture is to officially recognize student achievement. Students receive academic recognition at the end of the school year from each course/teacher (Exceptional Boy and Girl and Most Improved Boy and Girl). We also have an A and B Honor Roll and awards for Perfect Attendance and Most Creative/Artistic in addition to extracurricular and athletic awards.

In addition to these annual rituals, PTAA emphasizes the rigor of our model through our parent and student orientations where we make clear that we have high expectations for all community members. PTAA has a comprehensive orientation program that includes:

- End of summer casual meet-and-greet sessions by grade level during which our program and highlights of the year are shared.
- Teacher/parent communication, reaching out by phone and mail or home visits;
- Meet the Teachers Day during which families have the opportunity to meet their child's teachers and tour the building, parents are able to sign up their child for extracurricular activities, for before/after care, to join Parent/Teacher Organization, access volunteer opportunities and to purchase items they may need for their child to complete school uniform requirements. Students are given an overview of how the day will run beginning with morning drop off procedures and before school opportunities, rotation/passing period and hallway expectations, lunch rotation and procedures, STEAM and Computer Lab expectations, afternoon release schedule and procedures and after school extracurricular activities.
- PTAA orientation materials and resources are made available in print (Spanish and English) and are available at orientation meetings, on campus during summer and distributed electronically through the school's website.
- We also offer an informative social media presence through Facebook and our e-Bulletin Campus Newsletters.

During the first week of school, students work with teachers to learn important procedures that are used at PTAA. This instruction is delivered in a fun, firm, and consistent way that enhances learning opportunities and allows each class and the entire school to run smoothly. As collaboration and teamwork are high demand skills throughout life, PTAA students also

participate in a healthy dose of team-building activities during the beginning of school as well as throughout the year.

Relevance

The value of relevance is clear in our curriculum. Every day, teachers make connections between academic lessons and real-world problems. In addition, we have school wide rituals and routines that help reinforce that what students learn in the classroom has practical application outside of the classroom. One example of is our K-6 Invention Convention. Students participate in a competition using critical thinking, problem solving and creativity to develop an invention following the Design Process. Students present their inventions at a Family Invention Convention Night and all inventions are displayed. This is like a Science Fair but is specific to inventions. Inventions are judged by a panel that includes teachers and visiting STEM Field Business Partners (including Software Developers, Engineers, Entrepreneurs). Awards are given at each grade level for: Bright Idea Award, Proficient Planning Award, and Creative Inventor Award.

We also have a STEAM Fair (3-5/6-8). Following the Design Process, students work in collaborative groups on creative projects that include Engineering and Technology concepts and incorporate the knowledge and skills developed throughout in their daily STEAM classes. Students engage in an iterative design process and in so doing they begin to understand failure as part of the creative process. The culmination is a STEAM Fair Community Day where parents and friends are invited to see all the innovative projects. This Fair makes clear that the school values deep engagement with complex academic subjects and rewards academic achievement.

Relationships

At PTAA, every student is well known by the adults in the building. Part of the way we create a culture of connection and relationships is through a daily advisory program that we call Innovation Leadership Program (ILP). Every student at every grade level has an ILP advisory period. This is a time for a small group of students and a teacher to learn about one another, discuss topics of interest or concern to the community, and build social-emotional skills. The curriculum includes character development, problem solving and decision-making skills and a focus on community service and citizenship. Teachers participate in professional development during our summer In-service and develop lesson plans and projects that will be covered during ILP. ILP will draw from the "Growth Mindset" and The ACSD.org Whole Child Approach Initiative. Professional Development programs that PTAA teachers have completed in the past to support this work include Love and Logic, Restorative Practice, Relationships Matter and AVID.

PTAA places a high value on inclusion and diversity. Part of the way we express our appreciation for the diversity in our community is to celebrate different cultures. Our planned cultural celebrations include:

- **Chinese New Year PBLs (**3-5 Social Studies, Mandarin, Art) Known as the Chinese Lunar New Year or the Spring Festival, this holiday celebrates the end of the winter season and the transition into spring. Students explore and embrace the rich traditions of the Chinese culture in a cross-curricular endeavors in Social Studies, ELAR, Mandarin, and Art rotations. Large-scale projects at other PTAA campuses have included a joint art project in which students, using the Design Process as their guide, researched, sketched, and created a 9-foot Chinese Dragon that could be "adorned and maneuvered" through the halls during a "Chinese New Year" Hall Parade. The dragon was hung from the ceiling for the parents to enjoy during a spring open house event.
- **Dia de Los Muertos:** Another cross-curricular event shared through language, social studies, ELAR and art rotations is Día de Los Muertos. Through use of technology, students

are introduced to the traditional celebration through stories and short introductory animated films. They view beautiful examples of traditional ofrendas (offering altars), sugar skulls, papel picados (perforated paper) and other crafts that are popular traditional crafts. Students create their own examples of collaborative papel picados and sugar skulls and can participate in a Sugar Skull Contest much like our Literary Pumpkin Decorating Contest. (K-5). Middle School (6-8) also celebrates this Hispanic traditional holiday with similar projects in collaboration with Spanish and Art Classes.

- **Hispanic Cultural Month (September 15-October 15):** (K-8) A celebratory month to recognize contributions and the vital presence of the Hispanic and Latino Americans to the United States. Student projects are based on an assigned country such as San Salvador, Honduras, Brazil, Mexico, or Peru. Many of these reflect the student's country of origin, and projects include research on traditional, popular cultural dishes and customs. Students may also choose to research cultural dances and learn, practice, and perform these traditional dances.
- **International Pen Pals via Email with BRICs schools:** (Grade 3-6) Pen pal relationships offer a number of interdisciplinary benefits for students: (ELAR) valuable writing practice in the proper format, (Social Studies, Geography) increased awareness of other global cultures, as well as a chance to maintain ongoing communication with others who live far away. Our goal is to move from this step to the use of interactive technology to deepen the connections with our sister schools that participate in our BRICs program (China, Brazil, India).

Additionally, opportunities to engage in community service reinforce the value we place in building relationships and creating a culture that values kindness and connection. One ritual that has developed in our other PTAA schools which we hope to replicate in Nevada is our student-run holiday gift store. Families and Faculty/Staff donate items for the store, students prepare space and operate the store which is open during one week of December. Proceeds are donated to a charity that is chosen by student vote. Students also make Holiday Cards for residents of a local Nursing Home. The cards are lovingly created by all students and then personally delivered on the day that students visit the Nursing Home to present a Christmas Carol program.

(4) *Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.*

Research on the need for a STEM focus: The foundation of PTAAN is high standards of student achievement through the delivery of a rigorous and relevant curriculum, with an emphasis on mastery of core academic content (ELA, Math, Science, and Social Studies). The need for a STEM education has been demonstrated through ample research since President Obama invoked it in his 2011 State of the Union address, calling it our "Sputnik Moment."[8] STEM jobs will grow by 13% between now and 2027, outpacing the growth of other job fields.[9] Salaries in the STEM fields far outpace those of non-STEM fields, and STEM opportunities are available to high school graduates at higher rates than college-educated non STEM professions.[10]

[8] https://obamawhitehouse.archives.gov/the-press-office/2011/01/25/remarks-president-state-union-address

[9] https://www.bls.gov/spotlight/2017/science-technology-engineering-and-mathematics-stem-occupations-past-present-andfuture/home.htm

[10] https://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/

Research on the need for 21st Century Skills

Students process information and construct understanding using all modalities and several different intelligences, such as interpersonal, body-kinesthetic, and spatial intelligences. This collaborative instruction actively includes the use of six of the nine "High Yielding Instructional Strategies" according to Marzano: reinforcing effort and providing recognition, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, and generating and testing hypothesis.[11] The instructional strategies integrating academics in the STEM classrooms engage students, struggling and excelling, yet challenges all of them to attain high levels of competencies. 21st Century employers are looking for graduates who possess soft skills that include responsibility, self-confidence, social and communication skills, flexibility, team-spiritedness, good work attitude, self-motivation and self-management.[12]

Research on Project Based Learning

All PTAAN campuses will implement standards-based project-based learning (PBL) approach across all grade levels. Due to the real world emphasis and technology integration inherent to PBL, academic scholars who are in favor of PBL argue that in order to truly prepare students for college and careers in the 21st century, students must be able to engage in the same interdisciplinary thinking required of true STEM professionals, which in turn will develop greater student problem solving and critical thinking skills as well as greater understanding of STEM concepts and principles.[13] Therefore, teachers who implement PBL must eventually progress from teaching instruction in a silo approach, in which all the disciplines are taught separately, to a more integrated approach among several disciplines. Additionally, PBL requires the instructor to adapt a facilitator role rather than a traditional teacher, while still providing the necessary scaffolding support needed by students throughout the problem-solving process.[14] All these differences culminate into a teaching and learning experience for students as well as teachers that is markedly different from traditional learning experiences. As expected, transition to integration requires an extensive amount of support to counteract the barriers that teachers will encounter during the implementation of an interdisciplinary PBL curriculum with fidelity, PTAAN will provide carefully crafted training modules to be able to deliver high quality PBL training, technology training, and model various project demonstrations for new teachers.

Research on Blended Learning

PTAAN uses a rotation model of blended learning classrooms so students rotate between learning stations and face-to-face instruction. Schedules are fixed but flexible.

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[11] Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

[12] "*Project*-based Learning (PjBL): Inculcating Soft Skills in 21st Century Workplace" Faridah Musa, Norlaila Mufti, Rozmel Abdul Latiff, Maryam Mohamed Amin Procedia - Social and Behavioral Sciences Volume 59, 17 October 2012, Pages 565-573 https://www.sciencedirect.com/science/article/pii/S1877042812037639

[13] Ashgar et al, 2012; Ertmer & Simons, 2005; Roberts & Cantu, 2012; Honey, Pearson, Schweingruber, 2014; NCTM, 2000

[14] Lubienski & Stillwell, 2003

"Blended learning, which is usually viewed as a combination of face-to-face and online delivery methods, can influence students' perceptions of the learning environment and, subsequently, their study experiences, learning outcomes, and ultimate academic achievement."[15]

A study in 2015 found that tablet usage increases student engagement as observed through on-task conduct, homework completion, increased involvement in class activities, and fewer behavioral incidents in a K-5 blended learning environment.[16]

All students no matter their age learn differently, and teaching methods should reflect this, by designing teaching programs in a way that reaches visual, auditory, and kinetic learners alike. With the heavy integration of technologies, PTAAN will be able to improve teaching, information retention, engagement, responsibility, and enjoyment.

Schools with the cultural components imbedded in the PTAAN model typically have higher student graduation and college-going rates.[17]

(5) *Are there any portions of an existing network or school's model that you will utilize in this proposed school? If so, please identify and describe the student performance results of that particular programming.*

PTAAN will use the phenomenally successful PTAA Texas model in the Nevada school. The initial K-8 PTAAN campus will scale up to a high school that will offer the Pathways in Technology Early College High School, or PTECH, model to provide today's students with the tools to become tomorrow's leaders in creativity and innovation, to prepare students for college and careers in today's global economy, and to support a system of high academic achievement for ALL learners. PTAA Texas has successfully opened and implemented this curriculum model and best practices at its schools in Dallas and Hunt Counties, Texas with diverse and economically disadvantaged student populations; the district has achieved A ratings every year. Noteworthy is its success in Closing the Gaps in achievement and Growth in subpopulations. *See Attachment 22.*

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) *In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school.*

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[15] "*Blended Learning: An Institutional Approach for Enhancing Students' Learning Experiences*" Poon, Joanna, MERLOT Journal of Online Learning and Teaching Vol. 9, No. 2, June 2013.

[16] Prouty, C. & Werth, L. (2015). *Student Engagement: Best Practices in a K-5 Blended Learning Environment.* In D. Rutledge & D. Slykhuis (Eds.), *Proceedings of SITE 2015--Society for Information Technology & Teacher Education International Conference* (pp. 1717-1724). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE). Retrieved July 9, 2020 from https://www.learntechlib.org/primary/p/150228/.

[17] Bill and Melinda Gates Foundation, 2011.

PTAAN will draw on the curriculum and instructional practices that have been established at PTAA in Texas and that have shown strong results with a diverse student body. At the core of PTAA's instructional model is the PTECH model offered in high school and supported through backward design for all grades. PTECH, a national model now in eight states, was launched in 2011 to provide a holistic approach to workforce development and address the global skills gap. All the practices and systems in our K-8 model are designed to prepare students to be successful in the PTECH model, and, more broadly, to be successful in secondary education and beyond.

Scope and Sequence

PTAAN believes that having a fully developed scope and sequence is the first step in creating a successful academic program. An articulated scope and sequence gives teachers direction on how to plan their year while still allowing freedom to creatively address learning objectives. It gives the entire school community confidence that all academic standards will be addressed over the course of a student's time within the school. And, it allows for integration and alignment across academic subjects and between grade levels.

PTAAN will use the K-8 scope and sequence that has been developed for the 100 Academy in Las Vegas. and will revise and adapt it as needed during the Incubation Year. A complete scope and sequence is available upon request. The detailed Scope and Sequence provides further information about the pacing for each unit of study, the standards that are addressed by each unit, and the strategies to be used for acceleration and intervention to personalize learning for students. Using the 100 Academy scope and sequence as a starting point provides PTAAN with a strong foundation.

In addition to our four core academic subjects, our curriculum includes enrichment work in the following areas:

- Coding – every student at every grade level participates in a coding block. In addition to enhancing student interest in STEM fields, coding supports the development of both math and literacy skills.
- Arts - project based learning naturally engages students in the arts as they use art to produce products. In addition, we integrate the arts with all our core academic subjects. A key focus of our early professional development with teachers will be arts integration. We will also offer explicit arts instruction using the instructional resources described below.
- PE - PTAAN students will have a minimum of 30 minutes of daily recess time. Students in grades 6-8 will also have a daily PE course for a minimum of 30 minutes. This course will be designed to meet state standards in both health and physical education.

In addition to the work PTAAN will do in advance of opening, we are committed to continually reviewing, revising and improving our curriculum. At the end of each academic semester, we will conduct an analysis of our scope and sequence and will gather input from teachers about pacing, alignment across grades and across subjects, and overall content. While our intent is not to be perpetually changing the scope and sequence, we anticipate making small adjustments on a regular basis to ensure that, as a learning organization, we are always improving.

(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.*

Curricular Resources

In addition to developing a comprehensive scope and sequence for each grade and each core academic subject, PTAAN has identified specific curricular resources that will be used to support

instruction. While teachers will have the ability to adapt and supplement these resources to ensure that learning objectives are being met, these resources will serve as the core of instruction.

Math

During the past school year, only 40% of fourth graders nationwide scored at a proficient level in a nationwide math assessment. Even more alarming, just 26 percent of Hispanic students and 19 percent of African American children tested proficient in fourth-grade math. In PTAA schools with a significant ELL population, this means a change in how math is taught. If math lessons are basically one-size-fits-all, it is especially difficult for kids learning English to absorb what is being taught. We believe that an environment that offers a rich variety of objects and materials, play, and projects can help teachers capitalize on children's natural curiosity about math and can help them learn that making sense of real-life problems can be stimulating and enjoyable.

Effective mathematical learning requires an emphasis on skills development and real-world application. Unfortunately, many schools still spend a large deal of time emphasizing the practice of skills without allowing students a chance to develop conceptual understanding.[18] Quality math instruction gives students the ability to draw connections and infer relationships among mathematical ideas. Mathematical meaning is created through the student's own ingenuity.[19] PTAAN will focus on exposing students to more complex and high-level mathematics problem, while still providing them with the structured scaffolding needed to solve the problems. The Nevada math standards emphasize that students apply learned skills to solve novel situations. This is the trademark of math at PTAAN.

The primary curricular resource that PTAAN will utilize in support of its philosophy is Singapore Math (SM). This will be supplemented by enVisions Math and IXL. We believe that the curriculum we have selected meets Nevada standards and has been shown to be effective in supporting a variety of learners. Our professional development and ongoing support for teachers will ensure high quality implementation.

Singapore Math: Singapore Math is a research-based math curriculum for grades K-8. Singapore Math uses the Concrete, Pictorial, Abstract (PCA) approach to math. This approach introduces new math concepts in a concrete, tangible way and then introduces increasing levels of abstraction. Singapore Math also works well in environments that use Project Based Learning because it encourages students to apply newly acquired math skills in real-life problem-solving activities. Singapore Math offers both print and digital resources, in line with PTAAN's intent to use blended learning. Finally, Singapore Math excels at differentiated learning, with ample resources for teachers to reteach and provide extra practice to struggling learners and enrichment activities for more advanced learners. This aligns to PTAAN's dedication to serving diverse types of learners.

enVisions Math 2.0: Envision math is a K-5 program that is aligned with the Common Core. The program is specifically designed to support project-based learning and can be offered in digital, print and blended formats that also support PTAAN's commitment to integrating technology across the curriculum. enVisions includes a variety of strategies for differentiating learning including tiered activities, learning centers and flexible grouping. The program has been validated by the What Works Clearinghouse.

IXL Math: IXL Math offers an excellent online supplement to our core math curriculum. It is a

[18] Hiebert & Stigler,2004
[19] Stein, 2004

personalized learning platform that offers instruction in 7,000 discrete math skills in grades K-12. Using on online continual diagnostic system, IXL offers personalized guidance for every learner and automatically differentiates instruction by generating questions tailored to each student's level of understanding. This self-paced, online tool provides an additional layer of support for mastery of math skills. IXL is currently used by 1 in 8 students in the US and has consistently been shown to boost math scores on a variety of standardized assessments.

English Language Arts

Last year, in tests of the nation's public school fourth graders, just 23 percent of Hispanic children and 20 percent of African American children scored 'proficient' in reading. Among low-income students in general, just 22 percent of fourth graders were proficient readers. The repercussions of not learning to read are magnified for poor children. A report from the Annie E Casey Foundation[20] shows that low-income children who cannot read at grade level by third grade are six times more likely to become high school dropouts. PTAAN will ensure that all students, and those at-risk, will receive a high-quality ELA education. We will ensure that all students are strong readers and writers and that they have the skills needed to engage with complicated texts in all subjects.

At PTAAN, literacy instruction will include a blend of read-aloud, direct instruction, guided reading, and guided writing. Spalding *Writing Road to Reading* will be our primary curricular resource. We will supplement this with a variety of additional resources.

Spalding – The Writing Road to Reading. The Spalding Method is our primary resource for literacy instruction. This research-based total language approach to literacy includes 6 key components:

- First, teachers offer explicit instruction about each new skill that is introduced. They model, explain and demonstrate the skill.
- Interactive instruction then engages all students in dialog and activities that check for understanding.
- Daily diagnostic instruction allows teachers to observe student progress and then differentiate instruction to meet student needs.
- Sequential instruction then builds on simple and concrete skills to develop more complex levels of understanding and application.
- Multi-sensory instruction, which allows students to see, hear, say, and write increases mastery.
- Integrated instruction reinforces the connection between reading, writing and speaking.

The Spalding Method is aligned with the Common Core for Kindergarten through 6th grade and offers grade level reading, writing and spelling objectives. One four-year study conducted by Arizona State University's Technology Based Learning & Research concluded, " 'The Writing Road to Reading' had significantly higher achievement test scores when compared to those using mainstream reading programs."

Phonics- Phonics has been widely used in US Schools for literacy instruction for more than 100 years. It is a system for helping students develop phonemic awareness, the ability to hear, identify and manipulate sounds and letter patterns that form those sounds. While the teaching of Phonics has been a disputed topic in education for some time, PTAAN believes that structured phonics instruction benefits all students. Effective reading requires going beyond phonics and learning about comprehension, but phonics provides an essential base for all readers and writers.

[20] Annie E. Casey Foundation 2013

Accelerated Reader – This supplemental online program provides students with tools to practice reading and to advance at their own pace. With more than 200,00 online quizzes, the program allows students to read books and articles that are leveled appropriately and that address topics of personal interest. This program matches both PTAAN's blended learning model and our commitment to personalized learning. Based on 30 years of research, Accelerated Reader has been subject to more than 180 peer-reviewed studies and has consistently concluded that students who use the program perform and higher levels and achieve greater growth than those who do not use the program.

Raz Kids - RAZ Kids is an additional supplemental program that PTAAN will implement. RAZ Kids is a digital leveled library with language supports and comprehension assessments. Students first listen to books read aloud by a fluent, human reader while the words are highlighted, then scholars have an opportunity read and re-read the book themselves. The program also has interactive quizzes that measure comprehension and give teachers instant data on how scholars are progressing.

Science

PTAAN believes that effective science instruction has four certain essential elements:

1. Instruction addresses explicit learning outcomes
2. Instruction is incorporated into larger themes
3. Instruction integrates both content and process skills
4. Instruction provides opportunities for continuous learner reflection and social construction of knowledge.[21]

These four criteria align more closely with reformed laboratory experiences that focus upon engaging students in real world contexts to solve challenging problems rather than traditional science laboratory instruction with serve to only use laboratory experiences to confirm previously learned information. In other words, learning science is an active process that is intended to stimulate the curiosity of the students. Hands-on, process-oriented instruction makes full use of problem-solving techniques, technology and appropriate teaching strategies within safe and adequately supplied facilities. We have selected our curricular resources with this framework in mind.

Project Lead the Way – PLTW is our primary resource for science instruction. PLTW Launch, for grades K-5, builds on children's innate curiosity and helps them think of themselves and scientists and creators. It offers 28 interdisciplinary modules, each with hands-on activities to engage students in real-life science. PLTW Gateway offers curriculum for 6th through 8th grade and includes 10 units that focus on computer science, engineering and biomedical science. These units continue the hands-on instruction begun in earlier grades and encourage self-exploration so that students can see a continued pathway in STEM fields. PLTW has been implemented with millions of students and research has shown that students who are exposed to this program perform better on standardized assessments, are better prepared for post-secondary studies, and, importantly, are more likely to pursue STEM careers.

[21] Singer, Hilton, & Schweingruber, 2005 *America's lab report: Investigations in high school science.* Washington, DC: National Research Council.

STEM Scopes – As with our other disciplines, PTAAN has selected a supplemental digital program to support our science curriculum. This K-8 platform, which is 100% digital, provides comprehensive resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth. These program works well with PTAAN's blended learning model. Importantly, a study of more than 400,000 students in Texas found that "economically-disadvantaged, minority, and LEP students made significant gains over their counterparts not using STEMscopes."[22]

Social Studies

In the same manner that PTAA curriculum emphasizes interdisciplinary connections between the STEM fields, the PTAAN curriculum emphasizes correlations between Social Studies and ELA. Our social studies units are designed to integrate various subjects as well as to address the following key ideas: (1) Time, Continuity, and Change (History); (2) People, Places, and Environment (Geography); (3) Government and the Citizen (Civics and Government); and (4) Economics.
A core value of PTAAN is multicultural education. Therefore, special emphasis will be placed on addressing a variety of cultures and their interactions throughout history and in the modern world. American society is clearly becoming more and more diverse. It is important that schools prepare students to succeed in this diverse society by adopting more multiculturally-based curricula and by teaching students to embrace differences. Based upon that philosophy, PTAAN lessons are designed to teach students to critically analyze historical evidence, justify arguments with data, and to detect and discuss potential bias in resources due to cultural influences. Students also will be taught to build upon factual knowledge and to draw evidence-based conclusions.

PTAAN also believe that the future of democracy in this country depends upon the existence of social institutions, such as schools, that extend and support the democratic ideals to future generations.[23] To best prepare students who can embrace these democratic ideals, schools should allow students a chance to practice democracy. This is another important theme of our social studies curriculum.

Social Studies Alive – More than any other instructional area, social studies relies on teachers finding unique and authentic sources of content for instruction. That said, PTAAN will use Social Studies Alive as the framework for our program. Importantly, this program offers a Nevada specific edition that aligns with state standards. The curriculum is also aligned with the Common Core State Standards for English Language Arts & Literacy to ensure that students develop literacy skills through learning social studies. The K-8 curriculum includes both online and print resources that engage students in interactive lessons.

Coding

All students at every grade level at PTAAN will have dedicated time for learning coding. We use a variety of resources to support coding instruction.

Code.org – Code.org provides online K-12 curriculum that is currently used by nearly 40% of U.S. students. The curriculum includes:

- Pre-Reader Express (PK-2)
- CS Fundamentals (K-5)
- Fundamentals Express (3-12)

[22](https://www.stemscopes.com/resources/case_studies/cs_stemscopes_texas_science_achievement_research_paper_2019_09_01.pdf)
[23] (Apple & Beane, 2007). "Schooling for Democracy"Apple, Michael W.; Beane, James A. *Principal Leadership*, v8 n2 p34-38 Oct 2007

- Discoveries (6-8)

Each of these courses includes about 20 hours of instruction and has both online and "unplugged" activities. The primary feature of each course is one or more programming puzzle. While the courses can be taken independently, research has shown that students are more likely to reach coding proficiency when the courses are taken in a classroom setting with facilitation by teacher.

This is how PTAAN will use the curriculum.

Additional coding resources used by PTAAN include:

- Code Karts (KP-2)
- Boogie Bot (PK-3)
- Scratch Junior and Hopscotch
- Tynker (PK-5)
- Learn Java Scripts (4-8th Grade)
- Scratch (6-8)
- SNAP (7-8)

Art

Arts integration is a key element of the PTAAN curriculum. Our teachers continually strive to find ways to incorporate art into lessons in every subject. To support this work, we have selected the following curricular resources:

- ***INTEGRATed*** – INTEGRATed is an online K-12 STEAM curriculum. The curriculum includes hands-on activities with lessons, assessment and resources that are aligned to common core Math and ELA standards as well as Next Gen Science and National Arts standards. There are 3 to 5 lessons per quarter and the program includes online professional development to help teachers integrate the arts in all parts of the curriculum.
- ***Deep Space Sparkle*** – This supplemental curriculum offers additional lesson plans that are designed around themes such as space or nature. For each theme, there are grade level lessons that teach specific art techniques. Teachers can utilize this resource to enhance their work on arts integration.

(3) *Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students, including those that are in need of remediation and those that are intellectually gifted.*

PTAAN believes in a pragmatic approach to instruction. While our primary instructional vehicle is project based learning (PBL), we also recognize that a blend of direct instruction, online instruction and project based learning is the most efficient and effect way to address the broad range of Nevada Academic Standards and to ensure that students are building the skills needed to access content and to engage in complex projects.

Project Based Learning is an inquiry-based instructional methodology which emphasizes bringing real world context to the classroom. PBL immerses students in standards-based activities that culminate in student-generated products. Projects and products motivate and engage students to demonstrate understanding of content and mastery of skills. Projects and products require students to grapple with big ideas and guiding questions. They are designed to vary the types of products students learn to produce over time. The format products take allow students to master

conventions of a particular medium – building a multimedia display, crafting a letter to a newspaper editor, building a robot, tutoring younger students, etc. The format of the product fits the purpose, audience, and mode of presentation required by the project. All projects and their products are logically linked and sequenced to develop deeper understanding of the compelling topic.

PTAAN's curriculum, which is divided into units of study for each grade and each subject, lends itself to PBL. The units are organized around big ideas which teachers use to develop age-appropriate projects that incorporate academic standards. It is important to note that projects are not end-of-unit dressing, but rather are the core of a unit. The project is the vehicle for teaching the content of the unit.

The seven essential design elements of PBL, as defined by PBL Works, are:

- **A Challenging Problem or Question -** The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge
- **Sustained Inquiry -** Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.
- **Authenticity -** The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.
- **Student Voice & Choice -** Students make some decisions about the project, including how they work and what they create.
- **Reflection -** Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.
- **Critique & Revision -** Students give, receive, and apply feedback to improve their process and products.

While teachers at PTAAN are encouraged to develop new projects to address standards within units, they also have access to the projects that other PTAAN teachers in our partner schools have developed. The PTAA network uses Google Drives that are accessible by all staff members among all campuses. These Google Drives have historical lesson plans and standards that are being met by those lesson plans. They also have PBL ideas with videos and images. Project plans include broad learning goals, project overviews and milestones, and day by day lesson plans. These project plans can be shared among PTAAN teachers and, increasingly, across an international network of schools that use PBL.

While most content at PTAA is delivered through PBL, there are also some skills that are more effectively and efficiently mastered through direct instruction. For example, phonics instruction has consistently been shown to be an important tool for developing early literacy. Similarly, some math skills are best learned when a teacher models the skills and students practice the skills. At PTAA, teachers use direct instruction when it is prudent, while striving to use PBL as frequently as possible.

Research also supports a positive relationship between technology integration and student achievement in math and science.[24] The integration of technology is strongly encouraged at PTAAN

[24] Mann et al., 1999; Middleton & Murray, 1999; Wenglinksky, 1998, as cited in Hansen & Gonzalez, 2014 and Hansen & Gonzalez, 2014 "Investigating the Relationship between STEM Learning

and many of the curricular resources listed above give students the chance to work independently, online, in self-paced programs. Again, teachers have the discretion to use technology to both enhance projects and to reinforce content introduced through projects.

These three instructional methods, PBL, direct instruction and blended learning, are combined to create a learning experience that is markedly different from traditional learning experiences. Creating the right mix of methods and ensuring that students are gaining exposure to all critical content is the art of teaching at PTAAN.

Differentiation

The mission of PTAAN is that ALL students fulfill their potential. PBL is an ideal instructional approach to meet the needs of diverse learners because the products that students are asked to develop can modified to meet individual needs. In addition, the online curriculum that PTAAN has selected for math and literacy allow students to advance at their own pace. Our specific plans for addressing the needs of students with IEP's and students who are English Language Learners are addressed in subsequent sections of this application. Overall, we believe that both our curricular resources and our instructional methods are highly adaptable to meet student needs.

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

PTAAN will administer the CoGAT annually to identify Gifted and Talented (GAT) Students. Students may also be identified as gifted if they meet certain other criteria including scoring in the top 90th percentile on the Measures of Academic Progress (MAP), a nationally normed assessment taken at the beginning of each school year. We will also work to ensure that students who are traditionally under-represented may be identified as Gifted and Talented. ELLs will be evaluated for eligibility based on modified criteria. Students will only need to demonstrate one-year above grade level to be designated GAT.

PTAAN will create an individualized Advanced Learning plan (ALP) for all GAT students based on their strengths and areas of need. The ALP outlines programming for identified gifted and talented students and is used as a guide for educational planning and decision making. It is also an accountability method for assessing gifted student growth through progress monitoring of quantitative and qualitative goals in gifted student programming and social emotional development.

During PTAAN's first year of operation, the Special Education teacher will serve as GAT coordinator who will be available to assist in the design of an advanced learning program based on research-based instruction that is administered by PTAAN. The individualized ALPs will be implemented and monitored by the Head of School who will collaborate with the GAT team that will include the classroom teacher, parents, and the students. Informal assessments of a student's progress towards goals will be conducted quarterly with a comprehensive review of the ALP. A parent may request a

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Principles and Student Achievement in Math and Science" *American Journal of Education* Vol. 120, No. 2 (February 2014), pp. 139-171.

review of their student's ALP at any time. The GAT team members will have 30 days to complete such a requested review. In addition, the PTAAN Head of School will be responsible for evaluating the performance of the GAT program on an annual basis.

PTAANs individualized blended learning environment, with its use of one-to-one tablet curriculum, is well suited to meet the needs of GAT students. Students can progress at their own speed. In the event the student is still not adequately challenged by an accelerated pace, their course work may be further differentiated as the GAT team deems appropriate to their individual needs. They may receive advanced course work to extend their research and understanding of concepts originally introduced in class. Alternately, the PTAAN education model supports ability grouping, allowing for alternative classroom placements rather than being confined to a specific grade level. This gives students the opportunity to pursue a more advanced and stimulating academic life based on their abilities. Supplementary accommodations to the student's ALP may include but are not limited to, additional projects, independent study activities, project-based learning, tiered assignments, curriculum compacting, mentorships, and leadership opportunities. A GAT student may receive their differentiated curriculum both in and out of the regular classroom as deemed appropriate by the GAT team. PTAAN's school environment will encourage students to engage in their passions academically. The activities and opportunities offered through PTAAN's PBL STEM-based curriculum will inspire students to exceed the status quo and pursue diverse and challenging possibilities.

All PTAAN teachers will receive professional development related to gifted and talented student identification and programming. Instruction for GAT students will come from the regular staff.

(5) *Describe the professional development teachers will receive to ensure high levels of implementation of the instructional model and curriculum.*

Professional Development

PTAAN's unique instructional model demands high quality teachers who are well supported, frequently coached, and held to high standards. PTAAN hires skilled teachers who are confident about their abilities and also interested in continuing to grow and improve as professionals.

PTAAN's Teacher Induction Plan provides new teachers with instructional and interpersonal skills that will be needed for the success of our STEAM program. New teachers spend up to two weeks in pre-service training. They also receive additional support during their first year with PTAAN. The full year of induction to PTAAN includes the following:

Phase 1	**Summer STEAM Camp and Teacher Induction and Training** ● Team Building: Campus/Content Teams ● Add the "A" to STEM: STEAM Arts Integration: The Creative Element ● PBL Planning and Execution ● Nevada education regulations regarding special populations including SPED, ELL and Gifted and Talented students ● CPR and First Aid
Phase 2	**PTAA Texas Sister School Support** ● Curriculum & Instruction Resources (PLTW, Code.org TEALS) ● SPCSA Policies and Procedures ● Technology Systems (Google Classroom, Skyward)

Phase 3	**Professional Learning Community** ● Weekly Campus PLCs ● Twice Yearly District STEAM Team Planning Day ● PD and STEM/STEAM Conference Opportunities ● Opportunity to collaborate in person and/or digitally with content team teachers ● Support from STEAM Coordinator and Director

In addition, each year the leadership team of PTAAN, including the Head of School, intervention specialists, will analyze student achievement data from the previous years as well as feedback from teacher and parent satisfaction surveys and informal input from teachers to determine goals and an area of focus for the coming year's professional development plan. The team will then create a plan describing what combination of onsite professional development and attendance at offsite trainings would best support the school wide focus. Examples might include arts integration, effective project design or support for English Language Learners. PTAAN's school schedule and calendar allow time for teachers to work together to plan as well as to participate in organized professional development. Each year, teachers will receive approximately 12 days or 96 hours of high-quality PD.

When possible, small teams of teachers will attend trainings together to build capacity and leadership among the staff. They will then bring that learning home to the whole staff. The Head of School and various staff members will collaborate in the facilitation of whole and small group professional development to continue to teach and support the staff in addressing the school wide goal.

In addition, teachers will set personal development goals each year in collaboration with the Head of School. These goals will be documented and used as the basis for regular teacher observations and feedback.

(6) *If the proposed charter school intends to include a vocational or career and technical education program, provide a description of the career and technical education program that will be implemented by the charter school.*

PTAAN will open with a K-8 model that scales up one year at a time to a K-12 PTECH school. The PTECH high school, when enrolled, will offer CTE industry certifications.

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.

PTAAN does not propose to offer a Distance Learning model, therefore 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. Please include an explanation as to how the proposed school will document and monitor student attendance to ensure meaningful participation in courses.
(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.
(6) Describe the support that will be available to each pupil, in his or her home or community, including the availability and frequency of interactions between the pupil and teachers.
(7) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

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. 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 are encouraged to 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.

PTAAN does not propose to offer pre-kindergarten, therefore 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.

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS
Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.

PTAAN will open with a K-8 campus in 2021 and add additional grades every year to eventually become a K-12 grade PTECH campus offering dual credits and internships to all high school students. PTAAN 's future offered PTECH program will be based upon local high school and

community needs and targeted industries in the STEM sector. PTAAN's program will offer both college credit options and business/industry exposure opportunities to students in each grade level to qualify them to accommodate the local job market demands for these professions. In PTAAN's program, students will have the opportunity to earn college credit by two different venues: college credit by examination through Advanced Placement or Project Lead the Way courses or college credit by course completion through articulated agreements with local community colleges. In addition to dual credit, PTAAN will also develop MOUs with several businesses and industries to allow students to participate in work-based learning experiences including job shadowing hours and site fieldtrips. These opportunities culminate into a working model and plan for PTAAN students to complete high school with the opportunity to earn an associate degree, industry recognized certification and over 150 hours of work-based learning experiences with local business employers. PTAA Texas was the only charter school awarded PTEC grants for each campus and is a PTECH designated district.

(1) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.
PTAAN is dedicated to preparing students for future success through rigorous and innovative academic instruction. Our belief is that most students will be able to meet these rigorous standards each year and to progress through our K-8 program on schedule. However, we recognize that some students may not make adequate progress to advance from one grade to the next each year. The criteria that will be used to determine if a student will be promoted from one grade to the next include:

- Results of the formative assessments and the MAP test for a summative assessment, Students who have not met grade level expectations will be considered for retention.
- Results of subject matter interim and summative assessments
- Teacher assessments of student preparedness to succeed at the next grade level with their peers.

PTAAN will communicate each grade's year-end requirements with the students and parents at the beginning of the year and ensure report cards inform families of the student's progress toward these requirements. The Head of School, with input from the student's Teachers, will make the final decision on all grade promotions or retentions.

The PTAAN grading scale will be :90-100= A, 89-80=B, 79-70= C, 69-60=D, 59 and below= F. PTAAN will issue regular progress reports and grade-status updates to students, parents, and teacher-advisors. Any student whose grades on formative assessment fall below 70 will also trigger further evaluation.

(2) *For schools proposing a high school program, explain how the school will meet state graduation requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.*

PTAAN will open a K-8 campus in 2021 and scale up to a full K-12 whole school PTECH model. The pathways will be determined at that time by industry needs and community needs. PTAAN will meet and exceed graduation requirements required by the State of Nevada for graduation.

(3) *For schools proposing a high school program, 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).*

The PTECH national model was created for the purpose of ensuring students' readiness for college or other post-secondary opportunities. PTAAN's proven PTECH high schools in Texas exceed college readiness levels on state assessments.

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

Depending on the unique situation of the individual student, any or all the following strategies will be pursued to remedy the situation:

- The student's teacher may begin a remedial program that will include any or all the following:
    - Additional instructional time with the teacher, other staff, or parent volunteers for supplementary coursework and/or repetition of previously completed coursework
    - Private tutoring with faculty members or with outside volunteers
    - At-home work or after-school work
- The student's teacher and/or PTAAN staff may call for a conference with parents or guardians to discuss possible interventions. This conference will explore specific strategies for increasing the student's achievement.
- The Multi-Tiered System of Supports (MTSS) team will evaluate and initiate strategies to support student learning
    - The student may be recommended for testing to establish whether an IEP is needed.

DUAL-CREDIT PARTNERSHIPS

High schools approved by the SPCSA will be expected to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. 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.

A requirement of PTAAN's PTECH model is MOUs with colleges and universities to offer dual credit courses. These will be established when the high school opens.

(1) *Discuss the scope of the services and resources that will be provided by the college or university.*

Generally, colleges and universities provide mentors, liaisons, and Advisory Board members to PTAA. The services include aligning curriculum, ensuring crosswalks are current and effective, hosting tours, and providing resources, support and input that drives success of the program.

(2) Describe the proposed terms of the relationship between the charter school and the college or university including

(a) *proposed duration of the relationship and the conditions for renewal and termination*

This will be determined when PTAAN PTECH opens.

(b) *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*

This will be determined when PTAAN PTECH opens.

(3) *Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.*

This will be determined when PTAAN PTECH opens

(4) *Identify any employees of the college or university who will serve on the governing body of the charter school.*

This will be determined when PTAAN PTECH opens

(5) *Provide as Attachment 2, 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.*

This will be provided when the PTAAN PTECH opens and MOUs are executed.

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 supplant, 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.

Mission Specific Goals

Academic Growth

Rationale: PTAAN acknowledges that student growth is an important indicator of how students are being served. We believe all students should demonstrate growth every year, and that those students who have not yet achieved proficiency must show substantial growth.

Goal 1:) By its third year of operation, when there is sufficient growth data available, PTAAN will achieve a "Meets" rating for Academic Growth for both the elementary and middle school grade levels, as measured by a median growth percentile of 50% or greater for all tested subjects and all tested grades. The school will also make consistent gains in academic growth over time.

> **Objective a)** By its third year of operation, PTAAN students will achieve a median growth percentile of 50% or greater in all tested grades in all tested subjects on the SBAC.
>
> **Objective b**) By its third year in operation, PTAAN will have a higher median growth scores than the district in all grades in all tested subjects on the SBAC.

Gaps

Rationale: Currently, performance measures in CCSD reveal gaps in academic achievement and academic growth between traditionally underserved groups and that of the larger student body. These gaps exist at all grade levels and with all disaggregated groups large enough to report data. PTAAN hopes to address these inequities and to narrow these achievement ~~gap~~s. This is core to our mission and a vital measure of our success.

Goal 2: By the third year of operation, PTAAN will consistently reduce the academic growth gaps between all underserved populations and the general student body scores on state assessments.

> **Objective a):** By the third year of operation, all ethnic and racial subgroups, FRL students, ELL students, and Special Education students, will average the same annual percentile growth as the average PTAAN student in all tested grades and all tested subjects on the SBAC
>
> **Objective b**): By the third year of operation, the gap between the percentage of underserved students and the general student body scoring "meets or exceeds expectations" will narrow by at least 5% and will continue to decrease over time.

Additional goals

Rationale: PTAAN has three additional components of its mission that lend themselves to setting measurable goals. These include inspiring and engaging students in the curriculum, increasing the number of underrepresented students who receive a STEM education, and increasing interest in STEM professions among out students.

Goal 1) All PTAAN students, families and faculty will feel connected to and engaged with the school and its curriculum.

> **Objective a):** Average parent satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.
>
> **Objective b):** Average teacher satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective c) Average student satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective d) In each year, PTAA will maintain an average daily attendance rate of at least 95%.

Goal 2) PTAA will increase the number of underrepresented students studying STEM subjects.

Objective a) By the end of year 1, and each year thereafter, the percentage of minority students entering the lottery for admission to PTAAN will be equal to or greater than the district's percentage of minority students.

Objective b) By the end of year 1, and each year thereafter, the percentage of students entering the lottery for admission PTAAN who qualify for free and reduced-price lunch will be equal to or greater than the district's percentage of FRL students.

Goal 3 PTAAN will demonstrate an increase in student interest in STEM careers and STEM postsecondary education

Objective a) By its second year of operation, the annual percentage of students reported to be interested in pursuing a career in STEM fields on an annual survey will meet or exceed 70%.

(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 as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) 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, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.*

Using Data to Drive Instruction
The purpose of collecting student assessment data is to inform our instructional practices at both the individual student level and at the classroom and school level. Informal data reviews will happen frequently and will be a central component of teachers' daily and weekly planning. In the context of weekly staff meetings, faculty will routinely review student work and discuss strategies to meet the individual needs of students. In these discussions, teachers will receive support from one another to assist students. Teachers advise the presenting teacher, offering specific ideas and practices to provide targeted support to improve student's learning outcomes. At times, these discussions are broadened to include parents and the students themselves so that coordinated intervention and support services can be offered. As such, this powerful staff development protocol ensures that the analysis of daily student performance data:

1) informs refinement of practice in the classroom.
2) provides a basis for regular communication with parents and students in person via telephone and/or electronically; and
3) supports student achievement and maintains appropriately challenging expectations.

PTAAN will also hold longer formal meetings at least three times per year to analyze student data. These may be grade-level or subject-matter meetings and will be facilitated by either the Head of School or outside consultants who have expertise in data analysis. We will monitor data to identify students who may need extra support, teachers who may need more professional development, and areas where our curriculum may not be meeting expectations.
The accountability for this data management moves in a hierarchical structure through three layers.:

Teachers

- Administer standardized tests, analyze results and make correlating adjustments to instruction.
- Maintain daily, weekly, and monthly formative assessments and progress monitoring tools.
- Use professional development time to compare horizontal and vertical achievement results.
- Create and implement MTSS plans in accordance to data analysis results.
- Regularly report student achievement data to Head of School.

Head of School

- Creates calendar maps
- Monitors and ensures assessment occurs
- Supports teachers in developing assessments
- Ensures data is recorded
- Creates reflection forms
- Leads data analysis sessions
- Holds every member of the team accountable
- Reports assessment data to the Board of Directors and the public

The Board of Directors

- Monitors results of assessments
- Ensures compliance with the school's Accountability Plan and Unified Improvement Plan
- Makes policy and staff adjustments as needed

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2021-22	2022-23	2023-24
Student Success in English Language Arts/Literacy, Math, and Science	(SBAC) for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science Aligned to NSPF and SPCSA Framework	(SBAC) for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science. Annually	Baseline data will be compared to the NV Report Card surrounding school data Minimum expected student gains per year (based on complex targets	ELA/Lit: 44%* Math: 38% Science: 21% *Surrounding school data 33% Math, 40% ELA, 16% Science. Expected	ELA/Lit: 48%* Math: 43% Science: 26% *Surrounding school data 33% Math, 40% ELA, 16% Science. Expected	ELA/Lit: 58%* Math: 48% Science: 31% *Surrounding school data 33% Math, 40% ELA, 16% Science. Expected

			identified through 2018): ELA/Literacy 4% Math 5% Science 5%	learning gains per year 4% ELA, 5% Math, 5% Science	learning gains per year 4% ELA, 5% Math, 5% Science	learning gains per year 4% ELA, 5% Math, 5% Science
Students will show growth of at least one (1) year in Reading and Mathematics annually	Aligned to NSPF and SPCSA Framework	SBAC for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science.	Baseline data will be collected at the beginning of the School year, or when student enrolls, followed by quarterly reports. The date will be quantified using enrollment records for all students, with an initial focus on the first cohort of students	Growth will be determined after baseline data has been collected, with an expected minimum gain of 6% annually	Growth will be determined after baseline data has been collected, with an expected minimum gain of 6% annually	Growth will be determined after baseline data has been collected, with an expected minimum gain of 6% annually
Reduction of achievement gaps in targeted at-risk student subgroups	Aligned to NSPF and SPCSA Framework	SBAC for ELA/Literacy and Math and the NV State Assessment (CRT) in Science		In the given year, if achievement gaps exist, PTAAN will close the identified gap(s) by 10% annually	In the given year, if achievement gaps exist, PTAAN will close the identified gap(s) by 10% annually	In the given year, if achievement gaps exist, PTAAN will close the identified gap(s) by 10% annually

(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.*

In addition to direct instruction, PTAAN uses Project Based Learning and Blended Learning to deliver instruction. In **grades K-2,** PTAAN will use more performance-based assessments for the early grades. With performance-based assessment, data about each child is gathered by the teacher over time and from multiple sources, including anecdotes, focused observations, children's self-evaluations, and work samples. Data are then interpreted through rubrics and rating scales. An

additional benefit of performance-based assessment is that the information can be immediately utilized to modify instruction. All PTAAN early elementary teachers will receive professional development on performance-based assessment and will implement these practices on a near-daily basis. **Assessment for Grades 3-8:** In addition to the standards-based summative assessments, PTAAN will constantly be checking students' understanding through multiple informal classroom-based assessments. One of the hallmarks of Project Based Learning is to give students multiple options to demonstrate mastery of both content and skills. Students demonstrate competency by completing complex interdisciplinary projects that demonstrate meaningful application of essential knowledge and skills. Projects are assessed using appropriate scoring rubrics and students are aware, before starting a project, of what is required to demonstrate mastery.

Blended learning generates data on individual students daily which provides real-time data on progress toward mastery of specific skills in each subject. Additionally, each subject at every grade level will include both interim and summative assessments. These might include quizzes, exit tickets, essays, and tests in addition to projects. PTAAN teachers will also establish protocols for weekly reviews of student work including using learning logs or journals, and weekly check-ins to gauge progress on long-term projects. These assessments will be used to inform both students and teachers about student progress and will inform future instruction as well as curriculum planning and the need for remediation. PTAAN will make regular/ weekly use of student performance data to inform instructional practices. Both "snapshot" and longitudinal data will be used in addition to embedded assessments to identify students in need of remedial support.

(a) *How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?*

CMO will also provide comprehensive, continuous training to establish data-driven processes and procedures to assist instructional staff in developing, monitoring, and adapting effective individualized instruction for each student. CMO will provide training to staff on how to identify intervention needs early in the year using NWEA MAP, assessment practice, and assessments developed and/or purchased. Staff will be provided training regarding effective use of data to inform instruction. Using these sources, PTAAN instructors will engage in continuous data analysis that will be utilized to monitor student learning and growth. learning software will be utilized to support reading and math instruction for all students Data meetings, parent meetings, and department meetings will support intervention programs and enhance student learning.

(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*.

The curricular resources used by PTAAN- PLTW, STEMscopes, Spaulding Writing Road to Reading, Singapore Math, and History Alive are all aligned to Nevada, the school curriculum and the performance goals for the school, the SPCSA and the 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.*

Should student academic goals not be achieved in the classroom, all attention will shift towards teacher professional development, coaching, and remediation. Should classroom scores be consistently sub-par, a teacher may be placed on probation, but only if other factors correlate that a

teacher's competence is at fault. PTAAN will support teachers' professional development and growth.

Due to its daily focus on data, tracking of factors that affect performance and regular reports to its Board of Directors, it is unlikely that the school will fall short of meeting its academic achievement expectations. PTAA Texas and the CMO have a track record of meeting and exceeding goals
If school-wide performance fell short, the Head of School would initiate corrective action and work with the Board and CMO to create a plan for improvement and the Board would take immediate corrective action. Triggers indicative of low performance generally include teacher turnover, poor quality instruction, poorly implemented MTSS, unidentified chronic and acute student needs, insufficient tracking of student absences.

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

The purpose of collecting student assessment data is to inform our instructional practices at both the individual student level and at the classroom and school level. Informal data reviews will happen frequently and will be a central component of teachers' daily and weekly planning. In the context of weekly staff meetings, faculty will routinely review student work and discuss strategies to meet the individual needs of students. In these discussions, teachers will receive support from one another to assist students. CMO will provide comprehensive, continuous training to establish data-driven processes and procedures to assist instructional staff in developing, monitoring, and adapting effective individualized instruction for each student. CMO will provide training to staff on how to identify intervention needs early in the year using NWEA MAP, assessment practice, and assessments developed and/or purchased. Staff will be provided training regarding effective use of data to inform instruction. Using these sources, PTAAN instructors will engage in continuous data analysis that will be utilized to monitor student learning and growth. learning software will be utilized to support reading and math instruction for all students Data meetings, parent meetings, and department meetings will support intervention programs and enhance student learning.

(e) 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
To screen skills that predict school success including physical development, language, academic/ cognitive, self-help, and social emotional skills	Brigance Early Childhood Screens III (Grade K)	At the beginning of school to predict success			
To monitor scholar growth to inform and personalize instruction.	NWEA-MAP	At the beginning of school		At the beginning of quarter 3 to assess interim progress	At the end of the school year

To assess students who have been identified as English Language Learners.	WIDA	At the beginning of school as needed			At the end of school year to assess progress
To measure students' progress toward success in college and career.	Smarter Balanced Assessment (SBAC) (Grades 3-8)				Near the end of the year to assess proficiency and growth over time.
To determine mastery of knowledge and skills taught throughout the unit. Data is used to inform intervention needs and progress	PLTW Launch End of Unit Rubrics: given at the end of a unit in core content areas	At the end of the quarter	At the end of the quarter	At the end of the quarter	At the end of the quarter

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

Data Management

As a data-driven school, PTAAN recognizes the importance of managing student performance data appropriately, using data to adapt instruction at the student, classroom, and school level. We have a data management plan that will allow us to effectively store, analyze and use data to drive student achievement.

Student Information System

PTAAN will use Infinite Campus to collect and store pertinent student data. Teachers will be trained on the data management system as part of the summer pre-service professional development, with additional support available from the administration staff during the year.

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.

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.*
2. *SPCSA schools are to ensure streamlined access for all students requiring special programs.*
3. *SPCSA schools develop programs to support the needs of their students.*
4. *SPCSA schools do not counsel or kick any students out.*
5. *SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
6. *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.*

7. *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.*

PTAAN intends to serve a diverse population of students that reflects the surrounding area and that desires a learning community that celebrates scholarship, academic achievement, and creativity and respects each student as a valued individual of great potential and promise. Within the diverse population will be students who are gifted in various areas as well as students who may be at-risk for academic failure. PTAAN intends to meet each student's individual needs with ongoing assessment, ability grouping, and Personal Education Plans (PEP) that allow students to set and achieve individual goals.

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?*

PTAAN adheres to the definition of 'at-risk' as provided in NRS 388A.045: A pupil is "at risk" if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are limited English proficient, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability. Students who are identified as academically 'at risk' via the i-Ready diagnostic process and who are not already identified with an IEP will be referred to the School's Response to Intervention Team. The RtI team will be comprised of staff members from the grade level or department, special education teacher,and counselor in addition to the student's parents. The teacher of record will notify the parent(s) that his/her child will be entering the RtI program, which will provide interventions in all areas of the student's academic or behavioral deficiencies. During the RtI process, a goal is written in the deficit academic and/or behavioral area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is collected and analyzed every 4-6 weeks. If the student is not making adequate progress toward the grade level expectation, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 weeks, the student's data still shows a lack of adequate progress, the student will be referred for the special education eligibility process. Should the student qualify for special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring will continue. If a student shows little to no academic growth, an IEP meeting will be held to discuss increasing services which may include a more restrictive environment and additional supplementary aides and supports. The goal is to provide the student access to a free and appropriate public education within the least restrictive environment using student's data in the decision-making process. Multiple sources and early indicators will be used to identify at-risk students enrolled at PTAAN. The school recognizes that many factors can be associated with increased risk of academic failure and/or potential dropout of students; these include but are not limited to: Social and economic factors: a. Free and reduced lunch b. Temporarily displaced c. Foster care d. Educational attainment of parents e. English language proficiency f. Single parent family; Benchmark assessments that identify students who do not meet grade level expectations; Attendance records that identify which students are considered chronically absent (more than 10% of the school year). Credits earned toward graduation based on thresholds identified at each grade level based on their academic cohort.

(2) *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.*

Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination based on disability. We adhere to all obligations under the Individuals with Disabilities Education Act ("IDEA") and Section 504. We will immediately evaluate and identify any student protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The Special Education teacher in years 1 and 2 will serve as the Section 504 Coordinator to ensure students' legal rights are met, and their special needs are adequately served. After year 2 the Assistant principal will acquire this responsibility, with support from the Head of School. We will work with local service providers to secure related services (Speech/Language, OT, PT. etc.) in accordance with IEPs and provide time and space for these services to be administered onsite. We have budgeted $20,000 in Y1 for contracted Special Education Services. As students are identified, we will provide all necessary supports for success. We recognize a potential need to adjust our model to fit the needs of all students we will educate. We will consider supports such as classrooms with a 12:1 student to teacher ratio, hiring paraprofessionals for additional classroom supports, increasing the number of contracted hours with related services providers, hiring full time, in-house related service providers, acquiring adaptive equipment and devices such as speech to text, hiring one-on-one support aids, or creating a life skills program. We will allocate resources to meet the needs of all students, whatever those needs may be

(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?)*

PTAAN will have a comprehensive age-appropriate pupil performance assessment program and will make data-driven research-based decisions in order to continually improve student achievement. We will assess student performance daily through student observations and performance tasks and will also conduct more formal assessments at appropriate intervals. The information gathered through these assessments will help us refine our instructional practices, will inform our plans for professional development, and will be used to adjust our curriculum and evaluate the success of our approaches to remediation.

Assessment for K - 2

Young children's development is characterized by a great deal of variability and change, which makes summative and standardized assessments challenging.[25] Accordingly, the Nevada assessments do not begin until third grade. Therefore, PTAAN will use more performance-based assessments for the early grades. With performance-based assessment, data about each child is gathered by the teacher over time and from multiple sources, including anecdotes, focused observations, children's self-evaluations, and work samples. Data are then interpreted through rubrics and rating scales. An additional benefit of performance-based assessment is that the

[25] NAEYC-NAES/SDE Position Statement 2003, Position Statement - naeyc - www.naeyc.org position-statements StandCurrAss

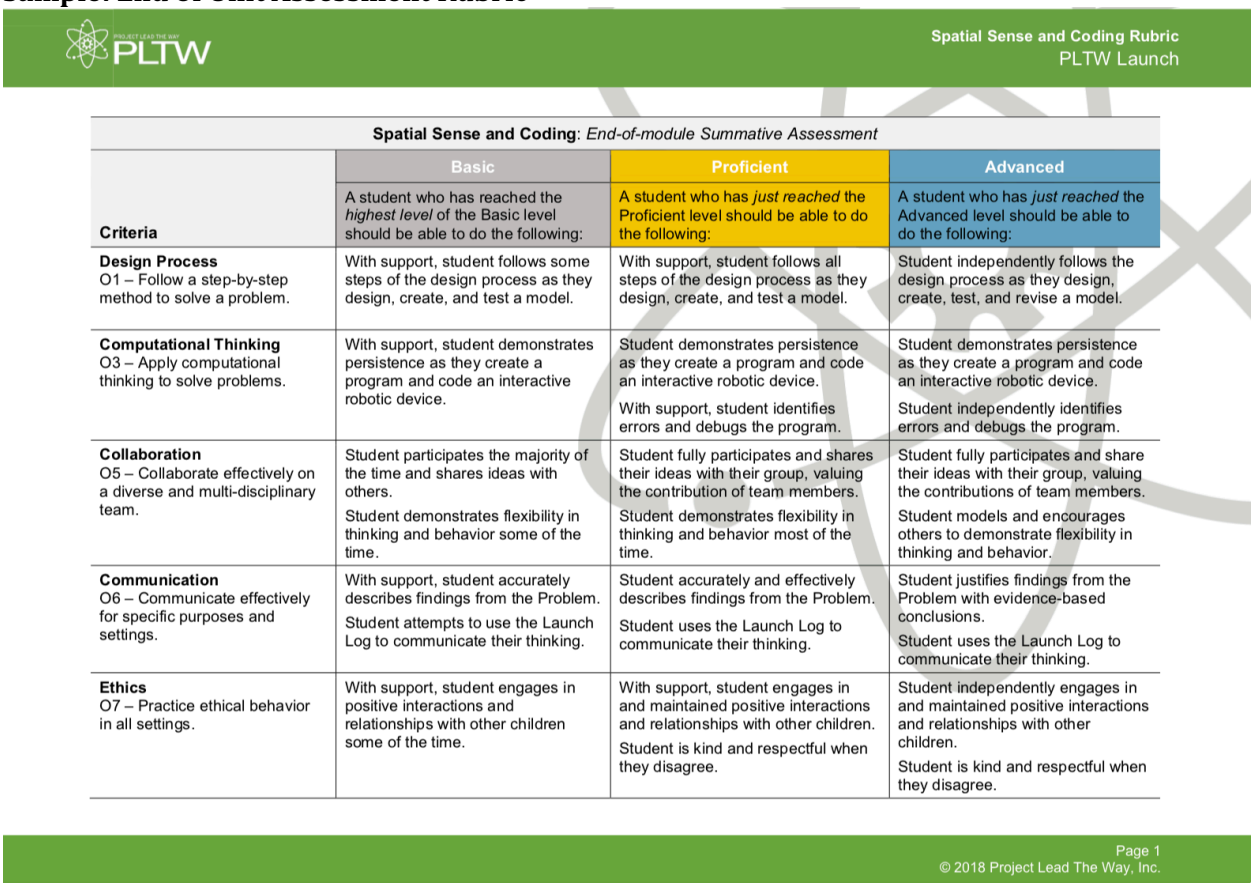
information can be immediately utilized to modify instruction. All PTAAN early elementary teachers will receive professional development on performance-based assessment and will implement these practices on a near-daily basis. Sample Reading Skills Assessment:

PTAAN will notify parents of students in kindergarten through third grade at least 45 days before the end of each school year if a student is considered to have a significant reading deficiency. Teachers, in collaboration with students' parents, will then write a READ plan for each identified student. These plans will identify the deficiency, set student goals, identify future interventions, set evaluation and monitoring methods, give parents strategies to use at home, and set forth any other additional services and/or strategies the teacher deems necessary. These plans will be evaluated and updated at least once each year.

Assessment for Grades 3-8

In addition to the standards-based summative assessments, PTAAN will constantly be checking students' understanding through multiple informal classroom-based assessments. One of the hallmarks of Project Based Learning is to give students multiple options to demonstrate mastery of both content and skills. Students demonstrate competency by completing complex interdisciplinary projects that demonstrate meaningful application of essential knowledge and skills. Projects are assessed using appropriate scoring rubrics and students are aware, before starting a project, of what is required to demonstrate mastery.

Sample: End of Unit Assessment Rubric



PLTW

Spatial Sense and Coding Rubric
PLTW Launch

Spatial Sense and Coding: *End-of-module Summative Assessment*

Criteria	Basic A student who has reached the *highest level* of the Basic level should be able to do the following:	Proficient A student who has *just reached* the Proficient level should be able to do the following:	Advanced A student who has *just reached* the Advanced level should be able to do the following:
Design Process O1 – Follow a step-by-step method to solve a problem.	With support, student follows some steps of the design process as they design, create, and test a model.	With support, student follows all steps of the design process as they design, create, and test a model.	Student independently follows the design process as they design, create, test, and revise a model.
Computational Thinking O3 – Apply computational thinking to solve problems.	With support, student demonstrates persistence as they create a program and code an interactive robotic device.	Student demonstrates persistence as they create a program and code an interactive robotic device. With support, student identifies errors and debugs the program.	Student demonstrates persistence as they create a program and code an interactive robotic device. Student independently identifies errors and debugs the program.
Collaboration O5 – Collaborate effectively on a diverse and multi-disciplinary team.	Student participates the majority of the time and shares ideas with others. Student demonstrates flexibility in thinking and behavior some of the time.	Student fully participates and shares their ideas with their group, valuing the contribution of team members. Student demonstrates flexibility in thinking and behavior most of the time.	Student fully participates and share their ideas with their group, valuing the contributions of team members. Student models and encourages others to demonstrate flexibility in thinking and behavior.
Communication O6 – Communicate effectively for specific purposes and settings.	With support, student accurately describes findings from the Problem. Student attempts to use the Launch Log to communicate their thinking.	Student accurately and effectively describes findings from the Problem. Student uses the Launch Log to communicate their thinking.	Student justifies findings from the Problem with evidence-based conclusions. Student uses the Launch Log to communicate their thinking.
Ethics O7 – Practice ethical behavior in all settings.	With support, student engages in positive interactions and relationships with other children some of the time.	With support, student engages in and maintained positive interactions and relationships with other children. Student is kind and respectful when they disagree.	Student independently engages in and maintained positive interactions and relationships with other children. Student is kind and respectful when they disagree.

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Additionally, each subject at every grade level will include both interim and summative assessments. These might include quizzes, exit tickets, essays, and tests in addition to projects. PTAAN teachers will also establish protocols for weekly reviews of student work including using learning logs or journals, and weekly check-ins to gauge progress on long-term projects. These assessments will be used to inform both students and teachers about student progress and will inform future instruction as well as curriculum planning and the need for remediation.

PTAAN will implement one-to-one tutoring, before and after school tutoring, summer tutoring, and Saturday school to close gaps in students' learning. PTAA Texas schools successfully use these methods to remediate gaps in achievement; students there consistently demonstrate year to year growth in reading and math.

(4) *Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Please provide the rationale used in this approximation.*

PTAAN will utilize the Multi-Tiered Support System (MTSS) to enhance the success of all students with a variety of academic and/or behavior needs. PTAANwill use the MTSS model for the early identification of these student populations followed by early targeted interventions for the goal of preventing these students from later requiring more intense special education services. Students that do have a significant skill deficit relative to peers will be provided special education services under Individual Education/Transition Plans (IEPs/ITPs).

MTSS:MTSS is a multi-layered system of support; A defining feature of an MTSS framework is a relative increase in intensity among the tiers; more time, attention, and resources are devoted to students at Tier 3 relative to Tier 2 or Tier 1. The tiers of MTSS include:

Universal Tier 1 – Tier 1 is academic instruction and behavior management for all students. Targeted Tier II: Any students who are not meeting academic standards based on the data collected at the Universal Level or who are identified as having behavior concerns with receive Tier 11 interventions. In general, "not meeting academic standards" would include any student who is not progressing at a level that his or her teacher believes is adequate to achieve proficiency. Tier II begins with an analysis the available data to identify any gaps in academic achievement or behavior and their causes. The analysis can also identify students who are exhibiting areas of gifts and talents. The MTSS Committee, works with the classroom teacher(s) and parents to develop evidence-based intervention/enrichment plans that are implemented in the regular classroom setting. Such interventions may include direct instruction (reading and math), Cognitive–Behavior Modification, Behavior Modification, and reading comprehension instruction. Plans will focus on the individual student strengths but be based upon the individual student's needs; providing teachers the opportunity to further differentiate and scaffold instruction in the classroom. Once the intervention plan has been developed, the Committee will identify proper assessments for the plan and a schedule to monitor the student's progress in the classroom. The assessments will directly measure a student's progress with the specific intervention. After examining the data collected from the assessments at the Targeted Level of intervention, the committee may decide that the student is not making adequate progress at the Target Level and move the student to the Tier III intervention.

Intensive Tier III: At the Intensive Level, assessments show that the student exhibits a severe academic or behavior gap. Evidence based interventions at this level continue to address the individual needs of the students while working with the student's strengths. The academic/behavior achievement gap may be so vast that modifications to this curriculum may be required to address the student's individual needs. This level not only addresses academic and behavior deficits, but also the needs of students whose knowledge and experience significantly exceeds the instruction and curriculum content of PTAAN. These interventions are so intense that they may have to be delivered in a resource room, small group or through one-on-one instruction. The intensity level and frequency of the assessments at this level increase and diagnostic assessments will be given to comprehensively identify the student's strengths and needs and how to best meet those needs. The MTSS team may find that the needs of the students require a referral for special education services and may refer the student for eligibility. Students who demonstrate improved performance as a result of an intervention will continue with the intervention in place in the general education setting. Students who continue to struggle despite various interventions may be referred for a formal evaluation to determine eligibility for special education services. Upon referral, PTAAN will conduct an Individualized Education Program (IEP) team meeting that includes required District 49 team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education and /or 504 Plan instruction and services. PTAAN will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP and/or 504 Plan process according to federal, and state policies.

PTAAN also recognizes that students with IEP's may require addition emotional and behavioral supports in addition to academic support. We will fully support any social and emotional interventions provided in a student's IEP. This may include sessions with a social worker or psychologist or other professional to develop specific social and emotional skills.

(5) *How will you communicate the need for remediation to parents?*

PTAAN believes parents are partners in each child's success. Through daily web-based portal data, email, phone, home visits, and parent conferences in home languages, PTAAN ensures that parents understand their student(s) status. The classroom teacher updates data on the portal and makes email and/or phone contact with parents to discuss topics of interest to both. When a child's performance indicates a need for remediation, the teacher calls the parents and describes the need for remediation. If needed, the teacher schedules a meeting with parents to share data and the plan for remediation. Translators are present as needed.

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

The classroom teacher is the first level of intervention for students with behavioral concerns. The teacher will collaborate with the student and parent/guardian to foster working relationships and promote positive classroom behaviors. Randall S. Sprick [26] states that behavior is learned, and many behaviors serve a specific function. PTAAN teachers and staff will use the Positive Behavior Interventions and Support (PBIS) (Safe and Civil Schools) model to determine why the behavior is being exhibited. Positive support paths will be demonstrated by all PTAAN staff with the goal in mind to efficiently and appropriately correct student behavior issues.

PBIS Model Teachers will be trained to use:
Foundations:
• Settings – the physical layout of the classroom designed to be effective (and support kinesthetic engagement)
• Routines – predictable classroom routines taught and rehearsed • Expectations – 3-5 classroom rules clearly posted, defined and explicitly taught • Values – shared values collaboratively developed with student input and self-reflection
Prevention:
• Supervision – reminders, prompts, and active interaction between teacher and students
• Opportunity– high rates and varied opportunities for all students to respond
• Acknowledgement – using specific praise and positive reinforcements to let students know they are meeting classroom expectations
• Prompts and Pre-corrections – reminders, before a behavior is expected, clearly describing appropriate interactions
Response:
• Error Correct – brief, contingent, and specific statements when misbehavior occurs
• Other Strategies – other ways to preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.
Data Systems:
• Counting – how often or how many times a behavior occurs (frequency)
• Timing – how long a behavior lasts (duration)
• Sampling – estimation of how often a behavior occurs during and interval
• ABC Cards, Incident Reports, or Discipline Referrals – information about the events that occurred before, during, and after a behavior incident.

[26] Sprick, Randall S. The Administrator's Desk Reference of Behavior Management. Randy Sprick's Safe and Civil School Series. Eugene, Or.: Pacific Northwest Publishing, 1998.

• The results of data collected inform classroom interventions and supports.

Students who are not affected by teacher and parent interventions will be recommended to the counselor for further research-based practices. These practices will be shared with the teacher and parent/guardian to garner positive support in and outside the classroom. Developing Individualized Education Plans: The written individualized education plan for each student will include measurable annual behavioral goals that may involve the evaluation of behavior through a Functional Behavior Analysis (FBA) and the development of a Behavior Intervention Plan (BIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, diploma options, curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. PTAAN will ensure that the appropriate personnel will be trained in using the Web Based IEP system within the Infinite Campus Student Information System.

A Day in the Life at PTAA

Andres, First Grade

Andres, a first grader, arrives at Pioneer Technology and Arts Academy at 7:15 am in his uniform and sees the Head of School shaking hands with other students. He steps up to the Head of School who is looking at him with a bright smile and extending her arm for a handshake asking, "Are you ready to grow today, Andres?" to which he replies, "Yes!"

Andres has breakfast with his friends and classmates in the cafeteria. As the bell rings, Andres lines up with his grade and homeroom team rotations to recite the Pledge of Allegiance and hear short morning announcements before walking to his classroom. As he walks, Andres is nervous about how Ms. Friedlander, one of his teachers, will greet him because of the rough day he had yesterday. He was pleased to see his Ms. Friedlander standing in the doorway smiling and greeting his classmates. Her smile became wider when she saw Andres. Ms. Friedlander says "Good morning Andres, today is a new day. Are you ready to make it a good day?" Andres nods his head and walks into the classroom. He tucks in his shirt, walks to his hook, takes off his bookbag, pulls out his lifework folder and places it in the appropriate bin. He hangs up his bookbag and proceeds to sit at his desk. As he sits down next to his classmate Raymond, he sees that Raymond's pencil is on his desk, and pushes it on the floor. Ms. Friedlander walks over to the desk and says "Andres, I noticed what you did to Raymond's pencil. We don't push pencils onto the floor; that is not showing respect. "How could you do that again, showing respect this time?" Andres stands up, says "excuse me" to Raymond and hands him his pencil. Before Ms. Friedlander could get the request out, Andres apologizes to Raymond. Ms. Friedlander bends down so she is eye level with Andres and pulls out the folder hanging on the back of the chair that has his behavioral chart with each subject of the day on it. She leans close to him so that his classmates cannot hear their conversation and says "I know you will be successful today; I appreciate your apologizing to Raymond. You can now start your day on the right foot. Remember, starting today, you can earn your very favorite Dragonball Z stickers on this chart when you act respectfully throughout the day. At the end of the day we will give the report to your Grandma when she comes to pick you up. I will keep it right here on my clipboard and looking out for your good behavior." Andres says "okay."

As Read-Aloud begins. Ms. Friedlander checks to see if every one of the students is sitting with focus as she flips the chart paper and pulls out the book, *What Do You Do with a Tail Like this?* By Robert Page. Andres and his classmates are seated with their hands folded and focused on the teacher. Ms. Friedlander begins to read the book and stops intermittently to model making predictions. She then

turns to the students and asks them to guess what will happen next by turning and talking to their shoulder partner.

After Read Aloud, it is time for literacy stations. This is Andres's least favorite part of the day because he doesn't think is a very good reader. Ms. Friedlander scans the room and makes eye contact with Andres; he quickly realizes he is slouching and sits up. She says on the count of three, we transition to our stations. "l, 2, 3!" Andres transitions to Guided Reading at the guided reading station. Before Ms. Friedlander begins the lesson, she pulls out his chart and gives him a sticker for his behavior during the read aloud along with a thumbs up. Andres is excited about earning his sticker. He pulls out his seat at the kidney table and waits for the guided reading lesson to begin. He is nervous because he knows the teacher will choose him to answer a question. She makes sure everyone participates. He looks around the room and sees the other students at their centers, Reading Mastery and Vocabulary. Ms. Friedlander begins the guided reading lesson and every student has their eyes are on the screens and are following along. Andres becomes disengaged, begins fidgeting and poking his neighbor. Ms. Friedlander notices and says quietly, "Andres, hands to yourself. You aren't showing respect" as she simultaneously turns around to the behavior chart to change his square from green to yellow. She then has Andres takes two deep breaths and continues with the lesson. Andres is still on yellow but earns positive praise for improvement from Ms. Friedlander before moving to the next station. One of Andre's classmates Ezra is selected to choose how the class will transition to the next station -he chooses the dinosaur transition. Ms. Friedlander says, "Thank you Ezra! Like dinosaurs, get ready, GO!" All the students begin to walk in their lines to the next station, like dinosaurs, roaring and clawing at the air.

During Reading Mastery, Andres noticed the Head of School walk into the classroom as he was practicing short vowel sounds for the letter "u". She smiles at Andres, and he keeps focusing on Reading Mastery. At the end of his last station, Ms. Friedlander looks at the behavioral chart and changes the two students who are at yellow back to green. She comments on how each student was able to get back on track by working hard. It's now bathroom break and snack time. The boys line up to go to the bathroom first. This is the time that is most difficult for Andres because he likes to run through the hallways. Andres is informed by Ms. Friedlander that he will be the line leader because he has displayed great leadership by being able to get back on track during literacy stations. Andres knows he must be a good example. He leads the line quietly into the hallway. He notices Mr. Simkins, the Assistant principal walking down the hallway. Mr. Simpkins smiles at Andres and asks to see Ms. Friedlander's clipboard. Andres knows that he is checking his sticker chart. Ms. Friedlander says, "Andres had a little difficulty during our reading time, so he did not earn a sticker, but he was able to get back on track and is on green right now." Mr. Simkins looks at Andres and says, "I am glad you were able to get back on track, that shows you are growing. I am excited to see how many stickers you can earn by the end of the day." Andres gives him a head nod and walks to the bathroom. He can hear Mr. Simkins say, "Perfect line, PTAA" from behind them.

After the morning restroom and snack break, Andres has Mandarin, lunch, and recess. He is able to check in with Mr. Simpkins during recess, sharing he earned his sticker during Mandarin. After recess, Andres is excited for math. Andres loves math he knows he will be able to earn the stickers he needs to have a good day.

During math, Ms. Friedlander announces that she is crowning Bobby the Calendar Math Magician for showing grit and working through their challenging Singapore Math story problem from yesterday. Ms. Friedlander points at Bobby and says, "Way to go, Bobby!" The class responds by pointing at Bobby and saying, "Way to go, Bobby." Bobby puts on the magic math cape and hat and leads his classmates through the date, days of the week chant, the months, the seasons, and the

weather. Ms. Friedlander now stands in front of the class and leads them through the day's story problem. As students transition back to their desks, Andres is excited and runs to his spot instead of walking. Ms. Friedlander asks Andres to practice walking from the carpet and has him try it again. Andres walks to his spot, and sits down with his crayons, pencils, manipulatives, and story problem. After math, Andres has Art, Science, snack, and Coding with his own tablet to use. He loves working on building apps during coding. He was excited to earn six stickers today and knows that Mr. Simkins and his Grandma will be proud of him.

At the end of Coding, Andres checks in with Ms. Friedlander, and they talk about how much he improved today. When she asks how he can improve for tomorrow, Andres shares that he has to be more focused during reading and not poking others. During dismissal, Ms. Friedlander shares Andres's progress with his grandmother. Ms. Friedlander then turns to Andres and states, "I would love to be able to highlight your progress this week during our community meeting on Friday-let's make tomorrow an even better day than today. You're on the right track." Andres nods, smiles, and squeezes his Grandma's hand before they begin the short walk home.

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.*

Dr. Derrick Love, one of the founding instructional leaders, has over 18 years of working with students with disabilities, including those with mild, moderate, and severe disabilities. Dr. Love is a certified special education educator EC-12 grades. He has managed and supervised special education programs ranging from mild to severe disabilities for the past eight years while managing all aspects of the IDEA grant and responsibilities. During his tenure in this role, special education students increased in-state achievement scores by 12% and developed a new systematic process to ensure all students' equity and accessibility. Also, Dr. Love maintained compliance of federal laws and regulations governing special education services, oversee special education budget, medical billing, promote parent involvement, coordinate parent workshops; direct K-12 transition activities; establish student transition pre-employment training partnerships; coordinate Child Find and enrollment activities; facilitate solution-based dispute resolution process; coordinate with outside agencies to continue continuum of service and access to resources and coordinate professional development.

(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 (PreK, K, 1, or 2) for appropriate services?

PTAAN will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education ("FAPE"). For special education, this includes related services. The School will also ensure that no student otherwise eligible to enroll will be denied enrollment based on their special education status. We will ensure that students who enroll receive the services they are entitled to beginning on their first day of school. On our enrollment form, available in English and Spanish, families will identify if their child previously received special education services. Based on information provided, we will utilize previous school records and the Clark County Department of Child Find to obtain the students' IEP. We will use the RTI model for all students until all documentation can be obtained. Parents who suspect their child may have a disability should contact the Superintendent. Based on the area of

concern, the child will be referred to the (Licensed Specialist in School Psychology (LSSP) or Speech Language Pathologist (SLP) and/ or other related services staff - these may be professionals employed by the Charter School or under contract to the Charter School. The parent receives literature regarding the types of assessments proposed and written consent must be obtained before the assessment process may be initiated. The student must demonstrate educational need to qualify for special education services. Upon completion of the assessment, results will be reviewed by an ARD committee, to include the parents, teachers, a campus administrator, and evaluation staff. For all eligible students, the school will strive to help students with disabilities to grow as independently as possible. Our high-quality educators will hold high expectations and have a growth mindset for students with disabilities.

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

Overview of the Process for Special Education Identification and Support: A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. In order to identify students in the early grades for appropriate services, CIVICA NV will analyze the results of the most recent teacher-made tests, universal screeners, and screenings through the reading program to determine the level of mastery in reading, writing, mathematics and science. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, RtI interventions, and referral for special services). Example of General Process for Special Education Identification and Support: Initial referral process for special education begins with a Prior Written Notice to the parent to meet, review RtI data, and to sign Consent to Evaluate. Initial referrals for evaluation for special education services will be supported by documented interventions such as the Response to Intervention (RtI) model approach, using data to identify student strengths and weaknesses or as otherwise appropriate, so long as it is consistent with state and federal law. Upon review of accumulated data, observation and review of records, PTAAN may determine that assessment is necessary to determine possible eligibility for special education programs and related services. Upon a parent's request for assessment, PTAANwill convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree or deny the request for assessment. If PTAAN determines that assessment for special education eligibility is not warranted, prior written notice will be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If PTAAN concludes that there are suspected disabilities, it will develop an assessment plan describing the types of assessments that may be used to determine the eligibility of students for special education instruction. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional) assessments that are considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. All assessments will be given by a licensed school psychologist in the appropriate primary language. Following an initial evaluation, an IEP team meeting that includes required team members will meet to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Consistent with federal and state special education laws and regulations regarding the IEP process, the IEP team will convene and make decisions regarding eligibility, goals, program (including staffing and methodology), placement at the School, and/or exit from special education. Copies of all IEPs will be given to the general education teachers with an explanation of how to implement and monitor accommodations. A 504 meeting begins with a Prior Written Notice to the parent to meet, explanation of Procedural Safeguards, review of medical records or parental concerns for the need of a 504. The 504 Plan is written by the 504 team which

includes the parent, general education teacher, and 504 administrators. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers with an explanation of how to implement and Compliance with Special Education Regulations: PTAAN will comply with the applicable requirements of Section 504, the ADA and all OCR mandates for students enrolled in PTAAN. Any child that has a "mental or physical impairment that substantially limits one or more of the person's major life activities, has a record of that impairment, and/or is regarded as having that impairment, may qualify for a 504 plan." A 504 plan will provide accommodations to provide access to the general education learning environment. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and Special Education teacher. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers with an explanation of how to implement and monitor accommodations.

(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?*

The risk of misidentifying/over-identifying students as having a disability presents extensive educational and emotional challenges .We created an RTI model that includes extensive data tracking and instructional interventions to ensure that only children who truly need Special Education Services qualify for them. If students have been identified as needing Tier III supports and have not demonstrated progress towards their goals, the Team will convene to determine next steps. With written parental approval, the school will conduct testing, either in-house or through contracted related service providers. Once tests have been conducted and results received, the Team will reconvene with the parents, and a decision will be made about eligibility for Special Education Services. If the child is eligible, an Individual Education Plan ("IEP") is developed. Each IEP will be reviewed at least once each school year, and each student will be re-evaluated at least once every three years. We will evaluate any child for a disability when a legal guardian requests we do so. To support students who require transition out of Special Education services, a team inclusive of the Superintendent. Special Education teacher. General Education Teacher, and parent of the child will convene to create a specified data collection plan gathered through our RTI framework. After data has been collected using the RTI 6-8 week data cycle process, the Team will reevaluate the student based on the evidence gathered to support the decision that the student either does not qualify for services or no longer needs them. If a student is determined to no longer need or qualify for services, s/he will shift to a transitional cycle of 6 weeks and still be closely monitored by the Special Educator, ensuring their continued success without the additional supports the IEP provided.

(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.*

The continuum of services offered by PTAAN will begin in regular education classes. All students will be given a universal progress monitoring assessment during scheduled benchmark testing windows followed by an analysis of the data. Each month, grade level teams will meet to discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15%, students who are failing, and students exhibiting frequent absences will be discussed and an intervention plan will be developed. The grade level team will generate possible interventions that may help the student grow academically and/or behaviorally. In general education, enrichment, and intervention periods in both reading and math will be scheduled daily

schoolwide to provide instruction commensurate to each student's ability level for all students. , before and after school tutoring clubs and blended learning programs will provide instructional level interventions. Students with severe intellectual disabilities will also benefit from combining inclusion and resource room time. In the general education classroom having the following will allow the student to remain with typical peers and be exposed to grade level content: peer models, online blended learning programs, direct whole group instruction, and small group instruction. Students with severe emotional disabilities will also benefit from combining inclusion with resource room. In addition, a Check-In/Check-Out system will be effective for students with emotional needs. A mentor will be assigned to the student and the student has a daily progress-monitoring sheet, which will be sent home daily. The parent can help to bridge behavior at school to positive incentives at home. Depending on the students' needs, the mentor will check in with the student at least three times daily or more as needed. In addition, the School counselor and/or administration will help the family with locating appropriate community support.

(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?*

PTAAN's special education teacher, with direction from the Head of School, will be primarily responsible for all tasks and duties related to PTAAN' special education program while in collaboration with the general education teachers. The Special Education teacher will meet with grade level teachers before school begins to outline roles and responsibilities, and answer questions. After school opens, the Special Education teacher will meet with grade level teams and provide teachers with the IEP's and 504 plans of students enrolled in their classes. The Special Education teacher will review compliance with accommodations and modifications weekly and maintain data.

(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.*

PTAAN's administrative team will recruit highly qualified special education teachers through - multiple means. The administration will use job-recruiting websites such as Teachers-Teachers. PTAAN's administrators will attend and recruit teachers at local teacher fairs, as well as teacher fairs in several states. Teachers who are not licensed in NV will apply for teacher licensure here. The Nevada Department of Education will analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain licensure. All related service personnel, including speech and language therapists and school psychologists are licensed in the State of NV or they must apply for a license before they are hired. In addition to using the school's operating budget, the school plans to utilize Title grant funding where applicable through hiring of instructional assistants and supplemental administrators.

(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?*

CMO will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All PTAAN staff who are necessary to provide a student with a disability a FAPE are required to attend

any staff development activities or sponsor trainings. Students' academic data will be reviewed to determine what topics of professional development are needed to assist general education teachers with addressing the unique needs of students with disabilities. If awarded, Title II funds will be used to supplement the cost of providing additional professional development to teachers on modifying curriculum and instruction to address the unique needs of students with disabilities.

(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.*

PTAAN will ensure that it makes the necessary adjustments to comply with the mandates of applicable state and federal laws, including the IDEA, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. A school-wide positive behavioral system will be implemented by PTAAN in order to be proactive and prevention of school wide discipline problems. PTAAN's school wide behavioral program will include universal tier school wide expectations and teacher trainings on positive behavior support systems. Tier 2 check in and check out mentoring programs and after school interventions to provide academic support. If suspensions occur for students with identified disabilities or suspected disabilities, the School team needs to address the behavioral issues. A manifestation determination team meeting within the 10 days of suspension or the decision to impose the disciplinary procedure, which will result in the student having been removed for more than 10 school days in a single year for a student with disabilities or a student that PTAAN knows may be eligible for services, a manifestation determination meeting will be held. A manifestation determination team within 10 days of the decision to impose the disciplinary procedure. PTAAN will collect data pertaining to the number of special education students suspended or expelled. If such a student is removed for more than 10 school days within a single school year, the student's IEP team must determine the appropriate interim alternative educational setting so that the student's services are continued. Prior to determining the appropriate interim alternative educational setting, PTAAN will consult with Special Education staff, Counselor and the Head of School to determine the available appropriate settings and locations. PTAAN will be responsible for all costs associated with alternative placements. PTAAN's sponsor, SPCSA, may invoke dispute resolution provisions set out in the charter PTAAN'sponsor, SPCSA, may invoke dispute resolution provisions set out in the charter application or charter contract, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the Sponsor determines that such action is legally necessary to ensure compliance with applicable federal and state special education laws and regulations. If a parent or guardian of a student attending PTAAN initiates due process proceedings, both PTAAN and SPCSA will be named as respondents. Whenever possible, the Sponsor and PTAAN shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation). During due process proceedings and any other legal proceedings or actions involving special education, PTAAN will be responsible for retaining its own representation and for the cost of any such representation. Regardless of whether PTAAN retains such legal representation, PTAAN will fulfill any due process procedural requirements under IDEA and hold the responsibility of conducting and defending its positions during litigation. The Sponsor (SPCSA), as the LEA, will hold final decision-making authority in all aspects of the due process proceedings. Because PTAAN will manage and is fiscally responsible for its students' special education instruction and services, PTAAN will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that solely PTAAN failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing

appropriate IEPs, and implementing IEPs). The Sponsor will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the Sponsor failed to fulfill its responsibilities under state and federal special education laws and regulations.

(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?*

PTAAN will adhere to the provisions of IDEA and ADA to assure that all students with disabilities are provided services pursuant to FAPE. For special education this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team. In order to provide a Free and Appropriate Public Education (FAPE), PTAAN will follow all federal and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq). Additionally, PTAAN will comply with the applicable requirements of Section 504, the Americans with Disabilities Act (ADA) and all U.S. Department of Education Office of Civil Rights ("OCR") mandates for students enrolled in PTAAN. By adhering to the provisions of the IDEA and applicable State of NV Special Education Laws and Regulations, CIVICA NV will assure that all students with disabilities are accorded FAPE, including special education-related services, and accommodations. CIVICA NV will also ensure that no student otherwise eligible to enroll will be denied enrollment based on their special education or disability status. PTAAN's Special Education Teacher, with direction from PTAAN's Head of School, will provide onsite services including supervision of the Special Education Program, 504 Program, Gifted and Talented identification and related services. PTAAN's Special Education Teacher will be a member of the RTI school team, Multi-Disciplinary Team, and the Individualized Education Program (IEP) team. With direction from PTAAN's Head of School, the EL Coordinator will provide on-site services for EL identification and services as well as on-site programs for the Educationally Disadvantaged.

(9) *Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?*

Parents of students attending PTAAN will begin the year with understanding the services provided for students with disabilities at the Academy. Parents of students with disabilities will be invited and encouraged, in the same manner as all students at the Academy, to attend the school-wide events provided throughout each academic year. Access to programs and activities in the parents' primary language will be provided when necessary. Additionally, parents of students identified with disabilities will receive weekly progress reports regarding the progress their child is demonstrating. The special education teacher will notify parents via phone, letter, or email when a formal meeting should be held to discuss their child's EL progress. Parents of students with disabilities will receive monthly calls from each Academy teacher their student is being serviced by to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters.

(10) *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.*

PTAAN is not proposing to operate a distance learning or virtual school so this is not applicable.

(11) *Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.*
PTAAN expects to enroll approximately 70 special education students. Based on a Year 1 enrollment of 594 students, we anticipate having approximately 12% of the student population qualify for special education services based on the population of surrounding schools.

A Day in the Life
Ezra, a first-grade student with a physical disability
Ezra, a first grader, arrives at PTAA Royce City on a handicapped accessible school bus; as outlined in his Section 504 Plan, he receives door-to-door transportation. As soon as he is off the bus, he uses the wheelchair accessible ramp to join the welcome line. Ezra likes that there are ramps around the building, especially the one that leads to the recess yard because it is his favorite part of the day. As he approaches the schoolhouse door, he can see the Head of School shaking hands with other students. When Ezra reaches the Head of School, she looks at him with a bright smile, extends her arm for a handshake and asks, "Are you ready to grow today, Ezra?" to which he replies, "Yes, I am." Ezra then enters the school through the main entry door and proceeds to his cafeteria where he has breakfast with his friends and classmates, says the Pledge of Allegiance, hears the morning announcements, then goes to his classroom. Ms. Friedlander, his teacher greets him warmly at the door. PTAA is in full compliance ADA regulations and has a fully accessible building for Ezra.

Ezra excels academically and has a 504 plan (in accordance with Section 504 of the Americans with Disabilities Act) designed to ensure that he gets the physical accommodations he needs to fully participate in the educational program at PTAA. The plan was developed by the Assistant Principal and the Head of School. When Ezra enters his classroom, the space between the groups of tables has been meticulously measured so that he can travel around the room independently and access all materials needed. He proceeds to the back of the classroom, takes out his Lifework folder, places it in its appropriate bin and places his bookbag on his hook. He then transitions to his table that has been adjusted in height for him so that he can sit comfortably and work on his assignments independently.

Ms. Friedlander announces that students should begin to put their items away. He sits with his hands folded on his desk, so he can show his teachers he is ready. She scans the room as the class transitions to the rug sits in front of a board with the morning message from the teachers. Ezra proceeds to his rug spot, on the outside row of the rug, chosen so that he has an unobstructed view of the teachers and board and can easily access his spot. Ms. Friedlander has the pointing stick and reads the message slowly to the class, and the class transitions into Read Aloud.

Ms. Friedlander now checks to see if every one of the students is sitting with focus as she flips the chart paper and pulls out the book *What Do You Do with a Tail like This?* by Robin Page. After Ezra and his classmates are seated with their hands folded and focused on the teacher, Ms. Friedlander begins to read the book and stops intermittently to model making predictions. She then turns to the students and asks them to guess what will happen next by turning and talking to their shoulder partner. During partner sharing on the carpet, Ezra's classmates know to stand and speak at eye level with Ezra as a show of their respect. Ezra is able to participate fully in the lesson and be a part of PTAA's school culture.

Twenty minutes have passed, and Ms. Friedlander closes the book. It's time for literacy stations. Ms. Friedlander scans the room, makes eye contact with Ezra and gives him a thumbs up, and Ezra knows that it is his turn to transition to the first station. She says on the count of three, "l, 2, 3!" Students transition to one of three stations around the room. Ms. Friedlander has pulled a chair away to make room for Ezra's wheelchair at the Guided Reading station. At the end of the first station, Ezra is selected to choose how the class will transition to the next station -he chooses the dinosaur transition. Ms. Friedlander says "Thank you, Ezra! Like dinosaurs, get ready, GO!" All the students begin to move in their lines to the next station, roaring like dinosaurs and clawing at the air.

Ezra completes two more literacy stations before bathroom break and snack time. The boys line up to go to the bathroom first. Ezra goes to a common bathroom with the rest of his peers that complies with building codes and is wheelchair accessible. He transitions back to the classroom and eats his snack at his desk. Following snack, Ezra has Mandarin, lunch, and recess. The class lines up to transition to the recess yard and Ms. Friedlander leads the way. Ezra uses the ramp to access the yard and begins to play. He and his friends are continuing a game of tag that they started yesterday. After recess, Ezra and his classmates proceed back to their classroom for Math. Ms. Friedlander announces that she is crowning Bobby the Calendar Math Magician for showing grit and working through challenging Singapore Math problems yesterday. Students then have their math lesson, and Ezra gets a shout out for clearly showing the strategy he chose.

Next Ezra and his classmates transition to art and science, followed by their afternoon break and snack. During snack time today, they listen to a song from "The Learning Station" to engage children in a productive movement break. Ezra stretches his upper body and dances along to the music with the rest of his class.

After cleaning up, it is now time for the coding block. When Ms. Friedlander gives directions, students transition to their station for the day. Ezra chooses the Authors and Illustrator's corner so that he can begin working on his treasure map. The space has a desk for Ezra with the chair removed, and he can easily access his workspace and tablet.

At dismissal, Ms. Friedlander approaches Ezra to congratulate him on his hard work today and positive behavior. She asks him how he believes his day has gone and asks him about his favorite and least favorite parts. Ezra said he felt like he had an "excellent day" and may want to be a writer when he grows up. Ms. Friedlander replies, "that sounds like an amazing idea." Ezra follows his class outside for dismissal and is picked up by his school bus that will take him to his dad's house.

English Language Learners

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

PTAAN will administer a “home language survey” to all parents upon student enrollment to identify which language is primarily spoken in a student’s household. PTAAN will work with the English Language Learner data management system to obtain records of students who were testing in the previous school year with the WIDA screener or WIDA ACCESS assessments. Students who do not have previous records are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. English proficiency will take place in the first 30 days of school. The WIDA ACCESS screener for All students whose dominant language is not English, as identified either through this survey, through teacher observation, through MTSS screenings, or through information from another school district will receive regular assessments of reading, written, and

spoken English proficiency. PTAAN will utilize the W-APT (WIDA-ACCESS Placement Test) for all potential ELL students. For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines: Classify students who are eligible for EL services as Non- English or Limited English proficient. For the students eligible for EL services: Prepare a Parent Notification Letter if a student qualifies for EL services. Once the parent receives the letter, they may choose to receive EL instructional services. If the parent or guardian refuses EL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Translators will be available. Parents or guardians may only waive EL instructional services – not testing. The school will document the parent conference, and place a copy of the waiver in the cumulative student folder. The school will create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers. Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

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

For identified students, an ELL team, which includes the classroom teacher(s), an ELL specialist, the family and the student, will develop the student's individual ELLP. The plan will describe the student's English proficiency, program placement levels, and individualized strategies available to the student. ELL students who also have a reading deficiency will be placed on a READ plan for ELLP. Parents will be given written notification by mail or email and given the opportunity to meet with the ELL teacher at an ELL team meeting. For parents who do not speak English themselves, PTAAN will have a translator present to explain why the student was placed on an ELLP and what the plan includes. will implement an ELL program of instruction in meeting the needs of the EL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. PTAAN will provide effective EL instructional strategies in all courses including mathematics, science, social studies, and computer literacy following state guidelines.

(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.*

PTAAN will hire at least one full-time, dedicated Licensed ELL teacher with TESL endorsement who will provide oversight, training, and assessments for staff to work with students who need ELL services.

(4) *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?*

Students with a need for ELL services will be placed in the regular classroom for most of the day. They may be pulled out to work one on one or in a small group on their English language skills on an occasional basis. It is a goal of PTAAN to be an inclusive environment. With full immersion in an English language program, ELL students will flourish, learning skills from their peers and teachers, while still having the support of an ELL specialist.
PTAAN will implement the following curricular plan to meet the needs of its ELL students:

- All teachers will know the classification levels of ELL students assigned to their classroom for instruction.
- Nevada's ELL Standards for listening, speaking, reading, and writing will be used as a guide to instruct students daily.
- Differentiated instruction and ability grouping will be used in an inclusive setting.
- Cooperative learning activities and instructional strategies embedded in Project Based Learning (PBL) programs will enhance instructional opportunities with ELL students.
- Progress will be monitored with the goal of one level progress per year through the process of attaining fluency.
- Reclassification will be based upon parent participation/opinions, two measurable indicators and a recommendation from the teacher based upon academic achievement (SBAC proficiency level, ACCESS scores, and a classroom achievement grade of a B or higher).

PTAAN's general curriculum program is based on the Project Based Learning (PBL) model that is ideally suited to the need of ELL students. Students work with teams to study and learn together, practice skills, and exchange roles as teachers and learners. These small groups provide a daily place for ELL students to interact with their peers, practice language, and work on academic tasks. And has been shown to have benefits for language learning.[27] Systematic, daily contact with native speakers provides the invaluable, authentic language practice that is necessary to truly acquire language. To successfully complete the assignment students must apply target language and course content knowledge and skills as well as cognitive and social skills in a holistic, integrated and authentic manner. In addition, there are a range of supports in place for ELL's. Curriculum support materials such as colorful vocabulary cards, puppets, and letter-blending cards provide strong visuals to aid in retention of new vocabulary and concepts. Assessment measures help pinpoint problem areas in vocabulary, oral language production and comprehension so these skills can be addressed directly, depending on the needs of individual students. Videos and DVDs created exclusively for ELL students (but beneficial and enjoyable for all students) address important skills such as phonemic awareness, letter sounds, sound blending, vocabulary development, and specific reading strategies and skills (reading with fluency, making predictions, and monitoring for meaning and others).

(5) 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?*

PTAAN will comply with all required aspects of monitoring, assessing, and ensuring growth of students in the area of language acquisition. The goal will be to create a learning environment where all English Language Learners achieve the same challenging grade level standards as

[27] CHUGOKUGAKUEN Journal ▸ vol. 13 (2014) *Exemplifying the Language and Content Learning, Cognitive and Social Benefits of Project-Based Language Learning Through a Mini-Research Project* Moritoshi Paul.

native-English speaking students. PTAAN offers a small school environment, individualized learning, differentiated instruction, ability grouping, and the MTSS process, all of which support the needs of English Language Learners. PTAAN will progress monitor ELL students as with all students on a regular basis using data to track their progress. In addition, ELL students will be reassessed every year to determine whether the pupil's proficiency in English is fluent and whether they are able to succeed in courses of study that are taught only in English. PTAAN will monitor all reclassified students for a minimum of two years after they have met language proficiency. ELL students be reassessed every year to determine whether the pupil's proficiency in English is fluent and they can succeed in courses of study that are taught only in English. The student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the ELL program. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs. PTAAN may reclassify an ELL student only if the School administers the ACCESS for ELLs to assess the pupil's proficiency to comprehend, speak, read, and write English. Afterward, the pupil will obtain a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination. PTAAN will monitor any students reclassified as English proficient who have not yet met exit criteria. PTAAN will ensure that reclassified students are appropriately placed in general education classes and the School will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years. The purpose of this monitoring is to ensure that the students maintain success in any academic class and are no longer in need of language acquisition assistance. The monitoring from PTAAN will include periodic contact with the student's teacher(s) to ascertain student progress. The School will also review the student's report card annually to review the student's attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies. The ELL monitoring process information should be included in any RtI interventions that are determined by the School. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student. If evidence indicates the student is not successful in English-only classes and needs further language acquisition assistance, PTAAN will administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in English-only classes. PTAAN will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, PTAAN and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the Head of School or designee will meet with the parents or guardians to discuss the recommended changes.

(6) *Parental Involvement: What appropriate programs, activities, and procedures will be* impl*emented for the participation of parents of ELLs?*

Parents of students attending PTAAN will begin the year with understanding the ELL services provided at the Academy Parents of ELLs will be invited to attend, school-wide events. Access to programs and activities in the parents' primary language will be provided when necessary. Additionally, parents of students identified as ELL will receive weekly progress reports regarding the growth that their child is demonstrating. The ELL Teacher will notify parents via phone, letter, or email when a formal meeting should be held to discuss their child's ELL progress. Parents of ELL students will receive monthly calls from their general education teacher to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for

parents to get to know their child's teacher and to ask questions or share their perspective on various matters. If the teacher is not fluent in the home language of the parent, a translator will be provided by PTAAN to ensure that this necessary communication takes place.

(7) *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.*

PTAAN is not proposing a distance learning or virtual school model so this is not applicable.

(8) *Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.*

Based on the percentage of EL enrollment in surrounding area schools, PTAAN expects to enroll approximately 200 students. 34%, in in the first year.

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?*

The McKinney-Vento Education for Homeless Children and Youth program, as amended by Every Student Succeeds Act (ESSA), defines eligibility as children or youth who lack a fixed, regular or adequate nighttime residence. PTAAN staff review multiple sources to identify/determine students who meet the criteria for homelessness under the Title 1 Hope / McKinney-Vento Act. Identification: At Enrollment the enrollment packet includes proof of residency. If parent/guardian is unable to provide proof of permanent residency, staff gathers information about housing using a questionnaire developed in accordance Title 1 Hope or NV state recommendations. After enrollment, teachers and staff are provided training on how to identify students that previously were not but may now be classified as homeless. During the daily Advisory period and in the classrooms, teachers observe changes in student behavior moods, or appearance and will refer these students to the academic advisor to gather additional information utilizing the above mentioned to determine whether they meet the homeless eligibility under McKinney-Vento. Possible accommodations for this group will consider the physical, emotional and academics needs of the students. Assistance for physical needs may include free or reduced food programs, waiving student fees, providing uniforms, and social/emotional support. Students in this at-risk category will be carefully evaluated through the employment of the MTSS model with appropriate tier placement as needed.

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

The Counselor at PTAAN will serve as the case manager and advocate for students meeting the eligibility requirement under McKinney-Vento. The Counselor will work with administration, , parents, community resource providers and other stakeholders to ensure students educational needs are met. Staff will utilize the same process to flag IEP/504 students to flag McKinney-Vento students within the student information system and Infinite Campus.

(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.

PTAAN is not proposing a distance learning or virtual school model so this 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.*

PTAAN will establish a deliberate culture based on our core cultural values:

- **Rigor:** We set high expectations for all members of our community, including students, teachers and administrators
- **Relevance:** Our curriculum is highly engaging and meaningful to students
- **Relationships:** All students are known by the adults in the building and receive personal attention and support in a safe, respectful environment

(2) *Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.*

Rigor

Academic rigor is central to our instructional model. In addition to our daily instructional practices which are designed to enforce high standards, we have school wide practices that emphasize our commitment to academic achievement. These include:

- **Dress Code:** One of the ways that PTAA emphasizes our culture of rigor is to set expectations about student appearance that is line with the expectations of the professional world. Monday is formal dress day which includes white oxford shirts, blue blazer with PTAA embroidered patch, black/watch plaid (navy/hunter green/black traditional plaid) ties (long tie for boys and necktie for girls), Khaki pants (boys and girls), dark dress shoes. Girls may wear a black/watch plaid skirt or jumper or a khaki skirt. A V-neck Sweater or sweater Vest may be substituted for the blazer.
    - Tuesday-Thursday: khaki or navy pants, skirts or shorts (at knee), PTAA polo shirt (white or navy blue).
    - Friday: Students may wear PTAA spirit t-shirts in assorted colors and Jeans. The uniform protocol is the same for K-8.
- **Academic Recommendation/Awards**: Another way we create rigor in our culture is to recognize student achievement. Students receive academic recognition at the end of the school year from each course/teacher (Exceptional Boy and Girl and Most Improved Boy and Girl). We also have an A and B Honor Roll and awards for Perfect Attendance and Most Creative/Artistic in addition to extracurricular and athletic awards.

Relevance

The value of relevance is clear in our curriculum. Every day, teachers make connections between academic lessons and real-world problems. In addition, we have school wide rituals and routines that help reinforce that what students learn in the classroom has practical application outside of the classroom. One example of is our K-6 Invention Convention. Students participate in a competition using critical thinking, problem solving and creativity to develop an invention following the Design

Process. Students present their inventions at a Family Invention Convention Night and all inventions are displayed. This is similar to a Science Fair but is specific to inventions. Inventions are judged by a panel that includes teachers and visiting STEM Field Business Partners (including Software Developers, Engineers, Entrepreneurs). Awards are given at each grade level for: Bright Idea Award, Proficient Planning Award, and Creative Inventor Award.

Relationships

At PTAA, every student is well known by the adults in the building. Part of the way we create a culture of connection and relationships is through a daily advisory program that we call Innovation Leadership Program (ILP). Every student at every grade level has an ILP advisory period. This is a time for a small group of students and a teacher to learn about one another, discuss topics of interest or concern to the community, and build social-emotional skills. The curriculum includes character development, problem solving and decision-making skills and a focus on community service and citizenship. Teachers participate in professional development during our summer In Service and develop lesson plans and projects that will be covered during ILP. ILP will draw from the "Growth Mindset" and The ACSD.org Whole Child Approach Initiative. Professional Development programs that PTAA teachers have completed in the past to support this work include Love and Logic, Restorative Practice, Relationships Matter and AVID.

During the first week of school, students work with teachers to learn important procedures that are used at PTAA. This instruction is delivered in a fun, firm, and consistent way that enhances learning opportunities and allows each class and the entire school to run smoothly. As collaboration and teamwork are high demand skills throughout life, PTAA students also participate in a healthy dose of team-building activities during the beginning of school as well as throughout the year. Students entering mid-year are assigned a buddy who guides them through the culture.

(3) *Please describe how you will evaluate 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.*

PTAAN will conduct Parent, Students and Staff Satisfaction surveys once each semester. Our goal is to have 85% of each group express satisfaction with our culture. Results will be shared with all stakeholders and used to identify challenges and successes and to set goals and timelines for improvement.

(4) *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.*

With the use of daily interventions and the multi-tiered learning layout, students will be given ample encouragement and safety nets to continue to be successful in their educational environment. Students will be recognized for their successes and will be noted during quarterly award ceremonies. Student academics, attendance, and discipline will be recorded in the student information system as well as infinite campus allowing for parents/guardians to reinforce positive behaviors and provide corrective feedback to their student, thus assisting students in remaining on track. PTAA Texas schools have high populations of students with social and emotional needs. PTAA staff work as a team to support students daily as needed. Knowing each student's name and caring about them as individuals, teaches and staff are able to see subtle changes and intercede early. Daily Advisory, tutoring, interactions during lunch and before and after school yield ample opportunities to see potential issues as they develop. Weekly grade level team meeting discussions

allow many differing perspectives on a single students to emerge and inform decisions. The research for these practices is based partly on several PTAA teachers having worked in KIPP schools with inner city children, and is an ongoing practice at PTAA> Teachers and staff live the values of caring for the whole child daily.

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.*

PTAAN believes in a fair, but strict, student discipline policy that is rigorously enforced. A safe environment that is conducive to learning is of the utmost importance to PTAAN. When a student breaks one of the rules, the consequences of their choices will be immediate, logical, specific, and proportionate to the rule that has been broken. PTAAN students will be educated, both verbally and via written documentation, about the overall school discipline procedures and policies at the beginning of the academic year. Additionally, students will be educated, both verbally and via written documentation, about discipline procedures and policies, which are specific to each of their teachers and/or classes at the beginning of the academic year. PTAAN will post all discipline procedures and policies in writing throughout the school campus, and PTAAN teachers will post, in writing, all discipline procedures and policies, which are specific to their class in their classroom. PTAAN students will be required to follow the overall school discipline procedures and policies, as well as those established by their classroom teachers. Classroom teachers will be required to follow the overall school discipline procedures while simultaneously developing and maintaining a well-defined discipline system in their individual classrooms. Other staff members and visitors will be required to support the overall school discipline procedures. Parents and/or legal guardians of PTAA Colorado students will receive, in writing, in English and Spanish, the school's overall discipline procedures and policies at the beginning of the academic year (as well as throughout the academic year should any changes or updates be made). In addition, all PTAAN teachers will provide their students' parents and/or legal guardians a written document which describes any discipline procedures or policies that are specific to their classes at the beginning of the academic year. Family support of the school-wide discipline policy and the procedures in individual classrooms will create a consistent message to all students. Thus, all parents and/or legal guardians of PTAA Colorado students will be required to sign and return a document, at the beginning of the academic year, which indicates that they have read and, clearly, understand all of the PTAAN discipline procedures and policies, including the overall school procedures and policies as well as any discipline procedures or policies that are specific to their child's teachers and/or classes. If the parents and/or legal guardians of a PTAAN student do not feel that they clearly understand any of the discipline procedures or policies, then it is incumbent upon those parents and/or legal guardians to seek clarification from the appropriate staff member; be it the Head of School or a specific teacher. Classroom teachers and staff should be supported in their efforts to discipline students. If language is a barrier to understanding, translators will be secured to facilitate communication. All students and parents at PTAAN will receive a Student and Parent Handbook, to be created upon charter approval. The handbook, and all written materials, will be published in English and Spanish. The Student and Parent Handbook will include the Code of Conduct and Discipline Policy.

(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.)*

PTAAN shall have authority to suspend a student for not more than five school days and will follow in doing so. The administrator imposing a suspension will discuss a proposed out-of-school suspension with the superintendent before or, if such discussion is not practicable, immediately after an out-of-school suspension is imposed. All suspensions will be lawful in pursuant of NRS 388A.495. Appeals Process. In accordance with NRS 388A.49589, parents of any pupil, under the age of 18, who faces suspension or expulsion must be notified of the pending consequences, given an explanation inclusive of evidence, and reserve the right to a hearing with the Superintendent. When a student is recommended for expulsion a hearing officer designated by the Governing Board will hold an expulsion hearing. The parents and student will be given written notice of the hearing time and date and requested to attend. The hearing officer will review all statements of facts and hear the evidence both for and against the student and make an expulsion determination. Parents and students are also informed of the full policy and procedures each year when receiving the Parent/Student Handbook. If the parents of the child do not agree with the hearing officers' determination, they may appeal to the Governing Board. Again, meeting notice will be given in writing and in advance. The Governing Board will conduct the meeting in executive session unless the parent's request for the meeting to be public. After hearing and reviewing all evidence, the Board will vote to either accept or reject the hearing officer's recommendation for expulsion. If the Board rejects the recommendation for expulsion, they will levy an alternative course of action.

(3) Describe the process for completing a plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

The Restorative Approach uses both proactive and responsive practices to build strong relationships, a respectful climate and culture, personal accountability, engagement, empathy and honest communication. Restorative practices can be used as a targeted approach or as a tiered, whole-school approach. Using a targeted approach, restorative intervention practices are reserved for select students who have violated school rules. Only students involved in conflict or those who violate rules or who have been harmed have access to the restorative practices. In the targeted approach, not all students receive the benefits of the restorative process, which can aid students in building positive relationships and trust among peers and teachers. In a tiered, whole-school approach, all students benefit from the restorative philosophy and receive supports that help to prevent harm, resolve conflict and restore positive relationships. The whole school restorative approach aids teachers and staff in building a better understanding of their students and fostering a classroom and school environment that is safe, supportive, and nurturing. Weekly community circles may be facilitated by teachers, **Restorative & Resolution Circles** are facilitated by school counselor, and/or admin Circles are initiated by students, staff, school counselor, admin and even parents. **Problem Solving Circles** are a form of community circles that provides a safe place for addressing difficult issues/conflicts either between teachers and students, among students and/or among staff that promote understanding, resolving conflict, and processing difficult events. Restorative script is provided for the circle facilitator; it helps to process harm done and may help with healing and moving forward**. Resolution** Circles are used for in-class, when harm is done to another student, offered in place of detentions or repair after a suspension or incident. These Include a trained facilitator with a guided script, any person directly harmed by the student's actions, and other students affected by the harm done. Agreements include how to say "I'm sorry" and signed agreements**. Restorative** Circles are used to respond to challenging behavior. Restorative practices reduce, prevent and improve harmful behavior, reduce conflict and hold individuals and groups accountable. If a student exhibits behavior harmful to another others, the Counselor will facilitate a Resolution Circle to address the issue.

(4) Who will be responsible for implementing the school's discipline policy?

The Head of School is responsible for implementing the school's discipline policy.

(5) 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?

Disciplinary data reports will be generated by the Head of School who will provide these to the SPCSA as necessary. The Head of School will create monthly reports outlining the frequency of various infractions and compare infraction frequency month over month to identify trends that need remediation. These will be shared with all staff to look for trends and develop proactive procedures to ensure a risk-free, respectful environment is established and all are treated with dignity. The Head of School will develop an action plan to improve school culture based on the trends in the data and feedback from staff. These plans will be submitted to the board, as needed for approval before they are implemented.

(6) Describe the school's proposed parent grievance policy.

PTAAN expects that all staff and parent concerns can be handled at the level of the school, with the appropriate individual, and as needed, with the Superintendent. Generally, the Board will direct parent complaints to the superintendent. Exceptions to this would be if the matter involved a legal, ethical, or safety concern. The Board would also hear any formal complaints in accordance with our written Complaint Policy found in our Student and Family Handbook, updated, published, and provided annually free of charge to families during Parent Orientation or upon student enrollment, in the family's home language. Families have the legal right to bring complaint and the Board is bound to act within the law in accordance with the written policy. Any individual or group may bring complaints and/or objections to Board policies or decision, administrative procedures, or school practices. If there are allegations of discrimination on the basis of disability related to identification, evaluation, or educational placement of a person, because of handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, parents will be directed to the Board of Directors. If any student or staff member believes the organization has discriminated against or harassed him or her due to race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in the school's programs, services and activities, s/he may file a complaint with the Superintendent. If any complaint made involves the Superintendent, the complaint may be filed with the Board Chair. The Superintendent or Board Chair will communicate with the individual(s) who filed a grievance. They will work to investigate the grievance and secure all documentation including interviews and statements related to the grievance. Further, the Board Chair and/Superintendent will propose a resolution with the intent to stop the harassment or discrimination. PTAAN does not tolerate discrimination and or harassment of any kind and will provide due process to alleged victims. Complaints should be submitted in writing to the Board at least one week prior to the next Board meeting. (No official documents are necessary for filing a complaint/objection but must be done so in writing either through the mail service, delivery to the school in a sealed envelope, or email.) Submitted complaints will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to address each matter to the satisfaction of the individual or group presenting the complaint. The Board, as necessary, may direct the Superintendent or other responsible party(ies) to act upon the complaint and report to the Board. The Board shall render a determination in writing if appropriate or required.

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

Dress Code: One of the ways that PTAA emphasizes our culture of rigor is to set expectations about student appearance that is line with the expectations of the professional world.
Monday is formal dress day which includes white oxford shirts, blue blazer with PTAA embroidered patch, black/watch plaid (navy/hunter green/black traditional plaid) ties (long tie for boys and necktie for girls), Khaki pants (boys and girls), dark dress shoes. Girls may wear a black/watch plaid skirt or jumper or a khaki skirt. A V-neck Sweater or sweater Vest may be substituted for the blazer.
Tuesday-Thursday: khaki or navy pants, skirts or shorts (at knee), PTAA polo shirt (white or navy blue).
Friday: Students may wear PTAA spirit t-shirts in assorted colors and Jeans. The uniform protocol is the same for K-8
The community in which we intend to locate is challenged by financial hardships and therefore will work to provide a vendor who will have scholarships for families in need. If any additional challenges arise in student/family ability to remain in compliance with the school dress code, we will do our best to support families.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE
(1) *As Attachment 3, provide 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.*

PTAAN's academic calendar (Please see Attachment3) will provide 180 instructional days. It is also designed to meet the needs of our students and teachers. We use the following guiding principles when setting our annual calendar

- Significant time for professional development during the school year and in the summer
- Scheduled orientation opportunities for new students at the beginning of the school year.
- Time for exhibitions of student work and parent teacher conferences

(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.*

Generally, the elementary schedule is built around large blocks of time that allow teachers to use of a variety of instructional modes to address a single subject. The schedule for K-2 always includes daily literacy instruction as well as center time that can be used to address math, science, and social studies standards. Early elementary students also have daily PE and specials in arts and foreign language. The schedule for grades 3 through 8 is organized around 45-minute periods and give students daily exposure to the core academic subjects as well as PE, art, and engineering/technology. In general, the day starts with an optional breakfast period at 7:15. Classes begin at 8:00am and conclude at 3:30, with tutoring, clubs and activities offered after school.

(3) *PTAAN will devote the following minutes of instruction to the following grade levels:*

21,600 minutes for Kindergarten, 43,200 minutes for grades 1-2, 54,000 minutes for grades 3-6 and 59,400 for grades 7-12.

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

PTAAN's goal for student attendance is to maintain an average daily attendance rate of 95% or higher. Attendance will be collected daily through the SIS by the classroom teacher. Teachers will track and take attendance of students. PTAAN will have grade level team meetings weekly during which student attendance will be reviewed. The grade level team will work with the Counselor to provide support to students with significant absences-an accumulation of five (5) unexcused absences in a semester course or ten (10) unexcused absences in an annual course. Parents/guardians of these students will be informed of student attendance daily. To reduce truancy and chronic absenteeism a grade level team member will be responsible for providing details of chronic absenteeism and truancy to leadership and notifying parents/ guardians.

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

Operations Plan

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

ATTACHMENT 4: Operations Plan

4. Operations Plan

BOARD GOVERNANCE

(1) *Describe the primary roles of the governing board and how it will interact with the superintendent/Campus Head and any advisory bodies. Explain how the board will evaluate the success of the school and school leader; and how the board will ensure that there will be active and effective representation of key stakeholders, including parents.*

The board has three primary roles

a) Fiscal responsibility of the school
b) Academic **performance and operational oversight** of the school
c) Hiring of head of school(superintendent) and delegation of duties to head of school

The Board of PTAAN delegates to the school superintendent day to day responsibility for operating the school. The Board is responsible for hiring, evaluating and, if necessary, replacing the Superintendent. Board regularly works with superintendent and request superintendent be available at all board meeting to continue a seamless interaction with school leader**.**
The Board will conduct an annual evaluation of the school superintendent. The superintendent will have an at-will employment agreement that will include an evaluation that is linked to school performance expectations. The superintendent's evaluation will also consider performance in the areas of finance, school culture, staff supervision, legal and state compliance, and ability to communicate with the Board and the public about the school and its successes and challenges. The Board will determine an annual formal evaluation process that will, at a minimum, collecting input from all board members as well as key stakeholders including staff, parents and community leaders. Two stakeholders surveys a year will be conducted to ensure their voices are heard and implemented. The superintendent will also conduct a self -assessment. The final evaluation will be in writing, and adequate, objective documentation for all conclusions will be provided. Admin. Evaluation is attached as Appendix D.

Failing to meet the minimum standards for performance and outcomes will trigger board action that will seek to remedy the situation by providing training and support for improvement. If the situation does not improve, the Board will go through a progressive discipline process that can result in the termination of the at-will employment agreement.

(2) *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 are 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 4). 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 2020-21 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.* NAC 388A.130(4):

A proposed sponsor may not accept an application from a committee to form a charter school whose membership includes:
(a) A potential contractor of the proposed charter school;
(b) A potential lessor of a facility that the proposed charter school may lease;
(c) A representative of an educational management organization with which the proposed charter school may contract;

(d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or
(e) Two or more persons who are related by blood or marriage to each other.

Brent Parrott: Retired board member with experience in founding successful STEM school. Multiple year of experience in Fortune 500 companies, Technology Business Ventures and STEM teacher and volunteer.

Rudy Pamintuan: Longtime Las Vegas resident providing services in the areas of international affairs, technology, trade and security. Served as an appointee for President George W. Bush – advising the President on Asian American and Pacific Island issues where he was also tapped to promote KORUS (US-Korea Free Trade Agreement) and CAFTA (Central America Free Trade Agreement).

Annie Black: Assembly woman-elect from Nevada State Assembly District-19. She has served as an community advisor to the CLARK COUNTY SCHOOL DISTRICT (CCSD) BOARD OF TRUSTEES. She also represents the people of the city of Mesquite Nevada as a councilwoman.
Shannon Houston: Dedicated, resourceful and goal-driven educator with a solid commitment to the academic and social growth and development of every student. Has established PTECH schools and STEM school in several states.

Chasidy Kretzer: Hardworking resilient individual who is currently serving as Assistant of Democracy Prep at the Agassi Campus Secondary School 6-12. Educator with a background servicing the needs of culturally, racially, and socio-economically diverse populations in inner city schools.

Mansoureh Tehrani: Engaging, persuasive and tenacious educational leader. Ms. Tehrani has a proven record of achieving award-winning school conversion into a highly engaging and rigorous learning environment. The goal is to nurture student interest and foster greater academic achievements resulting in college, career and life readiness. She successfully communicates innovative and compelling educational initiatives, generating greater community interest and participation in a positive school culture that prepares tomorrow's leaders. Ms. Tehrani also writes and speaks on school transformation and the future of educational practices. She has received numerous awards, most recently, NSBE's 2019 Top STEM Influencer. She earned master's degrees in education administration and Computer Science and a Bachelor's degree in Business Administration.

Parent Board Member: Elected from Parent Body in year 1

(3) *Provide, as Attachment 5, 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.*

Attached

(4) *If the current Committee to Form does not include the full founding board, explain how and when the additional board members will be identified.*

1 or 2 parent board member will be identified during the first year of school.

Section 4: Operations Plan

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

Attached.

(6) *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. If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.*

None.

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

1 or 2 parent board member will be identified during the first year of school.
Industry partners from PTECH programs will be added within 3 year
Partnership college representatives will be added within 3 years

(8) *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.*

New board members will receive an extensive orientation and training. Orientation will include the PTAA model, introduction to school leadership and best practices in charter school governance. Once seated, board members will receive periodic training within 12 month on following topics:

1. governance,
2. fundraising,
3. charter school finance,
4. the Open Meeting Laws,
5. general laws applicable to charter schools.
6. Nevada laws specific to governance of charter schools

Such training will be provided as needed throughout the year to ensure a knowledgeable, competent Board. The training will be conducted by experts with deep content knowledge, relying on best practices from the field. We anticipate that these experts will be identified through the SPCSA and through peer schools and that there will be little to no cost associated with inviting these experts to share their knowledge with the Board. However, there is an allowance for travel and registration in the budget that would also the Board to work with paid trainers on a periodic basis as needed. PTAA also welcomes collaboration from the district to enhance the knowledge and effectiveness of the board. In addition, on-going training and on-boarding training for new members or when the composition of the Board changes will be provided. Expenses of on-going board training are listed under Licensing Fee in the Financial Plan.

(9) *Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. 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 or academic reports.*

The Board will work with Superintendent for academic, operations and financial needs. Boards typically requests this data and evaluations every quarter. The Board can request data more frequently from the superintendent, charter management organization and other staff members to stay informed and implement any changes.

The accountability for this data management moves in a hierarchical structure through two layers.: Superintendent works directly work with CMO head, financial, operation and academic committees to :

- Assess student achievement data
- Assess calendar maps
- Monitor and ensure assessment occurs
- Request and assess monthly and quarterly financial data
- Assess daily, semester and annual operational procedures
- Report assessment data to the Board of Directors and the public

The Board of Directors

- Monitor results of assessments
- Ensures compliance with the school's Accountability Plan and Improvement Plan
- Ensures policy and staff adjustments as needed through head of the school
- Approves the school budget
- Evaluates the EMO/CMO

(10) *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.*

PTAA NEVADA Advisory Board	
Dr. William Maley	Board Member of **Liechtenstein** Institute at Princeton University, Director of School of UNSW Australia, 20 years Foreign Exchange student program
Nancy Albright	Ms. Albright has 25 years of experience in Education as Superintendent. She will assist the main board in curriculum selection and classroom methodologies.
Dr. Hossein Zamanian, EdD	Dr. Zamanian is a CPA who will assist the main board with financial questions. Mr. Zamanian also has his Doctorate in Education.
Mr. Joseph Hoffer, JD	Mr. Hoffer and his law firm are General Counsel to PTAA. His firm provides legal services several highest performing charter schools around the United States.
Jana Wilcox	Managing Director at Opportunity 180. Opportunity 180 work with the community to ensure more kids can access a great school in their neighborhood that puts them on track to be college and career ready.
Todd Noel	Todd is a senior executive vice president with Colliers, He specialize in educational properties. Areas of expertise include corporate advisory, tenant representation, investments, sale/leasebacks, and leasing and build-to-suits. As the national director of Colliers International's Education Services Group, the leading advisory group dedicated to the education

	industry, he lead a national team of 25 education professionals who understand and represent the varied real estate needs of educational companies and occupiers of educational facilities across the country.
Student Representative	This leader will be picked from student population.
Student Representative	This leader will be picked from parent population.

The School Board can contact advisory board as required. The role of advisory board is to provide board assistance with the following:

a) College Alliances
b) Accounting advisor
c) Legal Advisor
d) Fund Raising

The above advisory board and future seats are strategically designed to meet the planned composition.

(11) *Explain the process that the school will follow should a parent or student have an objection ta governing board policy or decision, administrative procedure, or practice at the school.*

Pioneer Technology & Arts Academy ("School") values the opinions of all its parents and employees. Parents and Employees have the right to express their views through appropriate informal and formal processes.

The Board encourages parents and employees to discuss their concerns and complaints through informal meetings with their Supervisor and/or Campus Superintendent. Concerns and complaints should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Neither the Board nor any School employee shall unlawfully retaliate against an employee or parent for bringing a concern or compliant.

The purpose of the grievance process is to resolve conflicts in an efficient and expeditious manner. All parents and employees are entitled to utilize the grievance process, but parent and employees involved in the process are expected to be courteous to one another and adhere to the Code of Ethics for parents and teachers promulgated by the Nevada Department of Education.

The Superintendent or designee may develop more detailed grievance procedures which will be approved by the Board. The Superintendent or designee shall ensure that the School's grievance procedures are distributed to all parents and employees. Any approved procedures shall provide that any grievance may ultimately be considered or heard by the School Board.

(12) *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. You may add rows as appropriate. What actions would trigger removal from the board and under what process?*

Goal	Purpose	Outcome Measure
Smooth transition from a public system to the school stakeholders in a specific community.	To enhance effectiveness of communication and response to school stakeholders	Satisfaction surveys, and number of complaints filed
Matching school vision and mission statement to local needs.	To execute the mission and vision of the school with fidelity	Parent Satisfaction surveys
Academic Excellence Committee	To ensure school is making adequate progress toward achieving its goals as set forth in the charter	Quarterly academic progress reports from Principal
Formation of College and Careers Committee	To monitor the progress of the students toward achieving College and Career standards	Meeting dates and agendas
Formation of PTECH Committee	To facilitate and advise on the operation and progress of the PTECH model	Meeting dates and agendas

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*
Attached

(b) *Job descriptions for each leadership role (provide as Attachment 7)*
Attached

(c) *Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/superintendents with strong track records of success with the target population be identified for any school which wishes to open in the 2021-22 school year.*
Attached

(d) *Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)*
Attached

(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.*

Generic

(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 10).*

As part of its relationship with the PTAA sister schools, PTAA Nevada will have the Superintendent train the Head of School. The Head of School will receive regular formal coaching support from the CMO and Superintendent that oversees all PTAA school. Formal coaching sessions will occur at least once per month and will include:

- Observations of the Head of School as he performs his daily duties
- Immediate feedback at the end of each observation
- Suggestions for corrections or adjustments in any aspect of job performance that warrants improvement
- Suggestions for resources, training, or studies that will provide relevant information or strategies that will improve the effectiveness of the Head of School

The coaching relationship between the Superintendent, CMO employees and the Head of School is intended to be supportive and never punitive. Therefore, the observations and feedback from coaching sessions will not be considered as part of the Head of School's formal evaluation. As noted, the Board of Directors will hire, evaluate and, if necessary, terminate the Superintendent if the Head of School training and coaching is not effective. A formal evaluation will be conducted by the Board at least annually**.**

The Board of PTAAN delegates to the school superintendent day to day responsibility for operating the school. The Board is responsible for hiring, evaluating and, if necessary, replacing the superintendent. Superintendent will hire the Head of School.

Key steps in hiring of the Head of School will include:

- Establishment of an effective hiring committee that understands the specific leadership needs of the target population, school or district.
- Recruitment of candidates based on the criteria that best meet school and district goals.
- Identification of the strongest candidates and conducting an onsite performance assessment of finalists.
- Soliciting input from key stakeholders including faculty, parents and community members

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

The superintendent will work with the Head of School and together they will be charged with recruiting and hiring all staff members. While the details of the hiring plan will be left to the superintendent and Head of School, we will be seeking teachers with different types of backgrounds, including veteran teachers who have significant experience in both direct teaching methods and project-based teaching, and new teachers who have recently completed their teacher training and are open to new kinds of teaching methods. The exact mix of teachers will be determined based on the available pool of candidates.

To recruit high quality teachers, the superintendent, Head of School and other staff will attend recruitment fairs at colleges and universities in and out of state; will publish job descriptions on the school's website and other social media websites; will place announcements in local newspapers and national trade magazines; and will call on his or her own network of educators.

Before being offered positions, all teachers will be interviewed at least once by the superintendent and Head of School, will be observed teaching either in person or via a video-taped recording of a lesson, and will submit to all required background and reference checks. PTAAN may also form

hiring committees for certain positions. Those committees may include board members, industry representatives and other stakeholders who will conduct additional interviews and make recommendations to the superintendent and Head of School. However, the superintendent and Head of School will be responsible for the final decision regarding hires. Although professional development is done by the CMO directly, the financial workbook has also allocated additional $500/year per FTE for teacher professional development for licensed training courses or any other required courses.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. What role will other members of the leadership team play in providing instructional guidance and school culture guidance?

School culture can be defined as the extent to which the school leadership fosters and promotes shared beliefs and a sense of community and cooperation among staff. The Head of School at PTAAN will develop the school culture by promoting cohesion among staff; developing an understanding of purpose among staff; and developing a shared vision of what the school could be like. The creation of an effective school culture requires input from the Board, Superintendent, classroom staff, parents, and students. However, school culture should be dynamic, not stagnant. The Head of School will evaluate the culture on an on-going basis and make changes as necessary to meet the needs of the teachers and students.

Instructional leadership is key to creating and sustaining academic achievement. In this regard, the Head of School will focus on the core responsibilities of the school which is teaching and learning. This will be accomplished by ensuring that the school's vision and goals are clearly communicated to all staff; regular classroom observations to confirm that the curriculum and instructional model are being adhered to, and providing necessary feedback as necessary; providing a conducive teaching and learning environment; and seeking regular feedback from classroom staff, parents and students.

STAFFING

(1) *Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.*

Proposed New School

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
EMO/CMO Organization Positions						
CMO CEO	1	1	1	1	1	1
Financial Officer	1	1	1	1	1	1
Human Resource	1	1	1	1	1	1
Information Technology Officer	1	1	1	1	1	1
Curriculum Officer	1	1	1	1	1	1
Student/Compliance System Officer	1	1	1	1	1	1
Professional Development Officer	1	1	1	1	1	1
PTECH and STEM coordinator	1	1	1	1	1	1

Total Back-Office FTEs	**8**	**8**	**8**	**8**	**8**	**8**
					School Staff	
Campus Head of School	1	1	1	1	1	1
Assistant Principals		**1**	**1**	**1**	**1**	**1**
Admin 4	**1**	**1**	**1**	**1**	**1**	**1**
Admin 5			**1**	**1**	**1**	**1**
Add'l School Position 3 [Office managers]	**1**	**2**	**3**	**3**	**3**	**3**
Classroom Teachers (Core Subjects)	**17**	**29**	**30**	**33**	**33**	**33**
Classroom Teachers (Specials)	**3**	**6**	**10**	**10**	**10**	**10**
Special Education Teachers	**2**	**4**	**6**	**8**	**9**	**9**
ELL/TESOL Teachers	**1**	**2**	**3**	**4**	**4**	**4**
Student Support Position 1 [e.g., Social Worker]	**1**	**1**	**1**	**1**	**1**	**1**
Student Support Position 2 [Counselors]	**1**	**2**	**2**	**2**	**2**	**2**
Specialized School Staff 1 [Engineering & Technology Teachers]	**2**	**4**	**5**	**6**	**6**	**6**
Specialized School Staff 2 [Mandarin and Spanish Teachers]	**2**	**2**	**3**	**3**	**3**	**3**
Teacher Aides and Assistants	**2**	**2**	**2**	**2**	**2**	**2**
School Operations Support Staff						
Other (please specify)						
Other (please specify)						
Other (please specify)						
Total FTEs at School	**34**	**57**	**69**	**76**	**77**	**77**

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.*

The Superintendent and Head of School will be charged with recruiting and hiring all staff members. This process will begin with the development of a definition of the ideal candidate for PTAAN which is aligned with the school's vision and performance expectations. While the details of the hiring plan will be left to these individuals, we will be seeking teachers with different types of backgrounds, including veteran teachers who have significant experience in both direct teaching methods and project-based teaching, and new teachers who have recently completed their teacher training and are open to new kinds of teaching methods The exact mix of teachers will be determined based on the available pool of candidates.

To recruit high quality teachers, the Superintendent, Head of School and other staff will attend recruitment fairs at colleges and universities in and out of state, will publish job descriptions on the school's website and other social media websites, will place announcements in local newspapers and national trade magazines and will call on his or her own network of educators.

Before being offered positions, all teachers will be interviewed at least once by the Superintendent and Head of School, will be observed teaching either in person or via a video-taped recording of a lesson, and will submit to all required background and reference checks. PTAAN may also form hiring committees for certain positions. Those committees may include board members, industry

representatives and other stakeholders who will conduct additional interviews and make recommendations to the Superintendent.

The Superintendent and Head of School will also ensure that any teacher hired will be in compliance with State rules regarding certification and licensure.

The anticipated number of positions for school year 1 is 33, which includes 27 grade level teachers, special education and ELL teachers and a guidance counselor [from the financial plan enrol staff & exp tab]. The hiring process will begin three months before the school opens and will be completed one month before the school opens. This will allow for staff training prior to the beginning of the school year.

(2) *Describe your plan to recruit and hire teachers/staff who are representative of your student body.*

PTAAN is committed to diversity in hiring of administrator, teachers and other staff. In reviewing literature regarding increasing ethnic/racial diversity of teaching applicants, the following strategies have been found successful:

- Developing partnerships with education departments of local colleges/universities. UNLV is an example of excellent racial diversity among its students: 27.3% are Hispanic/latino, 15.5% are Asian and 7.8% are African American;
- Exploring the career sites of national organizations, such as the Hispanic Association of Colleges and Universities and the National Alliance of Black School Educators;
- Advertising in local/regional minority focused publications;
- Involving Board members, administrators, and teachers of diverse ethnicities/races in the recruitment planning process and involving them in the recruitment and selection team.

PTAAN will use take advantage of these suggestions and others to ensure diversity in hiring.

(3) *List the proposed school's salary ranges and employment benefits for each employee, 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.*

Because recruiting and retaining talented employees is critical to our success, PTAA is committed to paying its employees equitable wages that reflect the requirements and responsibilities of their positions and are comparable to the pay received by similarly situated employees in other organizations in the area.

Actual compensation for every position is determined by several factors, including job analysis and evaluation, the essential duties and responsibilities of the job, and salary survey data on pay practices of other employers. For the purposes of developing this budget, PTAA has used average salary assumptions. These assumptions are based on what we believe are realistic market rates and include the following:

- Teachers - $35,000 - $47,500
- Aides - $28,000
- SPED Director - $65,000
- Other positions ranged from $35,000 for the office manager to $110,000 for Head of School.

Benefits include both required benefits and discretionary benefits. We have assumed the following:

- Health Plan Costs
- Dental Plan Costs

- Other Employee Benefit Costs -
- Nevada Retirement
- FICA and Medicare – Appropriate rates per year
- Unemployment
- Workers Compensation

(4) *Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.*

Kindergarten 1:21
Students with severe disabilities 1:22
Elementary 1:24
Middle School 1:30

(5) *State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.*

Hiring school personnel	Superintendent and Head of School
Conducting criminal background checks	CMO
Dismissal of personnel	Superintendent and Head of School

The process for hiring of school personnel has been discussed at length in the response to question 1 above.

Regarding the dismissal of personnel, the Head of School or Superintendent will provide the staff member with a written notice of the decision to cancel the teacher contract or end employment for non-teaching staff members. The notice will be delivered by certified mail or in person. The notice will contain the reasons for dismissal and include information regarding the staff member's right to conference with the Superintendent. The ultimate responsibility for dismissal lies with the superintendent.

CMO will be responsible for hiring and dismissing school personnel, including conducting criminal background checks.

(6) *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 12, as well as any supporting protocols or documentation.*

Although Professional Development is done by the CMO directly, financial sheet has also allocated additional $500/year per FTE for teachers professional development for licensed training courses or any other courses that staff request that is related directly to their position
at the school.

(7) *Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 13, your leadership evaluation tool(s), as well as any supporting protocols or documentation. If your proposed school is a single-site school/not part of a network of schools, the board should provide their plans in response to these prompts.*

As part of its relationship with the PTAA sister schools, the Head of School will receive regular formal coaching support from the CMO and Superintendent that overseas all PTAA schools. Formal coaching sessions will occur at least once per month and will include:

- Observations of the Head of School as he performs his daily duties
- Immediate feedback at the end of each observation
- Suggestions for corrections or adjustments in any aspect of job performance that warrants improvement
- Suggestions for resources, training, or studies that will provide relevant information or strategies that will improve the effectiveness of the Head of School.

The coaching relationship between the Superintendent, CMO employees and the Head of School is intended to be supportive and never punitive. Therefore, the observations and feedback from coaching sessions will not be considered as part of the Head of School's formal evaluation. As noted, the Board of Directors will hire, evaluate and, if necessary, terminate the Superintendent if the Head of School training and coaching is not effective. A formal evaluation will be conducted by the Board at least annually.

The Board of PTAAN delegates to the school superintendent day to day responsibility for operating the school. The Board is responsible for hiring, evaluating and, if necessary, replacing the superintendent. Superintendent will hire the Head of School.
Superintendent will adhere to best practices in hiring. Key steps will include:

- Establish an effective hiring committee that understands the specific leadership needs of the target population, school or district.
- Recruit Head of School candidates based on the criteria that best meet school and district goals.
- Identify the strongest candidates and conduct an onsite performance assessment of finalists.
- Solicit input from key stakeholders including faculty, parents and community members
- Plan for a smooth leadership transition

(8) *Please provide the succession plans for your proposed school's leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.*

School Administrators are groomed internally and externally. Each campus has a support staff that can step in if a change in Key personnel is needed.

1. PTAA is always grooming new administrators for upcoming campuses within the currently open campuses. There are always key campus personnel available to step in if needed.
2. Administrators are also cross trained for SIS, HR and business management. This is done to help with succession planning in central office or as a need becomes apparent for more staff members for central office administration.
3. Campus Clerks are trained for SIS and Admission data and the Central Clerk is trained for Business management data.
4. Financial Planning, Student Planning, Counselling planning, Curriculum planning are also all done through CMO so if a key personnel is missing, the CMO can step in and the school can take appropriate time to hire the right person instead of making hasty decisions.
5. To protect the board from sudden loss of leadership, the Superintendent may have no fewer than two other executives familiar with Board and executive officer level issues and processes. An

emergency leadership transition plan will be developed and include, but not be limited to, the following elements:

a. Presence of board members who have experience conducting an executive search. (Board Chair)
b. A senior manager(s) or a source list of potential interim professionals to serve in a temporary, acting capacity.
c. Up-to-date Job Description
d. Key contact list to notify individuals of leadership change and communicate the plans for and status of transition which may include team leaders, key teachers, key parent leaders and community members.
e. Procedures for conducting an effective search and selection process.
f. An information system that enables the board chair to gain access to all critical information pertaining to the organization in the event of an emergency.
g. An understanding of who should serve as the key spokesperson for the organization during this time.

Regarding longer term planning, it is important to accept that succession planning needs to be more than just-in-time job replacement. To assist in the identification and development of future school leaders, the Superintendent and Head of School will create a leadership team composed of various staff members that have complementary skills and are dedicated to the mission and vision of the school. This team will meet on a monthly basis to identify academic area that needs improvement or develop strategies for improving student outcomes. Learning opportunities will be set up during their planning periods or during breaks. These opportunities would include topics such as how address disciplinary issues, effective staff management, curriculum development and board relations. Given the importance placed on instructional leadership, any future leader must have knowledge of instructional strategies, current research, and literature as well as the ability to apply data.

Since potential leaders learn by doing, the superintendent and head of school will groom these leaders to serve in their absence. Once a level of comfort is reached, these prospective leaders will "fill in" when the Superintendent or Head of School is absent.

(9) *Please explain the responsibilities of each of your school's administrative/leadership team members. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key HR responsibilities will be managed.*

Superintendent: The superintendent is the top executive ("CEO") in the school district.
The superintendent implements the school board's vision by making day-to-day decisions about educational programs, spending, staff, and facilities. The superintendent will hire and manage the central staff and Campus Head .

Head of School: The Head of School is the face of the school. He leads teachers and staff, set goals and ensure students meet their learning objectives. Overseeing your school's day-to-day operations means handling disciplinary matters, managing a budget and hiring teachers and other personnel.

HR Director/Compliance Coordinator: The job of Human Resources Director is for the purpose/s of planning, implementing, directing and maintaining the school personnel services; serving as a resource, and maintaining staffing to ensure that personnel functions conform to school state and federal requirements. This function will be provided by the CMO.

Financial Officer: The job of Financial Officer is done for the purpose/s of managing business and financial services to ensure that the School derives maximum educational benefits from the expenditures of school funds; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team. This function will be provided by the CMO.

STEM and PTECH Coordinator: The STEM and PTECH Coordinator is responsible for developing, coordinating, and teaching STEM courses to K-12th grade students. Primary responsibilities include program instruction, curriculum development and revision, and materials management. The STEM and PTECH Coordinator also hires, supervises, and mentors contract instructors who teach in the program.

IT Director : The job of Director of Technology was established for the purpose/s of planning, organizing, directing, supervising and evaluating the acquisition and application of technology in support of all school activities; coordinating the development and implementation of the school's technology master plan; coordinating, organizing and supervising staff development, training and technical guidance in software, educational technology and use of systems; assisting in the development of the schools technology budget and pursuing alternative funding sources. This function will be provided by the CMO.

Curriculum and Professional Development Director: A curriculum director manages the curriculum for a school. As the curriculum director, your duties revolve around ensuring that the curriculum meets educational standards. You must also coordinate training for teachers. The purpose of curriculum training is to help teachers focus their instruction style on school mandated subject matter. This function will be provided by the CMO.

PD Officer: The professional development process is defined as providing those in school staff and leadership positions the opportunities, training and experience to expand their knowledge and improve their skills. This function will be provided by the CMO.

Sonya Gracy will be leading payroll, benefits, and employee relations.

(10) *Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.*

The Superintendent and Head of School are responsible for establishing and nurturing relationships that collectively can have an impact on the quality of an education program. Effective relationships are an important factor in creating an environment conducive to learning.
It is unlikely that a school leader or teacher will be performing poorly in all aspects of their work. However, there are characteristics that are symptomatic of unsatisfactory performance including poor classroom management; lack of planning and preparation; poor student progress; complaints from parents, students and fellow staff; and inability to respond to suggestions for change. There is often a variety of reasons for poor performance by an employee. It is important to discover and address those reasons, rather than taking a scattershot approach to staff discipline. First, school leaders will define clear standards of acceptable performance and ensure that these standards are communicated to all staff. If a staff member does not meet those standards, a meeting between the staff member and the Head of School or Superintendent will take place to determine the root causes of the poor performance. In some cases, such inexperienced teachers, coaching and mentoring may

provide the required support necessary to improve performance. The same is true for school leaders.

In other cases, there may be a lack of teacher knowledge in a specific subject. Many general education teachers lack adequate preparation for teaching reading or mathematics. Professional development opportunities may address this situation and improve performance.
However, there are instances in which regardless of intervention methods, performance does not improve. If it is determined that dismissal is the best option, the Head of School or Superintendent will provide the staff member with a written notice of the decision to cancel the teacher contract or end employment for non-teaching staff members. The Superintendent has the ultimate authority regarding dismissal of school staff.

PTAAN believes that one of the best means of reducing leadership and teacher turnover is to focus on hiring practices. A detailed description of hiring practices was provided in response to questions 1 and 2. Once staff have been hired, a successful retention strategy must be developed. This would include regular teacher observation to address any issues before they become a problem. Additionally, weekly meetings between the Superintendent and Head of School will allow for coaching and mentoring of the school leader. If a staff member does decide to leave voluntarily, exit interviews can be helpful in identification of issues of which the Head of School or Superintendent may be unaware. This provides an opportunity to direct attention to the problem and resolve it.

(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.*

No

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 R 131. 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 which 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.*

(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 community shall receive notice about the formation of the new charter school and of the enrollment lottery upon approval of the school charter application. All applicable dates and deadlines for the enrollment lottery of the initial year will be clearly communicated. Year 1 School's open enrollment period will be from December 1 to January 31st. Public meetings, website information, social media, posted notices, appropriate news press releases, and other methods approved by the Board of Directors and school admins will provide adequate time and opportunity for all interested parties to submit Intent to Enroll forms prior to the lottery.

In subsequent years, Parents of students wanting to attend PTAA Nevada may apply during the School's open enrollment period, which takes place from **January 1 to January 31st each year**, or as otherwise set by the administration. Enrollment forms will be available at campus offices and online through the School's website during the enrollment period.

In both cases, If fewer applications than spots available are received, students will be offered admission on a first-come, first-served basis. Parents will be notified by email and letter. Parents must accept or decline offers of enrollment within 14 days.

(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.*

1. 100% enrollment with a healthy waitlist.
2. School Head(Superintendent) and Office manager will monitor these target.
   PTAA will strive to have 90% or higher re-enrollment, barring:
   arents movement connected to work or personal matter.
   PTAA will try to open multiple campuses around Las Vegas area that allows access to other PTAA campuses when parents move to different areas due to work or personal matter.

(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?*

PTAAN will only hire licensed special education and ELL teachers, as prescribed by Nevada. PTAAN will also ensure that special education teachers and aides understand federal special education laws including IDEA, Section 504 and FERPA through targeted training, if necessary. To determine which students may require ELL services, a home language survey will be conducted for all new enrollees of the school. Any student with a primary language other than English will take an English proficiency exam. Students in grades 2-12 receive a verbal and written exam, and students' grades K-1 receive only a verbal exam as required by the state of Nevada. Once parent consent is received, the student will be provided with ELL instruction. These students will be reassessed every two years for English proficiency.

(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?*

Our ongoing recruitment efforts will be broad-based and aimed at notifying students and families who might not otherwise know about the school that this is a viable, attractive school option.

Ongoing outreach efforts will include:

- Community Meetings: The Board and faculty will conduct several community meetings at the school site once it has been secured to make area residents aware of this new school choice.
- Direct Mail: PTTA has already conducted direct mail campaign to more than 15,000 homes in the district. As we near opening, if we have not filled all available slots, we will, at our cost, mail enrollment information in both English and Spanish to every eligible student in the district, ensuring broad awareness and equal access to the school.
- Community Partnerships: PTAA will continue to work with our philanthropic and industry partners to increase awareness of the school.
- Social media: We have a robust social media presence, including a Facebook account and we will continue to promote the school through this and other social media channels.

The pre-opening year looks similar to above and will have:

- Multiple rounds of Direct Mailer
- Constant Social Media Campaigns.
- Several Open houses

(3) *Complete the following tables for the proposed school to open in 2021-22. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2021.*

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

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
Pre-KK						
K	20	40	60	80	80	80
1	20	40	60	80	80	80
2	20	40	60	80	80	80
3	20	40	60	80	80	80
4	20	40	60	80	80	80
5	20	40	60	80	80	80
6	20	40	60	80	80	80
7	20	40	60	80	80	80
8	20	40	60	80	80	80
9		20	40	60	80	80
10		-	40	40	60	80
11		-	-	40	40	60
12		-	-	-	40	40
Total	180	380	620	860	940	980

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

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
Pre-K						
K	66	110	110	110	110	110
1	66	110	110	110	110	110

2	66	110	110	110	110	110
3	66	110	110	110	110	110
4	66	110	110	110	110	110
5	66	110	110	110	110	110
6	84	112	112	112	112	112
7	84	112	112	112	112	112
8	84	112	112	112	112	112
9		84	102	102	102	102
10		-	84	102	102	102
11		-	-	84	102	102
12		-	-	-	84	102
Total	**648**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**

(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					
	21-22	22-23	23-24	24-25	25-26	26-27
Pre-K						
K	72	120	120	120	120	120
1	72	120	120	120	120	120
2	72	120	120	120	120	120
3	72	120	120	120	120	120
4	72	120	120	120	120	120
5	72	120	120	120	120	120
6	84	120	120	120	120	120
7	84	120	120	120	120	120
8	84	120	120	120	120	120
9		84	120	120	120	120
10		-	84	120	120	120
11		-	-	84	120	120
12		-	-	-	84	120
Total	684	1164	1284	1404	1524	1560

(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 enrollment for year one is based on the capacity of the planned facility to accommodate students in the grade levels specified and achieve the goals set forth in the charter application to increase the academic achievement of underserved student populations in the zip code and surrounding areas, and to close achievement gaps that exist in subpopulations in area schools. The growth plan is to scale up one year at a time to ensure the goals are being achieved. PTAA Texas schools have successfully opened multiple campuses with over 400 students and 3 grade levels in year one. These campuses achieved high levels of students' performance on state mandated tests in

year one and subsequent years. The CMO has a track record of providing the necessary support to schools in Texas and will continue to do so in the PTAAN school.

(5) As Attachment 13, please provide evidence of demand from prospective students and families within the community you intend to serve.

INCUBATION YEAR DEVELOPMENT

(1) *Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").*

Attached

(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 and why that organization was chosen.

CMO will provide leadership training and development of the Head of School during ght incubation year. This training will include SPCSA policies and procedures, Nevada Department of Education rules and regulations for public schools, and roles and responsibilities of the Head of School. The CMO was selected to provide this training as it has experience and an excellent track record of training school leadership in these areas.

(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.*
Shubham Pandey
Dr Derrick Love
Sonya Gracy
Paul King

They will be compensated from startup grant or other grants or the line of credit provided by the CMO.

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.*

PTAA will open campuses around the high need neighborhoods.

(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.*

PTAA will contract the food services out.

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

The CMO has current negotiated contracts for facilities maintenance at its other schools. These services will be provided by using the same negotiated contracts.

(d) *School health and nursing services: Describe your plans for providing nursing services, including, how student required immunizations will be monitored.*

PTAA has budgeted for full time nurse,

(e) *Purchasing processes*

PTAA will use Skyward software for all purchasing, invoicing, and checking needs.
Current CMO leaders are currently providing services to 100 Academy school in Nevada where they have already setup this system

Purchasing Process: School will comply with the procurement standards set forth by State and Federal Regulations . The school will develop written procurement procedures and to conduct all procurement transactions in a manner to provide, to the maximum extent practical, open and free competition. No employee, officer, or agent of the charter school may participate in the selection, award, or administration of any contract.

(f) *Safety and security (include any plans for onsite security personnel)*
These services will be provided by the CMO through their existing contracts.

(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.*

- Each Campus will have a dedicated 1-2GB fiber optic line.
- Each Campus will be connected with multiple switches spread out proportionately to deliver required bandwidth to all servers and work stations.
- Each classroom will be connected with multiple LAN connections for teacher and student computers
- STEM and engineering room will be have enough LAN ports for 1:1 dedicated ethernet connections
- AP points will be used for wire less connectivity. AP's will also provide dual support for school announcements.
- Dedicated RAID domain controls, file and print servers devices will be located at school with proper backup.

- PTAA will use k12 SecureSchool appliance /Firewall for all CIPA compliance and to protect school, staff and students.
- IT director will be responsible to train and implement technology policies, procedure, device management and end user support.

(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 CMO/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*.

Both Dr Love and Mr Pandey have been working with Infinite Campus system since February 2020. CMO leaders are currently providing services to 100 Academy school in Nevada where they have current contracts for SIS Maintenance.

(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.*

We will also comply with the Family Educational Rights and Privacy Act by ensuring that all student records are kept private and that no personally identifiable student information is disclosed to any unauthorized parties. We will also give parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. Before any student records are released to any third party, we will obtain a signed and dated written consent from the student's parent or guardian. That consent will specify the education records, or the personally identifiable information contained in those records, that may be disclosed, the purposes of the disclosure, and the party or class of parties to whom the disclosure may be made.

All records are stored in individual Cumulative folders and are store in locked fire cabinets to protect PII information.

(5) *In addition to the narrative above, provide as Attachment 15, 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 Gannt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.*

Attached.

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;*

PTAA Ideal location includes a preexisting facility with 8 or more acres of land. PTAA's CMO has done several school constructions in different states with multiple tax exempt financing. They have a proven set of engineering and construction team to deliver a secure, safe, affordable and beautiful facility.

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

Per Campus: 57 education classrooms

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

Per Campus : 10

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

Per Campus : 10

(2) *If a facility is not yet identified, please describe the organization's approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization's plans to finance the facility, including:*

(a) *Total project cost : 18 million dollars*
(b) *Financing and financing assumptions : Tax exempt financing with enough CapI*
(c) *Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.*

We are currently working on these sites.

PTAA - Las Vegas Sites

	Sites	City	Zip	Building Size (SF)	Parcel Size (AC)	Likely Purchase Price	Comments
1	330 S Valley View Blvd	Las Vegas	89107	163,400	10.0 acres	$18,000,000	Former Southern Nevada Health District with Renovation
2	1955 N Nellis Blvd	Las Vegas	89115	43687	4.7 acres	$3,800,000	Former Kroger Grocery store - We would need to understand CC&R's / REA
3	1900 N Nellis Blvd	Las Vegas	89115	42,174	2.4 acres	$6,326,100	The second floor is shell but there are existing tenants on the first floor and we would need to give time for them to move out.

4	7401 W Charleston Blvd	Las Vegas	89117	34,034	2.22 acres	$6,500,000	It is located outside of the three zip codes provided. We would need to receive an exemption for this site.

The estimated cost of acquisition for the school is anticipated to be around $18 million with land, renovation and construction. In the first two years of operation, we will capitalize a portion of the interest, with unpaid interest being added to the superintendent balance in those years. By the third year of operation, the school will not need to capitalize interest and will pay $1,250,000.00 per year in interest and capital for the next 30 years.

The payment schedule, which is also included in the budget, is as follows:

	Property Cost	Annual Payments	Actual Payments	Gap
Year 1	**$ 18,000,000.00**	**$ 1,170,000.000**	**$ 599,000.00**	**$ 571,000.00**
Year 2	**$ 18,571,000.00**	**$ 1,207,115.000**	$ 799,000.00	$ 408,115.00
Year 3	**$ 18,979,115.00**	**$ 1,233,642.475**	$ 1,250,000.00	$ (16,357.52)
Year 4	**$ 18,962,757.48**	**$ 1,232,579.236**	$ 1,250,000.00	$ (17,420.76)
Year 5	**$ 18,945,336.71**	**$ 1,231,446.886**	$ 1,250,000.00	$ (18,553.11)

(3) *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 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, 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.*

No Current MOU.

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

While most start-up charter schools struggle with finding and affording adequate facilities, PTAA Nevada will have the opportunity and advantage of using the credit availability of its CMO leadership in other state. CMO has raised tax exempt bonds for its several locations. They have developed, built, and maintained several charter schools. PTAA advisory board member Victoria White also has expertise in bond financing of Charter schools and will be working directly with the school to identify existing locations, land and or facilities for PTAA to consider. Together they will locate, negotiate, finance and construct (as needed) a K-12th campus in the Nevada area for PTAA's use.

PTAA Nevada has proposed to acquire and finance campuses, subject to the Board's approval and the Board performing its due diligence to determine if it can find adequate comparable facilities

through another method or provider that is more affordable. We anticipate that each campus will be built on an 8-15 acres lot(s) and will provide purpose-built Grade-A facilities for K-12th grade students. Proposed cost of each campus will be approximately 16-20 million dollars, which we note is far less than traditional school district and many other charter operators spend in leasing of new facilities. CMO track record, having built/acquired over 110 million dollars in education campuses since 2012, demonstrates their ability, and they will leverage their existing current relationships with lenders and investors to build and finance the new campuses for PTAA in an economical and affordable way. Bond Lenders may allow PTAA additional flexibility to customize the portion of the utilized space based on enrollment. This gives flexibility to PTAA and enables them to have access to more campus space, or less, if school enrollment warrants it.

Year 1 and Year 2 Plan

PTAA Nevada with the help of its members has preliminarily identified few different proposed areas in that currently provide enough space to build K-12th Grade Campuses. PTAA proposes to acquire and finalize these sites for PTAA as soon as the charter is awarded.

Proposed areas will include:

3 Sections of K -1st grade	Robotics Lab
3 Section of 2nd -5th grade	
3 Section of 6th -8th grade	
Science Lab	
3 Resource rooms	Library
2 Self Contained classrooms	Dance/Music
1 Mainstream room	Piano
2 Additional Special Ed rooms	Cafeteria
4 Inside PE areas	Administrative Offices

Year 3 onwards plan

PTAA will also build a gymnasium and additional PTECH campus by Year 3. The proposed finished square footage will be as follows:

High School Gym: 35,000 SF
Additional Classroom: 40,000 SF

Renderings are Attached.

The K-12 school campus will be a high-tech campus with smart boards in all classrooms. Teachers will have a choice to record the contents out of their smart boards and upload them online for students and parents to review at home. New campus will also have the following new areas in addition to the classrooms that will substitute portable space:

Two Basketball and Volleyball Gymnasium
Fully functional cafeteria
Nutrition Labs
Field for Soccer
Track area for PE
Softball Diamond

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

These services will be provided by the CMO through their existing contracts.

(6) *Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as Attachment 16 to the final application.*

Applicant is still working on identification of facility. However, applicant has worked with several municipalities and jurisdictions in other states. Working with some very complex zoning change requirements and has always been successful in meeting the needs of municipalities to get approval for zoning change

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?*

Head of School, Dr Love, will be responsible for this.

(2) *Provide, as Attachment 17, 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.*

Attached

Prior to opening, the school will secure insurance coverage at the levels of coverage described herein and any additional insurance as deemed necessary by Nevada law or regulation.

- General liability insurance with a minimum coverage of $1,000,000;including coverage for molestation and sexual abuse, broad form policy, with the named insureds as follows:
  - The sponsor of the charter school;
  - All employees of the charter school, including, without limitation, former, present and future employees;
  - Volunteers at the charter school; and
  - Directors of the charter school, including, without limitation, executive directors.
- Umbrella liability insurance with a minimum coverage of $3,000,000.
- Educators' legal liability insurance with a minimum coverage of $1,000,000.
- Employment practices liability insurance with a minimum coverage of $1,000,000.
- Employment benefits liability insurance with a minimum coverage of $1,000,000.
- Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of $1,000,000.
- If applicable, motor vehicle liability insurance with a minimum coverage of $1,000,000.
- If applicable, liability insurance for sports and athletic participation with a minimum coverage of $1,000,000.

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

Financial Plan

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

ATTACHMENT 5: Financial Plan

5. Financial Plan

(1) *Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the selection process and criteria for the selection of contractors.*

PTAA Nevada will use Skyward software for financials systems and process. Skyward applications are currently used by school districts and municipalities in 22 U.S. states and multiple international locations. Skyward's solutions are designed to automate and simplify daily tasks in the areas of financial management. Processes include

1. Accounts Payable,
2. Accounts Receivable.
3. Budgeting
4. General Ledger
5. Purchasing
6. Payroll
7. Audit Reports
8. Federal and state reporting

Current CMO leaders have successfully implemented skyward software at 100 Academy charter school in North Las Vegas and any new implementation will be seamless.
PTAA Nevada will follow following process for selection of any services:

Selection of Provider.
The Board and Superintendent or designee shall not select a provider of professional services or a group or association of providers or award a contract for professional services on the basis of competitive bids submitted for the contract or for the professional services. Instead, the Board and Superintendent or designee shall select the provider for the professional service to be procured based on the following criteria:

(a) The provider's demonstrated competence and qualifications to perform the services; and
(b) The fairness and reasonableness of the provider's price.

The CMO is the applicant so this is not applicable

Limitation on Fees.
A provider may not charge a fee for professional services that exceeds any maximum provided by law.

Monitoring of Provider Performance.
The Superintendent or designee shall monitor the services and work of all professional services providers. In developing a system for monitoring the service provider's performance, the Superintendent or designee shall consider the inclusion of deliverables and other measurable outcomes that demonstrate the delivery of the professional services procured from the service provider and that enable the Superintendent or designee to evaluate the quality of the professional services rendered and satisfactory performance of the provider.

KEY PERFORMANCE INDICATORS
Metrics for Evaluation. The Board will establish various elements to evaluate the performance of the CMO in the provision of its services to the PTAA Nevada. To establish the proper foundation and

framework for this evaluation, the following metrics will be considered by PTAA Nevada Board in evaluating the performance of CMO:

(1) Student Count (the number of students enrolled as of the period of measurement);
(2) MAP Growth (a framework and set of methods to individually and with greater period frequency measure the growth and performance of the student in multiple academic areas);
(3) ELL Performance (English Language Learner measurement as determined by the WIDA framework;
(4) Academic Staff Retention (measured by evaluating the number of returning teachers, coaches and academically specific staff);
(5) Attendance (measured by the enrolled student' daily school attendance as of the period of membership; and
(6) School Climate & Culture (measured by evaluating the mood and expectations of those interacting with the school on a regular basis).

(2) *As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:*

(a) Per-Pupil Revenue: Use the figures provided 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. If corporate, foundation, or other entity or individual fundraising estimates are included at $5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
(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.
(g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*

- *How the projected number of students in each applicable subgroup was determined*
- *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
- *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

PTAA Nevada will benefit from an experienced business management team in CMO that can assist with start-up functions and with establishing a Nevada business office.

The Superintendent has overall responsibility for properly accounting for all funds received and all expenses incurred in the operation of the school. The Superintendent may delegate day to day responsibility for financial management to the Financial Coordinator.

Superintendent is the common thread between CMO and school, if hired by board. However, Superintendent is paid by CMO and not paid from School. As an independent (not on school payroll) reviewer, superintendent ensures that properly accounting for all funds received and all expenses incurred in the operation of the school.

PTAA Nevada will use CMO staff member Paul King to serve as Financial Coordinator of the PTAA Nevada school. Paul King has worked as a Chief Financial Officer for several charter schools and also currently works with 100 Academy North Las Vegas school in setting up their financial systems. Paul King along with other local office accounting staff will be responsible for keeping the financial records of the school.

The duties of the Financial Coordinator include, but are not limited to:

- Develop and implement internal financial procedures and controls
- Direct all fiscal functions in accordance with GAAP and other regulatory requirements
- Oversee annual budgeting and cash flow projects
- Manage all accounts payable and accounts receivable
- Provide regular financial reports to the Superintendent and Board of Directors
- Oversee payroll
- Oversee benefits administration
- Oversee procurement process

PTAA Nevada also understands that the financial requirements of public education are continually changing. To that end, team members will continually seek opportunities for professional development to increase their understanding of core financial management skills.

Accounting System

PTAA will use the NDE chart of accounts and will follow all required government accounting procedures including the federal Generally Accepted Accounting Practices (GAAP), all State Department of Education requirements for school finances, and State auditing requirements.
To facilitate the appropriate discharge of fiduciary duties, the board of PTAA Nevada will adopt fiscal policies that address the following areas of financial management:

(a) Allowable and Prohibited Uses of Funds;
(b) Audits;
(c) Budget Development, Adoption, Monitoring and Amendment;
(d) Cash Management;
(e) Code of Ethics and Fiscal Stewardship;
(f) Delegation of Authority;
(g) Federal Grant Administration;
(h) Financial Management System;
(i) Financial Reporting;
(j) Fiscal Compliance Monitoring;
(k) Investment of Surplus Funds;

(l) Property Management; and
(m) Purchasing and Contracting.

In addition to the policies identified above, PTAA Nevada will adopt an administrative procedures manual with greater specificity to implement these policies. We will also develop standardized forms to be used to transact the business affairs of the school.

Budgeting

The annual budget is the financial plan for the operation of the school. The annual operating budget will be based on a fiscal year that runs from July 1 to June 30. It provides the framework for both expenditures and revenues for the fiscal year and translates into financial terms the educational programs and goals of the schools. The operating budget will support the vision and mission of the school.

The Board of PTAA Nevada will create a finance committee. This committee will be charged with setting and monitoring the annual budget of the school. After board approval, they will also make the budget available to the public. The Board assigns to the Superintendent or his/her designee the overall responsibility for the preparation and administration of the budget.

The annual budget will contain the following sections and corresponding detail:

- Revenues
- Operating Expenses broken down by staff salaries, employee benefits, purchased services, supplies and materials, capital outlays, and facility costs
- Revenues over Expenses
- Transfers to Capital Reserves

In addition, the Board will annually review a three-year budget, historical income and expense statements, and a cash flow forecast for the upcoming year. The annual budget and supporting documents for the upcoming year will be submitted for review and approval by the board during the April board meeting, or as soon as practicable prior to the upcoming year. Because all Board meetings are open to the public, this will also be an opportunity for the public to review the budget and make comments. The budget will be included with the minutes for the meeting which will provide additional opportunity for the public to review the documents and make inquiries. The Board will adopt the budget no later than May 31st of each year or earlier if needed by Nevada state law.

The Superintendent will also provide the Board with an income statement and balance sheet each month as well as a written narrative of the financial condition of the school. The Superintendent will make specific comments about any significant negative trends and will report on the fund balance as a percentage of the budget, months of cash on hand and any significant budget variance. If a budget amendment is required, it will be presented to the Board for approval.

Financial Controls

No funds at PTAA Nevada will be expended without prior budgetary approval by the Board. The Superintendent an all PTAA staff are expected to exercise responsibility and to operate with the highest ethical standards.

Once the budget has been approved by the Board, responsibility for conducting the day to day financial transactions, in accordance with the budget, is delegated to the Superintendent or his or

her designee. However, PTAA will also adopt policies to help ensure proper oversight and to reduce the risk of fraud. These include:

- Separation of duties: Mail will be opened by two people and any revenue received is promptly recorded. Deposits are made by someone other than the persons who open the mail. Checks are prepared by someone other than the person(s) with the authority to sign them.
- Physical security: Checks and cash will be kept in a secure area and access will be strictly limited. Passwords will be used to protect accounting software and banking accounts. Passwords will be changed regularly.

Contracted Services

At this time, PTAA plans to establish its own business office and to manage all core business functions internally with CMO. The school reserves the right to contract with subject matter experts as appropriate on a case by case basis.

Sources and Application of Revenue and Expenses

The follow is an executive summary of the sources and application of revenue and expense in the first 5 years:

- Year #0 – Start Up Year:
  - Revenues – In year 0, PTAA is expecting the revenue to come from Charter School Program start up grant but is not accounting for it in the budget yet until its finalized. In addition, PTAA will have a no-interest loan from the CMO for 150,000 and 20,000 planning loan from 180 Opportunity. Total year 0 revenue is _____$170,000_____
  - Expenses – There costs anticipated in Year #0 include legal and charter expenses, staff recruitment, staff salaries, marketing and advertising costs, travel and registrations. Total Year #0 costs are estimated at approximately $150,000.

- Year #1 – First Year with Students:
  - Revenue – The overall revenue is projected to be $5,356,960. Private revenue sources are described below in the next section. Per Pupil Funding is the primary source of additional revenue with small additions for capital construction, Exceptional Children's Ed Act, gifted and talented, Title I, IDEA Spec. Ed., and -**Per Pupil Funding. Assumed** amount per pupil is used based on pre calculated formulas in the spreadsheet for each category of funding.
  - Expenses – The overall expense estimates total $4,726,643. Expense projections include salaries and benefits, several different services, and utilities, facilities cost, insurance, utilities, fees, supplies and equipment, all based on the number of students projected for that year**.**

- Year #2 – Second Year Serving Students:
  - Revenue – The overall revenue estimates total $9,160,004. Per Pupil Funding comes from the categories as listed in Year #1.
  - Expenses – The overall expense estimates total $8,090,543. Expense projections are based on the number of students projected in Year #2 for the categories listed in Year #1.

- Year #3 – Third Year Servicing Students:
  - Revenue – The overall revenue estimates total $10,286,349. Per Pupil Funding comes from the categories as listed in Year #1.

- Expenses – The overall expense estimates total $10,111,158. Expense projections are based on the number of students projected in Year #3 for the categories listed in Year #1.

- Year #4 – Fourth Year Serving Students:
  - Revenue – The overall revenue estimates total $11,466,293 Per Pupil Funding comes from the categories as listed in Year #1.
  - Expenses – The overall expense estimates total $10,790,024. Expense projections are based on the number of students projected in Year #4 for the categories listed in Year #1.

- Year #5 – Fifth Year Serving Students:
  - Revenue – The overall revenue estimates total $12,702,141. Per Pupil Funding comes from the categories as listed in Year #1.
  - Expenses – The overall expense estimates total $11,878,232. Expense projections are based on the number of students projected in Year #5 for the categories listed in Year

Private Revenue Sources

Anticipated Private Revenue Sources are relatively small in comparison to the overall budgeted revenue and consists of:

- Fees – Year #1 - $129,600 from students (or $200 per student enrolled) to offset cost of uniforms, activities and other school items that supplement the free high-quality education provided by PTAA Nevada. Where appropriate, the necessary "student scholarship" criteria will be developed and instituted as appropriate for Colorado public schools so that no student would be denied participation based solely on the inability to pay the fee. This revenue source continues across each year.
- Startup Grant- PTAA will apply for, and hopes to receive grant through the startup. However, we have not planned on this grant and have not included it in the budget. If the grant is received, it will greatly enhance our ability to provide equipment, supplies and services in our early years of operations. We would use this grant for additional:
  - Consultants and expertise guidance during our planning year
  - Supplies and equipment including laptops, tablets, books and instructional supplies
  - Minor facility repairs

Reporting Requirements

In accordance with the Financial Transparency Act, PTAA will post the following information on its website on a webpage entitled: Financial Transparency.

- Charter School Adopted Budget - Including Uniform Budget Summary (current and prior two years)
- Charter School Financial Audit (current and prior two years)
- Charter School Salary Schedules or Policies (current and prior two years)
- Federal Form 990, 990-EZ, or 990-PF and any associated schedules
- Other Charter School Specific Financial Information

In addition, PTAA will fully comply with all state and federal reporting requirements and will use the state-mandated chart of accounts.

Salary and Benefits

Because recruiting and retaining talented employees is critical to our success, PTAA is committed to paying its employees equitable wages that reflect the requirements and responsibilities of their positions and are comparable to the pay received by similarly situated employees in other organizations in the area. CMO leaders have recruited and staffed teachers for 100 Academy of Excellence charter school in North Las Vegas and are well connected to ground realities for securing and staffing talent.

Actual compensation for every position is determined by several factors, including job analysis and evaluation, the essential duties and responsibilities of the job, and salary survey data on pay practices of other employers. For the purposes of developing this budget, PTAA has used average salary assumptions. These assumptions are based on what we believe are realistic market rates and include the following:

- Teachers - $47,500
- **[STEM 3-5 teacher = $42,500; PE Teacher = $40,000; Elective teachers = $35,000 Language Teachers = $35,000]**
- Aides - $30,000 [Spec Ed Asst = $28,000]
- SPED Instructors - $65,000 [is the special education director also the teacher? See worksheet Enrol Staff & Exp]
- **ELL Teacher/Reading Specialist - $65,000**
- Other positions ranged from $30,000 for janitorial to $110,000 for Principal

Benefits include both required benefits and discretionary benefits. We have assumed the following:

Single Coverage	$3,600
School's percentage of coverage	90%
FICA	6.20%
State Retirement - Certified	15.250%
State Retirement - Non-certified	15.250%
Unemployment Insurance	$117
Workers Compensation Insurance	$12,000/yr

A detailed and balanced six-year budget is provided as a supplement to this application. This budget has been developed by analyzing the budgets of other charter schools both locally and nationally and through careful consideration of the school's needs and priorities. The assumed PPR rate is used from the formulas in provided spreadsheet. The school has assumed an FRL rate of 65% , which reflects the demographics of the students the school intends to serve and along with proposed weighted lottery to meet this FRL rate.

We believe we have allocated our resources in a prudent manner that will support our educational program and that reflects best practices in the charter school community.

Budget Assumptions

- Revenue calculations assume 100% of PPR and an annual increase of 3%

- PTAA expects to secure start-up grants through the Federal Start-Up program. The school will also seek funding from individuals and foundations to meet the donations income line described in the budget. However, the budget is not dependent on securing any outside support.
- PTAA is not counting on lot of fundraising in the budget outside the incubation period. PTAA is fairly confident of securing these funds during incubation period.
- The intended maximum enrollment of the school is 1404 students
- Administrator and staff salaries will be competitive with market rates, again based on skills and experience.
- The school intends to work with outside food services to provide food service for lunch and anticipates no financial gain or loss from this service.

Projected Population
PTAA projects a long-term maximum enrollment of 1404 students per year. As our balanced budget demonstrates, this population will provide adequate revenue to support the fixed and variable costs the school expects to incur.

Contingency Budget and Minimum Enrollment
In the event that the school does not reach its enrollment targets, the Board and Superintendent will work together to find opportunities to reduced expenses. The minimum number of students required for the school to successfully open is 180. In the unlikely scenario we are only able to enroll this number of students in our first year, specific cuts to our budget would include staffing and direct and indirect classroom expenses. We would also consider opening with just grades K-6 if 6-8th grade enrollment is low.

Compliance
PTAA will fully comply with all applicable state and federal laws in all areas of its operations. As shown in the budget:
- PTAA will fully participate in state retirement system.
- PTAA will remit all required unemployment and workers come insurance
- PTAA will meet all district minimums for insurance coverage
- PTAA will provide comprehensive background checks on all employees. We have an allowance for miscellaneous employee benefits that will cover these checks.

(3) *Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.*

Attached.

(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.*

Annual Audit
In accordance with state law, all funds and accounts of the school will be audited annually after the close of each fiscal year within the time period required by the School District. The Board will appoint an independent auditor licensed to practice in Nevada and knowledgeable in government/non-profit accounting to conduct the audit. The independent auditor will submit a report to the Board that includes the audited financial statements and an opinion regarding those

financial statements. The auditor will also include in the report any information and documentation required by the Nevada State.

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

Addendum

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

ATTACHMENT 6: Addendum

6. Addendum

Please complete the following addendum if you are either:

- *A start-up applicant (committee to form) seeking to contract with a non-profit charter management organization (CMO) or for-profit educational management organization (EMO), OR*
- *An experienced Non-Profit CMO Applicant*

If you are not sure whether you are required to complete this Addendum, please contact Mark Modrcin at mmodrcin@spcsa.nv.gov prior to final submission.

LEADERSHIP FOR EXPANSION

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) *Describe the school and the CMO's/EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.*

SSS Education Corp (CMO) has a current contract with an existing charter school in Nevada called 100 Academy of Excellence. CMO leadership has recruited Shubham Pandey as an Education Service Provider head for 100 Academy of Excellence charter school overseeing all their financial and academic needs. SSS Education Corp (CMO) has also recruited Dr Derrick Love to serve as the head of school for the Pioneer Technology & Arts Academy Nevada, if the application is approved. Dr. Love has his Nevada principal certification, and currently works as a principal at 100 Academy of Excellence, a position he has held since February, 2020. It is anticipated that when the Pioneer Technology & Arts Academy Nevada charter is approved, Dr. Love will continue to develop as a potential leader for the network.

Regarding the establishment of a pipeline for potential leaders, Mr. Pandey will seek input from the Nevada members of Board to find local talent. It is anticipated that SSS Education Corporation will provide professional development to include training in school finance, education management, board relations and curriculum development in which these individuals can participate to increase their knowledge base.

(2) *Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 20). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.*

(a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 20) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director.

Shubham Pandey has more than 20 years of experience in education, technology, construction, and business. He holds a Master of Computer Science - University of NSW, Australia 1999. He is a leader of several high performing charter schools in Texas whose goal is to prepare all students to be technology literate and successful in College.

As a leader he currently manages 10 schools in Texas with a total student enrollment of 3200 students. As an education entrepreneur his experience includes PTECH and STEM classroom curriculum, school technology, assessment, college alliances and policy implementation. Additionally, his extensive finance and business background has resulted in the implementation of effective administration, new business concepts, balanced budgets ad securing finances for school construction. He has a track record of academic and financial success in the schools he leads in Texas.

SCALE STRATEGY

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) *Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the CMO/EMO and the new schools.*

It's a monumental task to ensure that all students are prepared for the 21st century workplace by improving student achievement. SSS Education Corp (herein referred to as the CMO) plans to scale up their high-quality charter school model using the Advocacy Approach.

The Advocacy Approach. The mission of the CMO is to provide students with access to high-quality STEM and PTECH education through PTAA (school). The CMO neither exercises direct control over the schools in its network, nor mandates a particular design. All schools within a state have their own governing board that holds the charter for their state school. The CMO will provide coaching support to PTAA schools that focuses on student-centered learning; however each school will implement a variety of designs that are responsive to local needs. They provide three tiers of support that charter school networks might consider as one possible model for future development.

- First, they provide site-specific coaching at the school level to help launch the schools and then work closely with staff to deepen the focus on continuous improvement.
- Second, they work with district leaders to create a policy environment that supports the new and existing schools in their network.
- Third, they work with community-based organizations to raise awareness about the quality of the educational options available and then mobilize the community to advocate for the creation of more high-quality educational options.

This is a-place-based model that requires deep knowledge of the community and strong relationships with multiple stakeholders.

CMO People Involved: Shubham Pandey, Sonya Gracy, Paul King
New School People Involved: Dr. Derrick Love

(2) *If your organization operates schools in other states, compare the CMO's/EMO's efforts to scale operations to Nevada to past scale efforts in other states.*

Nevada scaling operations are similar to the Texas scaling operation. Currently our organization has 10 schools in Texas with 3200 student enrollment in grades K through 12. The schools are rated highly be the state of Texas, and this has been achieved by following a pattern of growth that allowed the organization to determine what worked and what did not at each school before opening a new campus. This process is unlike others in which the goal is to open as many campuses as possible in the shortest amount of time. It is our belief that to achieve our goal of excellence, the organization must constantly look for ways to improve and evolve.

(3) *Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.*

As stated above, a major part of this process is to seek community involve and designs schools that are responsive to local needs. While our schools in Texas have similar curriculum, they are not "cookie cutter" schools. Great care has been taken to meet the needs of the differing populations that we serve.

Therefore, the curriculum for each school will have a STEM and PTECH focus, however each school may have to be provided different teaching methods to ensure that every student is learning and meeting the goals of the individual schools.

(4) *Explain any shared or centralized support services the CMO/EMO or its affiliates will provide to schools in Nevada, which should align to the proposed management contract. Please include*

(a) *Any academic support resources should your school expect from the EMO or CMO*

- Current Repository of Scope and Sequence and Pacing calendars
- Current Repository of curriculum
- Sped and 504 training and documentation needs
- Professional Development
- College alliance and MOU structure
- PTECH alliances
- Internship alliances for high schoolers

(b) *Any processes for collecting and reporting data across the network of CMO/EMO schools in Nevada and in other jurisdictions.*

Data Entry staff and Personnel School Employee work with CMO employee Sonya Gracy and follow the following process to collect and Report Data:

- Checking for overseeing the reasonableness and accuracy of data by designing and implementing procedures at the campus to insure the data that affects funding, compliance, or accreditation is complete; and correct by identifying areas of concern and determining corrective action. Advise the campus principal of the status of data quality on a regular basis.
- Collaborate with principal to designate campus contacts for each data type that impacts, funding, compliance, and accreditation.
- Compile a list of persons at the campus responsible for special program content knowledge should be distributed to the necessary personnel.
- Identify, document and supply data reporting timelines and procedures should be identified, documented, and supplied to any personnel affected by them.
- Compile regular status reports for the principal regarding data quality at the campuses.
- Responsible for entering data as specified by a campus professional staff member.
- All data entry persons must be trained in the district's SMS software system in a timely manner.
- Become familiar with the policies in the Student Attendance
- Have copies of the Elementary and Secondary Guidelines available.
- Have copies of the data reporting timelines as well as the list of the personnel responsible for providing them with the data to enter into the computer.
- Provide verification reports to the special program coordinators to be checked for accuracy of the data in the system. These reports must be provided in time to make necessary corrections before the state submissions.

(5) *Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the CMO/EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 21. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity.*

The following services provide by the CMO for 12% of the revenue per year in first 3 years and 10% of the revenue per year after that.

1. Back office support and HR: A/P, A/R, Payroll, Inventory, financial compliance and reporting, HR management, Purchasing, Contracting
2. Bond Financing: PTAA Nevada will be able to use the current credit rating and pledges available to other PTAA network schools.
3. Curriculum and Instruction Development: All Scope and sequence, pacing calendars, curriculum, and assessment needs.
4. Professional Development
5. Supervision of Building Design and Zoning
6. IT and Computing needs
7. All Internal Control Processes
8. Handbooks and Board Policies

KEY PERFORMANCE INDICATORS
Metrics for Evaluation. The Board of PTAA Nevada will establish various elements to evaluate the performance of the CMO in the provision of its services to the PTAA Nevada. To establish the proper foundation and framework for this evaluation, the following metrics will be considered by PTAA Nevada Board in evaluating the performance of CMO:

(1) Student Count (the number of students enrolled as of the period of measurement);
(2) MAP Growth (a framework and set of methods to individually and with greater period frequency measure the growth and performance of the student in multiple academic areas);
(3) ELL Performance (English Language Learner measurement as determined by the WIDA framework;
(4) Academic Staff Retention (measured by evaluating the number of returning teachers, coaches and academically specific staff);
(5) Attendance (measured by the enrolled student' daily school attendance as of the period of membership; and
(6) School Climate & Culture (measured by evaluating the mood and expectations of those interacting with the school on a regular basis).

(6) *Identify any school positions which will be employed by the CMO/EMO or may be employed by the CMO/EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?*

The only common employee between CMO and School is Shubham Pandey if the charter is approved and board decides to hire him. He will be charged with adapting and implementing the PTAA model for Nevada and for ensuring a successful start-up phase. After this phase, the Board will review performance using the indicator described in section 5 above.

All oversight of PTAA Nevada will rest with the Board of Directors. In addition, Shubham Pandey will not draw any salary from the School.

(7) *Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.*

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Shared with School leader	Final and Complete	Shared with CMO
Curriculum	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Professional Development	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Data Management and Interim Assessments	Provide resources as needed to school leader	Complete with designation of duty and annual benchmark	Complete with Board Approval
Promotion Criteria	Provide feedbacks to School Leader	Complete with designation of duty and annual benchmark	Complete with Board Approval
Culture	Shared with School leader	Complete with designation of duty and annual benchmark	Shared with CMO
Budgeting, Finance, and Accounting	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Student Recruitment	Shared with School leader	Complete with designation of duty and annual benchmark	Shared with CMO
School Staff Recruitment and Hiring	Shared with School leader	Complete with designation of duty and annual benchmark	Shared with CMO
HR Services (payroll, benefits, etc.)	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Development/ Fundraising	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Community Relations	Shared with School leader	Complete with designation of duty and annual benchmark	Shared with CMO

IT	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Facilities Management	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Vendor Management / Procurement	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Student Support Services	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Other operational services, if applicable			

(8) *Provide, as Attachment 22, the following organization charts (including both network management and schools within the network):*

(a) Year 1 network as a whole
(b) Year 3 network as a whole
(c) Year 6 network as a whole

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

Attachment 21 is attached. Year 3 and 6 are same

SCHOOL MANAGEMENT CONTRACTS

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) *If you are a committee to form (not a CMO applicant), describe the CMO/EMO selection process which was followed and how and why was this particular CMO/EMO was selected?*

This is not a committee to form application this is a CMO applicant so this doesn't apply.

(2) *Describe the relationship between the school governing board and the CMO/EMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.*

Please refer to attachment 21.

(3) *Please describe what role, if any, the CMO/EMO has played and/or will play in the start up and incubation year for the school. Please also provide a draft of an agreement or MOU, as applicable.*

Please refer to attachments 14 and 21.

Section 6: Addendum

(4) *Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable. Include a copy of the term(s) included or to be included in the contract, a staff handbook and other policy guidance which will clarify the board's policy for the school regarding the receipt by board or school staff of any free or largely discounted gifts, funds, jobs or personal services from the CMO/EMO at any time before, during or after a contract term with the CMO/EMO.*

There are no conflicts. Attached is the conflict of interest Policy

CONFLICT OF INTEREST POLICY
OF THE
PIONEER TECHNOLOGY & ARTS ACADEMY

ARTICLE I
PURPOSE, SCOPE, AND APPLICATION

1. The purpose of this Conflict of Interest Policy (the "**Policy**") is to protect the interests of the PIONEER TECHNOLOGY & ARTS ACADEMY, a Nevada nonprofit corporation (the "**Organization**") when it is contemplating entering into a transaction or arrangement that might benefit or appear to benefit the private interest of any present or former director, officer, advisor, employee, or volunteer of the Organization, indirectly benefit a Related Party, or result in a possible Excess Benefit Transaction. The Organization is organized to serve the public interest, and each director, officer, advisor, employee, and volunteer must act and use good judgment to maintain and further the public's trust and confidence in the Organization.

2. This Policy establishes guidelines, procedures, and requirements for:

(a) Identifying a Conflict of Interest and situations that may result in an actual, potential, or perceived Conflict of Interest; and

(b) Appropriately managing a Conflict of Interest in accordance with legal requirements and the goals of accountability and transparency.

3. This Policy applies to all directors, officers, advisors, employees, and volunteers of the Organization. All directors, officers, advisors, employees, and volunteers must familiarize themselves with and adhere to the principles and rules set out in this Policy.

4. This Policy is intended to supplement but not replace any state and federal laws governing conflicts of interest applicable to non-profit and charitable organizations.

5. Any questions about this Policy should be referred to Sonya Gracy sgracy@ptaaschool.org, who is in charge of administering, enforcing, and updating this Policy.

ARTICLE II
DEFINITIONS

1. "**Board**". The board of directors of the Organization.

2. "**Conflict of Interest**". Arises in situations where, in the judgment of the Organization's Board of Directors:

(a) The outside interests or activities (such as Covered Interests) of a director, officer, advisor, employee, or volunteer interfere or compete with the Organization's interests.

(b) The stake of a director, officer, advisor, employee, or volunteer in a transaction or arrangement is such that it reduces the likelihood that such person's influence can be exercised impartially in the best interests of the Organization.

(c) A director, officer, advisor, employee, or volunteer has divided loyalties.

(d) An Excess Benefit Transaction would occur.

3. "**Covered Interest**". Exists when any director, officer, advisor, employee, or volunteer has directly, or indirectly through a Related Party:

(a) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement.

(b) An compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement.

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

(d) A legal commitment or financial interest, including by virtue of a board appointment, employment position, or volunteer arrangement, to act in the interests of another entity or individual.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Covered Interest is not necessarily a Conflict of Interest. Under Article III.3, a person who has a Covered Interest may have a Conflict of Interest only if the Board decides that a Conflict of Interest exists.

4. "**Excess Benefit Transaction**". Any transaction in which an economic benefit is provided by the Organization, directly or indirectly, to or for the use of a disqualified person and the value of the economic benefit provided by the Organization exceeds the value of the consideration (including the performance of services) received by the Organization. A "disqualified person" is any person who was in a position to exercise substantial influence over the affairs of the non-profit at any time during a five-year lookback period, ending on the date of the transaction, and includes but is not limited to the Organization's directors, officers, and Related Parties, as defined herein.

5. "**Interested Person**". Any director, officer, employee, or volunteer who has a direct or indirect Covered Interest.

6. "**Related Party**". Any one of the following persons or entities:

(a) Any director, officer, advisor, employee, or volunteer of the Organization or its affiliates.

(b) Any Relative of any individual described in subsection 6(a) above.

(c) Any entity or trust of which any individual described in subsection 6(a) or 6(b) above serves as a director, trustee, advisor, officer, employee, or volunteer.

(d) Any entity (other than a partnership or professional corporation) or trust in which any individual described in subsection 6(a) or 6(b) above has a thirty-five percent (35%) or greater ownership or beneficial interest.

(e) Any partnership or professional corporation in which any individual described in subsection 6(a) or 6(b) above has a direct or indirect ownership interest in excess of five percent (5%).

(f) Any other entity or trust in which any individual described in subsection 6(a) or 6(b) above has a material financial interest.

7. "**Relative**". Any one of the following persons:

(a) The spouse or domestic partner of an Interested Person.

(b) The ancestors of an Interested Person.

(c) The siblings or half-siblings, children (whether natural or adopted), grandchildren, and great-grandchildren of an Interested Person.

(d) The spouse or domestic partner of any person described in subsection 7(c) above.

ARTICLE III
PROCEDURES

1. **Duty to Disclose**. An Interested Person must disclose the existence of any actual, potential, or perceived Conflict of Interest as soon as such Interested Person identifies that there may be a Conflict of Interest, and before the Organization enters into the proposed transaction or arrangement that gives rise to the Conflict of Interest.

(a) The disclosure shall be made to:

(i) the Board of Directors if the Interested Person is a director, advisor or officer; or

(ii) the Head of School if the Interested Person is an employee or volunteer, who shall in turn inform the Board of Directors of the disclosed Conflict of Interest.

(b) The Interested Person shall be given the opportunity to disclose all material facts to the Board of Directors concerning the proposed transaction or arrangement, including the circumstances giving rise to the Conflict of Interest.

2. **Determining Whether a Conflict of Interest Exists**. After disclosure of the actual, potential, or perceived Conflict of Interest, the Board shall determine whether a Conflict of Interest exists by following the procedures described in this Section 2:

(a) The Interested Person shall disclose all material facts relating to the potential Conflict of Interest to the Board.

(b) After any discussion between the Board and the Interested Person, the Interested Person shall leave the board meeting while the determination of a Conflict of Interest is discussed and voted upon.

(c) The Board, other than the conflicted Interested Person(s), shall decide if a Conflict of Interest exists. If the remaining Board determines by majority vote that no conflict exists, no further review of the transaction by the Board is required if not ordinarily required in the normal course of business. The discussion and determination of the existence of a Conflict of Interest shall be documented in accordance with the procedures outlined in Article IV below.

(d) The determination that a Conflict of Interest exists shall not preclude the Board (other than the conflicted Interested Person(s)) from approving the matter, but such determination shall require the Board to follow the procedures outlined in Article III.3 below.

3. **Procedures for Addressing the Conflict of Interest**. To address a Conflict of Interest, the Board shall follow the procedures described in this Section 3:

(a) An Interested Person may make a presentation at the Board meeting, but after the presentation, the Interested Person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the Conflict of Interest.

(b) The Interested Person shall not attempt to intervene with or improperly influence the deliberations or voting on the matter giving rise to the Conflict of Interest.

(c) The chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate market information and alternatives to the proposed transaction or arrangement, including obtaining comparability data when determining compensation.

(d) After exercising due diligence, the Board shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a Conflict of Interest.

(e) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a Conflict of Interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is: (i) in the Organization's best interests; (ii) for its own benefit; and (iii) fair and reasonable.

(f) In conformity with the above determinations, the Board shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Conflict of Interest Policy**.

(a) If the Board has reasonable cause to believe an Interested Person has failed to disclose an actual, potential, or perceived Conflict of Interest, it shall inform the Interested Person

of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board determines the Interested Person has failed to disclose an actual, potential, or perceived Conflict of Interest, it shall take appropriate disciplinary and corrective action, up to and including termination of employment or volunteer arrangement, or removal from the Board.

(c) Each director, officer, advisor, employee, and volunteer is responsible for reporting to the Head of School or to the Board, as applicable, any suspected failure to disclose by any Interested Person.

(d) Conduct that violates this Policy is always considered outside the scope of employment of any employee acting on behalf of the Organization.

5. **Confidentiality**.

(a) The Organization shall maintain the confidentiality of any disclosures made in connection with this Policy and limit access to the information in accordance with the Organization's privacy policy, if any.

(b) Each director, officer, advisor, employee, and volunteer shall exercise care not to use, publish, or disclose confidential information acquired in connection with disclosures of actual, potential, or perceived Conflicts of Interest during or subsequent to his or her employment, participation as a volunteer, or participation on the Board.

ARTICLE IV
RECORDS OF PROCEEDINGS

1. The minutes of the meeting(s) of the Board shall contain:

(a) (i) The names of the persons who disclosed or otherwise were found to have an actual, potential, or perceived Conflict of Interest; (ii) the nature of the disclosed interest; (iii) any action taken to determine whether a Conflict of Interest was present; (iv) whether the Interested Person was present during the determination; and (v) the Board's decision as to whether a Conflict of Interest in fact existed.

(b) (i) The names of the persons who were present for discussions by the Board of the proposed transaction or arrangement; (ii) the votes relating to the transaction or arrangement; (iii) the content of the discussion, including any alternatives to the proposed transaction or arrangement; and (iv) a record of any votes taken in connection with the proceedings.

2. The board minutes shall be approved as reasonable, accurate, and complete before the later of:

(a) The next Board meeting.

(b) One hundred twenty (120) days after the final actions of the Board are taken.

ARTICLE V
COMPENSATION

1. A voting member of the Board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee of the Board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the Board or any committee of the board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI
ANNUAL STATEMENTS AND DISCLOSURES

1. Each director, officer, advisor, employee, and volunteer shall annually disclose all Conflicts of Interest in writing on the Organization's disclosure form in accordance with this Policy and sign a statement that affirms that such person:

(a) Has received a copy of this Policy;

(b) Has read and understands this Policy;

(c) Has agreed to comply with this Policy;

(d) Has no Conflict of Interest to report or is reporting current Conflicts of Interest; and

(e) Understands that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII
PERIODIC REVIEWS

1. To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its reputation or tax-exempt status, the Board shall conduct periodic reviews, or cause such periodic reviews to be conducted by a committee of the Board. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are: (i) reasonable; (ii) based on competent survey information; and (iii) the result of arm's length bargaining; and

(b) Whether partnerships, joint ventures, and arrangements with charter management organizations: (i) conform to the Organization's written policies; (ii) are properly recorded; (iii) reflect reasonable investment or payments for goods and services; (iv) further charitable purposes; and (v) do not result in inurement, impermissible private benefit, or an Excess Benefit Transaction.

2. The Organization expressly reserves the right to change, modify, or delete the provisions of this Policy without notice.

ARTICLE VIII
USE OF OUTSIDE EXPERTS

When conducting a Conflict of Interest determination as provided for in Article III or a periodic review as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its fiduciary duties or responsibilities when considering a transaction or arrangement with an Interested Person or Related Party, or for ensuring periodic reviews are conducted.

(5) *Please provide the following in Attachment 23:*

(a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO/EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;

(b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);

(c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to

each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.

(d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

ATTACHMENT 23

(6) *Provide, as Attachment 24, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.*

Attachment 24 is attached.

(7) *Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the CMO's/EMO's schools.*

Attachment 24 is attached.

(8) *Complete the CMO/EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template for each of the EMO's schools.*

Attachment 24 is attached.

(9) *Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year.*

Attachment 24 is attached.

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 1

Letters of Community Support/Partnership

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

July 2020

Dear Sir or Madam,

Microsoft Philanthropies TEALS (Technology Education And Literacy in Schools) program partnered with Pioneer Technology and Arts Academy (PTAA) campuses for the past two years. We pair industry professionals with the classroom teacher for the Introduction to Computer Science course and Computer Science and the Advanced Placement Computer Science A course.

TEALS was founded in 2009 by former high school computer science (CS) teacher and software engineer Kevin Wang, to address the lack of computer science classes available to youth. TEALS was adopted and has been supported by Microsoft Philanthropies since 2011, as an industrywide initiative to increase access to CS. TEALS helps high schools build and grow sustainable computer science programs through co-teaching partnerships between high school teachers and trained volunteers from across the tech industry.

PTAA and TEALS shares the common goal of building a sustainable and effective Computer Science program for students which will better prepare them with marketable 21st Century Skills. Should PTAA open additional schools in Nevada, we would be open to supporting additional schools' computer science programs in line with the expectations of the Microsoft Philanthropies TEALS program.

Thank you,

Andrea Russo,Regional Manager
Microsoft Philanthropies TEALS program

SHARP

Gregory J Farmer
Senior Account Sales Agent
Sharp Business Systems - Texas

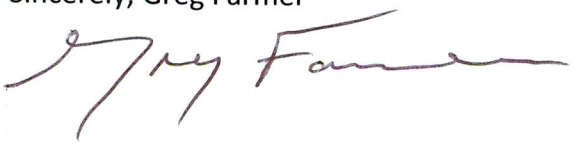
07/01/2020

Shubham Pandey
Pioneer Technology & Arts Academy (PTAA)

Dear Sir,

The growing partnership alliance in Texas and Colorado between SHARP and Pioneer Technology Arts Academy (PTAA), is very positive and exciting. As PTAA expands into Nevada, SHARP would love to continue to be a part of PTECH both as a top-level technology consultant and provider, service provider, school support, and offer internship opportunities. PTAA is making a difference in our kids' futures, and SHARP is honored to be an industry partner.

Sincerely, Greg Farmer



BB&T Capital Markets

July 1, 2020

Re: Pioneer Technology and Arts Academy – Nevada

To Whom It May Concern:

I have had the privilege of working with charter schools on a daily basis for the past 11 years to help them find financing solutions for their facility needs. I have served in that capacity for schools before they have opened, and for schools that have been operating successfully for 20 years. I have worked on facility needs as low as $5 million, and for some well in excess of $100 million. I have worked with large network schools and standalone operators. In that capacity, our team spends a great deal of time on due diligence so that we can fully understand and convey the credit quality of each school we represent. That broadly encompasses the management, academic delivery, financial operations, community engagement, and family satisfaction of each school. Those factors (particularly the latter) are all crucial to the continued success of a charter school.

Over the past nearly two years, I have worked closely with Shubham Pandey and his team at Pioneer Technology and Arts Academy. I have come to understand the school and its operations quite well. I cannot recall a school having such a high level of success in only its third year of operations, which is when I began working with Pioneer. For all the reasons I referenced above, Pioneer is an exemplary charter school. As such, it was able to attract multiple financing offers from investors who specialize in charter school financing and have a deep knowledge base on which they base their investment decisions.

I understand that Pioneer is exploring an expansion into Nevada. I can say with conviction that families in the area will be well-served by Pioneer. Students will find a unique educational option that will broaden their educational horizons. If given the opportunity, I anticipate that Pioneer will build on its recent accomplishments and make Nevada proud to add this charter school to a thriving educational system.

Sincerely,

Jason Appelt
BB&T Capital Markets, Managing Director

CONFIDENTIAL

July 1, 2020

Pioneer Technology and Arts Academy

Re: Non-Binding Letter of Interest – [Las Vegas, NV]

Dear Shubham Pandey:

On behalf of Tortoise Capital Advisors, L.L.C. ("**Tortoise**"), I am pleased to present this letter of interest to provide debt financing for Pioneer Technology and Arts Academy's school building project ("**Project**") in Las Vegas, Nevada. Having partnered with PTAA in both Colorado and Texas, I am excited for the opportunity to continue supporting the School in its efforts to bring a strong P-Tech academic program to the families and community of Las Vegas.

I. Tortoise

Founded in 2002 and based in Leawood, Kansas, Tortoise provides essential asset investment solutions. Tortoise and its affiliates have approximately $12.0 billion of assets under advisement through its family of registered investment advisers as of June 30, 2020.

Our team has been involved in all major aspects of essential assets investing, including development, construction, acquisition, owning and financing. We believe that our team's substantial experience in essential assets investing combined with the financial strength of Tortoise provides a compelling value proposition for the Pioneer Technology and Arts Academy in terms of certainty of execution.

II. Non-Binding

No contractual obligations with respect to a transaction will arise unless and until definitive binding agreements with respect thereto have been executed and delivered. This letter of interest reflects merely Tortoise's preliminary thoughts regarding a transaction, does not contain all matters on which agreement must be reached in order for the transaction discussed to be consummated and does not constitute, and is not intended to constitute, an offer or a legally binding obligation of, or promise by, any person or entity to enter into a transaction or negotiate the terms of any transaction, and no legally binding obligations of any person or entity, including without limitation an obligation to bargain in good faith or in any way other than at arms' length or to enter into definitive binding agreements, will be created, implied, or inferred by this letter of interest. No person or entity intends to be bound by any agreement until formal, definitive binding agreements have been agreed upon, executed and delivered (and then only to the extent expressly set forth in those definitive written agreements), and no person or entity may reasonably rely on any promises inconsistent with this paragraph nor will any person or entity have any liability or obligation of any kind or nature to the any other person or entity with respect to the Transaction. Notwithstanding the foregoing, Section III. Confidentiality below is enforceable.

III. Confidentiality

This letter, as well as all information obtained by the parties hereto during the course of the performance of their duties hereunder shall be confidential and considered "Confidential Information". We understand that

this letter of interest is intended to support Pioneer Technology and Arts Academy's discussions with the charter Authorizer, Real Estate Brokers, General Contractors, and Developers for its school building project, and as such, it can be provided to those parties with prior approval from Tortoise. The proposal under review would be for Tortoise to provide Pioneer Technology and Arts Academy with debt financing to secure real estate and its improvements for the operation of its charter school. All approved pre-construction costs (entitlements, zoning, permitting, design, etc.) would be reimbursed at closing while costs during construction (if applicable) would be reimbursed throughout the course of the project.

IV. Contact Information

If you have any questions, please contact me:

Nathan Vallette
Vice President – Social Infrastructure
913-276-7439 Office
913-961-1066 Mobile
nvallette@tortoiseadvisors.com

We truly appreciate the opportunity to collaborate with you. We are enthusiastic about the opportunity to invest in the Project as it would give your School a perfect place to start operations in as well as provide secure and stable cash flows for our investors. We look forward to working with you more closely should the Project be approved.

Best regards,

Nathan Vallette

Nathan Vallette
Vice President – Social Infrastructure
Tortoise Capital Advisors, L.L.C.

Transportation Security Administration

July 8, 2020

To Whom It May Concern,

My name is Amy Williams. I am the Federal Security Director for the Transportation Security Administration (TSA) at Dallas Love Field Airport, Dallas, Texas. I have been with the TSA since the agency was created in 2002.

The nation's transportation system is a fundamental underpinning of the U.S. economy and the American spirit. Protecting the freedom of movement for people and commerce through this system is TSA's core mission. We continue to operate in a fast-pace and dynamic environment in order to meet our mission and lead the global community in transportation security. By focusing on a culture of innovation and action, while placing a premium on partnerships, we drive continuous improvement.

TSA has built a culture of innovation that anticipates and rapidly counters the changing threats across the transportation system. We continue to mature our ability to make timely, data-driven decisions and rapidly field innovative solutions. The future of our agency is dependent upon emerging technologies.

At PTAA, they do not see the global environment as a challenge but as an opportunity, and through the STEM curriculum and foreign exchange programs they are providing the students with the knowledge and understanding to succeed in a global economy.

I have been very impressed with the core fundamentals and the emphasis on science, technology, engineering and math that Pioneer Technology & Arts Academy (PTAA) provides to their students. My son has attended PTAA since 2017, and I participate on the PTECH Advisory Board to help plan connections between business industries, the community and PTAA. In the fall of 2019, my daughter began attending the PTAA Elementary school.

PTAA/PTECH provides students with access to industry leaders and regional businesses, giving students access to post-secondary education and workforce training opportunities. This helps to prepare young people with academic, technical and professional skills required for 22nd Century jobs. P-TECH represents the best of what public-private partnerships can look like, with students taking high school and college coursework simultaneously and engaging in industry-guided workforce development.

Sincerely,

Amy Williams
Federal Security Director
Transportation Security Administration

July 1, 2020

RE: **Letter of Support**
Mr. Shubham Pandey
Pioneer Technology & Arts Academy (PTAA)

To whom it may concern,

As National Director of Colliers International - Education Services Group, I wanted to provide this letter of support for Pioneer Technology Arts Academy Nevada and Mr. Shubham Pandey.

My team and I specialize in representing occupiers of education based real estate.
My team of twenty-four dedicated advisors represent and advise charter schools on their real estate transactions throughout the US as well as provide advisory services for demographic, competition, and Market Feasibility Studies.

It is without doubt that Mr. Pandey and the PTAA charter network are best in class.
Their thoughtful, specific, and dedicated approach to identifying underserved areas is one that should be emulated and replicated by other charter school organizations looking to grow properly.

Please let me know if you have any questions or comments as I welcome the opportunity to discuss this letter in detail.

Best regards,

Todd Noel, CCIM
Senior Executive Vice President
National Director- Education Services Group

07/01

Mr. Shubham Pandey
Pioneer Technology & Arts Academy

Re: Letter of Support for proposed PTAA School

Dear Mr. Pandey:

Kimley-Horn expresses its support for PTAA proposed campus in Nevada. PTAA curriculum provides students with an course of study that allows them to master the concepts in core subjects and ensures future college and career success.

Kimley-Horn is willing to volunteer to provide PTAA with current, real-world educational support in the form of classroom speakers and presentations, application-based examples and mentoring for both its students and staff. As a leader in the engineering and planning profession, we are excited to share our professional knowledge with today's students preparing for a future engineering career.

Kimley-Horn believes that providing today's students with practical experiences will increase their understanding and empower them as they develop tomorrow's solutions. We believe an interdisciplinary, applied approach, coupled with hands-on, problem-solving based learning provides the best opportunity for future success.

Sincerely:
KIMLEY-HORN AND ASSOCIATES, INC.

Thomas G. Coppin, P.E.
Vice President

Opportunity180

July 8, 2020

State Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Dear Nevada Authority Board Members:

I am writing to express our organization's support of Pioneer Technology & Arts Academy (PTAA) Nevada's application for authorization under the State Public School Charter Authority.

We are impressed by the PTAA team's history of providing students and families in high-need communities in Texas with access to a strong public school option. We are excited about their passion to close the opportunity gap through STEM and high expectations for every kid.

Opportunity 180 is committed to increasing the number of high-quality public school seats in neighborhoods of greatest need. The PTAA team and their approach to planning for the launch of this school show great promise.

Sincerely,

Jana Wilcox Lavin
Executive Director, Opportunity 180

11035 Lavender Hill Dr. • Suite 160-180 • Las Vegas, NV 89135
702 . 799 . 9336

www.opportunity180.org
info@opportunity180.org
@opportunity180

July 9, 2020

To Whom it May Concern

Dear Sirs;

Our firm has worked with Pioneer Technology & Arts Academy (PTAA) since March of 2016 on various charter school financing requests to acquire and or develop their school campuses. As such, I have seen the inner workings of the organization and watched PTAA accomplish its growth.

Collectively, the organization has successfully owned, operated and developed several private schools and several charter schools at various locations in the Dallas, Texas area and now in Colorado Springs, Colorado.

The achievement grade levels are some of the highest in Texas, their teacher retention is equally high which exhibits that the leadership is one the employees respect and want to follow. Additionally, they have been credit worthy in obtaining various property loans of up to $110 million dollars over the past 3 years.

Please feel free to contact me with additional questions.

Sincerely,

Irene Carroll, Principal

Cc: Shubham Pandey

July 2020

Dear Sir or Madam,

Constituting America is a nonpartisan educational 501 (c) (3) founded in 2010 by Actress Janine Turner (Northern Exposure, Friday Night Lights, Cliffhanger). I have served as co-president since inception. Constituting America's mission is to educate, empower and inspire students to learn about the U.S. Constitution and how to engage as citizens, utilizing the Constitutional "tools in their toolbox." Our programs include a school speaking program – The George Washington We Are All Americans – School Speaking Initiative (provided free to schools as a service of our nonprofit); our "We The Future" Contest; Contest Winner Mentoring and Promotion; and annual online 90 Day Studies.

We have worked successfully with Pioneer Technology & Academy (PTAA) in Texas to support the growth and development of their students, having spoken at their schools and had contest entries from their students. We are excited about partnering with them in Nevada. A recent New York Times op-ed entitled "The Two Codes" at the below link makes the case for the importance of teaching the Constitution as a complement to STEM: https://www.nytimes.com/2019/02/12/opinion/college-board-sat-ap.html

With computing, the internet, big data and artificial intelligence now the essential building blocks of almost every industry, any young person who can master the principles and basic coding techniques that drive computers and other devices "will be more prepared for nearly every job," Coleman and Sanford (of the College Board/SAT) said in a joint statement explaining their initiative. "At the same time, the Constitution forms the foundational code that gives shape to America and defines our essential liberties — it is the indispensable guide to our lives as productive citizens." Our Constitution Education presentations complement the STEM based PTAA curriculum very well!

Constituting America has been impressed with the vision, mission and leadership of PTAA. Their program is rigorous and brings out the very best in their students. PTAA's commitment to inspire and engage underserved and unrepresented

populations is in line with Constituting America's commitment to serve these populations as well. Last year, over half our school presentations were in Title I schools and we actively seek out underserved schools to receive our programming. Our Constitution presentation is based off a 10 question quiz and we launch a teaching segment off each quiz question. We also share other students' entertaining and educational winning works from our "We The Future" contest, for "peer to peer" Constitutional teaching. We have staffers that are available to assist the schools with technical aspects of connecting our founder and co-president, Actress Janine Turner, with the school, and often provide Mr. Terry Cherry, the Immediate Past President of the National Council of the Social Studies and other members of our school speaking in person when schedules and budget allow. We can do the interactive presentation within a class period or 45-50 minutes, whatever works best for the school. We are glad to spend the day, making a 6-7 presentations on a class by class basis in order to cover an entire grade (s).

This year we have also launched the "How To Have A Civil Civic Conversation" program for the schools, where students learn to have a conversation with those with whom they disagree, and how to consider alternative points of view. Since 2015 we have made over 500 school and civic organization presentations to over 40,000 students and adults, sharing our passion for the U.S. Constitution, our nation's founding documents and inspiring and empowering students to become active citizens.

In recent months, we have spoken to:

- Boy Scout Troop 421 Arlington, TX
- Riverside Elementary Alexandria VA
- Lippman School, Akron, OH
- Jefferson Middle School, Oak Ridge, TN
- Every 8th grader and 12th grader in the Spring,Texas Independent School District – all 9 Middle Schools and 5 High Schools
- The Dallas Independent School District's Barack Obama Male Leadership Academy
- Houston Independent School District Charter School Pro-Vision Academy
- Read testimonials from schools here: http://constitutingamerica.org/testimonials/

Our "We The Future" Contest encourages cross disciplinary engagement with the U.S. Constitution by allowing students to compete for best song, short film, public service announcement, essay and/or STEM project, all with the theme of the U.S. Constitution. We then promote the winning students' work across the national media, achieving song play on the radio and web based music platforms (example: iTunes, Spotify); PSA play on TV; films accepted into film festivals. Click here or type this link for our latest impact numbers: https://constitutingamerica.org/what-we-do/ Middle school through high school winners win a Mentor Trip to help propel their career, and high school winners also win $1000. Middle school winners receive a $200 gift card.

We are excited to support PTAA/Nevada with our Constitution education programming and contests and look forward to working with their outstanding students to educate, empower and inspire them to become active and engaged citizens, knowledgeable about the U.S. Constitution and the freedoms and rights it protects for all.

Sincerely,

Cathy Gillespie

Cathy Gillespie Co-President Constituting America
ConstitutingAmerica.org
P.O. Box 1988 Colleyville, Texas 76034

To Whom it May Concern:

My name is Zach Kendall, and I am a Premier Field Engineer at Microsoft. I've been with Microsoft for over five years. Like many students at Pioneer Technology & Arts Academy, I was introduced to the STEM field in high school. My computer science class only had three other students, and I remember wondering why more students didn't take that class. As I grew older, I realized that my high school simply didn't put an emphasis on STEM education. Thankfully, at PTAA, we don't have that problem.

I have served as a Co-Teacher at Pioneer Technology & Arts Academy with the Microsoft TEALS program and mentor as part of their PTECH program as an Education/Business Industry partner. PTAA selects a diverse group of students that are passionate about computer science to take our TEALS Introduction to Computer Science class. During first period of each day we work shoulder to shoulder to develop and support the next generation of leaders in STEM. Seeing the growth in the students throughout the year is truly rewarding. My eagerness to develop young computer scientists has been a perfect match for the STEM initiatives going on at Pioneer Technology & Arts Academy.

The best part of partnering with PTAA is seeing students carve out space for themselves and make the coursework relevant to their own lives. It has been an honor to be a part of PTAA's mission to empower and engage students to reach their full potential.

Zach Kendall
Premier Field Engineer
Microsoft Office Core Client & Deployment
Phone: (469) 775-4896 Email: zkendall@microsoft.com

THE WEZMORE PROJECT, INC. • EDDIE COKER, EXECUTIVE DIRECTOR
6145 WATERFALL LOOP • MANITOU SPRINGS, COLORADO 80829

July 2020

To Whom it May Concern:

My name is Eddie Coker and I am an entertainer & educator who now runs a nonprofit organization set up specifically to support young people in learning to honor their emotional experiences, enhance psychological resiliency, and encourage a sense of well-being. In the last 32 years, I have performed 7,500+ performances for a million & a half young people all over this country.

I am delighted that Shannon Houston of Pioneer Technology & Arts (PTAA) reached out to me with the following words: Our kids need positive role models, possibly more than ever. They need the ability to relate and look up to and see exciting possibilities for the future. Let's face it... you are a "kid magnet" and "create happy" with your events. Yahoo! I feel as if someone is speaking my language.

If you read the mission of PTAA, they want to inspire and engage students, especially underserved and unrepresented populations, through an inquiry-based STEM curriculum that emphasizes creativity, collaboration and innovation. PTAA Graduates will have the skills and knowledge to earn advance degrees, secure fulfilling positions in STEM professions, and become international leaders. I love this. I also humbly believe that while our children must be educated and prepared to "compete" in a global community, we must also simultaneously inculcate into them the need for more

- love,
- self-valuing,
- joy,
- calm,
- care for others,
- understanding, &
- bouncebackability (my one allowable make-up word of the day).

Schools like PTAA give me hope that we can do both and I look forward to partnering with PTAA schools including proposed schools in Nevada to accomplish the above in an exciting and refreshing way.

Sincerely,

Eddie Coker

Christina R. Douglas
Principal RF Engineer Lockheed Martin, RMS
christina.r.douglas@lmco.com

My name is Christina Douglas and I am a Principal Engineer with Lockheed Martin. I also participate in multiple groups that encourage and support the STEM initiative.

As a technologist and technical leader within one of the world's foremost defense and commercial engineering companies, I can speak first hand to the fact that we are in dire need of technically minded, well rounded talent in the industry. We have found that though it is the desire of schools to best develop and educate our children, as they are the future minds and innovators of tomorrow's world, our young professionals are lacking in certain skills. I have spoken with the administration of PTAA and their curriculum and model addresses these areas.

Our industry needs to have engineers come in with basic skills and knowledge in not just science and math, but also basic lab equipment and processes. What is more important than understanding "how" to operate a Spectrum Analyzer or Oscilloscope is for these young minds to "know HOW to learn" and most important is "Know How to Fail." This may take some aback, but again, we are at the cutting edge of technologies and innovations and failure will happen. In fact, it must happen to advance technology. What I face on a daily basis is young professionals who have never failed or been allowed to fail. So for the first time they face this reality. It is life altering for them, a huge impact to their relative view of themselves. As one can imagine, this creates quite a dilemma in the work environment. My specific need is for passionate, talented individuals to have the confidence in what they know, what they don't know, and the resilience and grit to fail and keep going.

Rectifying this deficiency in our future resources is critical not only to our industry, but also to our country. The United States used to be the foremost innovative and technically advanced nation by leaps and bounds. We no longer lead these areas, in fact, we are behind other countries in this area. This is concerning to all of us in industry, but more so for our nation's sovereignty.

Pioneer Technology & Arts Academy/PTAA has a model and curriculum that addresses the areas I mention and looks to develop and support young minds to prepare them for the real world and real life experiences as well as give them an advanced technical education to go forth into the world and contribute. PTAA Charter School has much to offer communities, industry that supports the livelihood of our communities, as well as our nation at large.

Should you have any questions or like to speak further, please do not hesitate to contact me.

Christina R. Douglas

Christina R. Douglas

Principal RF Engineer Lockheed Martin, RMS
(D) 303-932-5207/(M) 720-249-6712

"It's kind of fun to do the impossible" – Walt Disney

Dear Recipient:
It is with great honor that am writing this letter of support on behalf of Pioneer Technology & Arts Academy Nevada. I joined Microsoft as an application development consultant over three years ago, after graduating from the University of Alabama with a degree in Management Information Systems. Prior to my second year of college, I had never written code before and had very little understanding of job opportunities available in STEM. I worked extremely hard over the years that followed to end up where I am today: a 25-year-old, female, application
developer, working face-to-face with Fortune 500 companies on a daily basis.

One of the most rewarding aspects of my career thus far has been volunteering at PTAA to teach computer science to middle school and high school students. The incredibly powerful, technology-centric education that PTAA provides is something I could have only dreamed of when I was in school. The innovative approach that PTAA implements to ensure students graduate with tangible, relevant skills will benefit not just the students, but also the communities that will benefit from what these young people will go on to create.

The partnerships that PTAA has formed with a variety of companies and Industry professionals allows students to connect the things they are learning to the real-world. In addition, the quality of the teaching staff is truly unparalleled. I have had a lot of success thus far in my career, but I truly believe that the creative and challenging curriculum that PTAA provides will allow students who attend to have an even greater impact on the future of technology. Students and the community of Nevada will see long-lasting benefits from the introduction of a PTAA campus, especially through the PTECH program.
Sincerely,
Kendall Roden

5343 Vickery Blvd.
Dallas , TX 75206
214.801.3493
keroden@microsoft.com

July 2, 2020

Dear Sir/Madam:

After serving as a leader in IT for 15 years and seeing the unpreparedness of my recruits, I decided to join public education in 1994, with the primary goal of transforming students' educational experiences by integrating academics with practical experiences. For the past six years, I have been coaching many school leaders in our underserved communities, sharing best practices in educational leadership, work-based-learning, project-based learning and public/private partnerships. During this time, I have had the privilege to work with PTAA leadership in the DFW area, launching their first three academies. I am delighted to see that they are expanding their network to other areas of our country.

The PTech model, used by PTAA Charter Schools, has refined its proven educational design where schools choose specific pathways that are in high demand in their respective communities. The model enables students to begin their college and career more quickly and with more support than the typical school-to-work pathway. Graduates have the opportunity to earn an associate degree and/or industry certification and leave high school with the skills and knowledge they need in order to continue their studies or step seamlessly into competitive jobs.

PTAA leadership has done an amazing job of creating learning environments that:

- teach key STEM concepts and technical skills, which translate to jobs in growing fields
- provide mentorship, work-based learning, and employment opportunities and resources to students
- enables students to put their career skills into practice and culminates in paid internships, which orients students to the professional world and expands their sense of what's possible.
- Attainment of credential(s) that confirms students' mastery of career-themed knowledge and skills upon graduation

The academies within PTAA network are achieving these goals by partnering with the business community and their collegiate institution to create many opportunities of high-quality engagements, which teachers and assess students' mastery of skills the industry needs, such as communication, collaboration, critical thinking/problem solving, and life-long learning.

PTAA Charter School has much to offer to the community it serves and industries that supports the livelihood of the community at large.

Please feel free to reach out if you have any questions or would like to discuss further.

Warmest Regards,

M. A. Tehrani

Mansoureh Tehrani
Educational Leadership Consultant
TriReach Collaborative/ P:214-563-1460
linkedin.com/in/mansoureh-tehrani-37050723

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 2

Draft MOU Between the Charter School and the College or University

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

This Attachment is not Applicable.

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 3

Annual Academic Schedule

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

PTAA LOVE WHAT YOU LEARN	Pioneer Technology & Arts Academy Nevada 2021-2022 Calendar Year	Calendar Report 07/13/2021 // 09:14:52 AM

Legend

Non-instructional day

Non school day

Key Dates

Mo, Sep 6 ..... Non school Day, Labor Day
Tu, Sep 7 ..... Instructional Day, Staff Development Day
Th, Oct 28 ..... Instructional Day, Staff Development Day
Fr, Oct 29 ..... Non school Day, Nevada Day
Th, Nov 11 ..... Non school Day, Veterans Day
Mo, Nov 22..... Non school Day, Thanksgiving Day
Tu, Nov 23 ..... Non school Day, Thanksgiving Day
We, Nov 24 ..... Non school Day, Thanksgiving Day
Th, Nov 25 ..... Non school Day, Thanksgiving Day
Fr, Nov 26 ..... Non school Day, Family Day
Fr, Dec 17 ..... Instructional Day, Staff Development Day
Mo, Dec 20..... Non school Day, Holiday - Winter Break
Tu, Dec 21 ..... Non school Day, Holiday - Winter Break
We, Dec 22 ..... Non school Day, Holiday - Winter Break
Th, Dec 23 ..... Non school Day, Holiday - Winter Break
Fr, Dec 24 ..... Non school Day, Holiday - Winter Break
Mo, Dec 27..... Non school Day, Holiday - Winter Break
Tu, Dec 28 ..... Non school Day, Holiday - Winter Break
We, Dec 29 ..... Non school Day, Holiday - Winter Break
Th, Dec 30 ..... Non school Day, Holiday - Winter Break
Fr, Dec 31 ..... Non school Day, Holiday - Winter Break
Fr, Jan 14..... Instructional Day, Staff Development Day
Mo, Jan 17 ..... Non school Day, Martin Luther King Day
Mo, Feb 14..... Non school Day, President's Day
Tu, Feb 15..... Instructional Day, Staff Development Day
Mo, Mar 28..... Non school Day, Holiday - Spring Break
Tu, Mar 29..... Non school Day, Holiday - Spring Break
We, Mar 30 ..... Non school Day, Holiday - Spring Break
Th, Mar 31..... Non school Day, Holiday - Spring Break
Fr, Apr 1 ..... Non school Day, Holiday - Spring Break
Mo, May 23 ..... Non school Day, Contingency Day
Tu, May 24 ..... Non school Day, Contingency Day
We, May 25..... Non school Day, Contingency Day
Th, May 26 ..... Non school Day, Contingency Day

July

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November

Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Total Instructional Days: **180** Minutes: **70200**

Total Non-Instructional: Days: **0** Minutes: **0**

Total Non-School: Days: **185** Minutes: **72150**

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 4

Board Member Template

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

START-UP SCHOOL PROPOSED BOARD MEMBER ROSTER

PROPOSED BOARD MEMBERS Name & Title on Board (if applicable)	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN ($ or N/A)	AREA OF EXPERTISE										COMMITTEE ASSIGNMENT					
			Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign
Brent Parrott	Retired	$ 15,000,000.00	Y	Y			Y	Y	Y		Y	Y	Y		Y		Y	Y
Rudy Pamintuan	Project Manager	$ 60,000,000.00		Y	Y			Y			Y	Y	Y	Y				Y
Annie Black	Nevada Legislator	$ 24,000,000.00	Y	Y	Y			Y	Y		Y	Y	Y	Y		Y	Y	Y
Shannon Houston	PTECH Coordinator	$ 1,200,000.00		Y			Y		Y		Y							Y
Mansoureh Tehrani	Education Leader	$ 12,000,000.00	Y	Y		Y	Y		Y		Y	Y	Y			Y	Y	
Katie Krackhardt	Education Leader	$1,200,000.00	Y	Y		Y	Y		Y		Y	Y	Y			Y	Y	

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 5

Board Member Information Sheet

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Board Member Bios

Rudy Pamintuan: Long time Las Vegas resident provides services in the areas of international affairs, technology, trade and security. Served as an appointee for President George W. Bush – advising the President on Asian American and Pacific Island issues where he was also tapped to promote KORUS (US-Korea Free Trade Agreement) and CAFTA (Central America Free Trade Agreement).

Annie Black: Assembly woman-elect from Nevada State Assembly District-19. She has served as an community advisor, to the CLARK COUNTY SCHOOL DISTRICT (CCSD) BOARD OF TRUSTEES. She also represents as a councilwoman the people of the city of Mesquite Nevada

Brent Parrott: Retired board member with experience in founding successful STEM school. Multiple year of experience in Fortune 500 companies, Technology Business Ventures and STEM teacher and volunteer.

Shannon Houston: Dedicated, resourceful and goal-driven educator with a solid commitment to the academic and social growth and development of every student. Has set PTECH schools and STEM school in several states.

Mansoureh Tehrani: Engaging, persuasive and tenacious Educational Leader, holding two Master's Degrees who offers superior track record of achieving award-winning school conversion into a highly engaging and rigorous learning environment that nurtures student interest and fosters greater academic achievements resulting in college, career and life readiness. Successfully communicates innovative and compelling educational initiatives, generating greater community interest and participation in a positive school culture that prepares tomorrow's leaders.

Chasidy Kretzer: Hardworking resilient individual who is currently serving as Assistant of Democracy Prep at the Agassi Las Vegas Campus Secondary School 6-12. Educator with a background servicing the needs of culturally, racially, and socio-economically diverse populations in inner city schools.

ANNIE **BLACK**

[redacted]

Mesquite City Councilwoman & Assemblywoman-Elect in Nevada State Assembly District 19

EXPERIENCE

2020
PRESIDENT, ANNIE PAC
SUPPORT CANDIDATES AND ISSUES.

2020
ASSEMBLYWOMAN-ELECT, NEVADA STATE ASSEMBLY DISTRICT 19
REPRESENT THE PEOPLE OF NEVADA ASSEMBLY DISTRICT 19.

2018 – PRESENT
MEMBER, MESQUITE COMMUNITY EDUCATION ADVISORY BOARD (CEAB)
ADVISE THE CLARK COUNTY SCHOOL DISTRICT (CCSD) BOARD OF TRUSTEES AND THE MESQUITE CITY COUNCIL ON MATTERS RELATING TO EDUCATION IN THE VIRGIN VALLEY.

2018 – PRESENT
COUNCILWOMAN, MESQUITE CITY COUNCIL
REPRESENT THE PEOPLE OF THE CITY OF MESQUITE, NEVADA.

2018 – 2019
MEMBER, VIRGIN VALLEY HIGH SCHOOL ORGANIZATION TEAM (SOT)
PROVIDE ASSISTANCE AND ADVICE TO THE PRINCIPAL AT VIRGIN VALLEY HIGH SCHOOL.

2018 – PRESENT
PRESIDENT, AXIOM NEURODIAGNOSTICS
OWN, OPERATE AND MANAGE BRAIN, SPINAL CORD AND PERIPHERAL NERVE MONITORING COMPANY.

1999 – PRESENT
REALTOR, ANNIE BLACK REAL ESTATE
PURCHASE AND SALE OF RESIDENTIAL REAL ESTATE.

EDUCATION

1999
REAL ESTATE, SOUTHERN NEVADA SCHOOL OF REAL ESTATE

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve — **Pioneer Technology & Arts Academy**

2. Full name — **Annie Black**
   Home Address — 575 Los Altos Circle, Mesquite, NV 89027
   Business Name and Address
   Phone Number
   E-mail address — Annie@ElectAnnieBlack.com

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. x Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   Does not apply to me. x Yes

6. Why do you wish to serve on the board of the proposed charter school?
   PTAA school mission and vision aligns with what is needed in our Nevada communities

7. What is your understanding of the appropriate role of a public charter school board member?

School boards are answerable to the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently advise the Clark county school district board of trustee and the mesquite city council on matters related to education in the virgin valley.

8. Describe the specific knowledge and experience that you would bring to the board.

I am the assemblywoman-elect representing the people of Nevada Assembly District 19 and current councilwoman representing the people of the city of Mesquite Nevada.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

. The mission of Pioneer Technology Arts Academy (PTAA) is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation

2. What is your understanding of the school's proposed educational program?

School proposes college prep program for K-12 th grade students. Student also has a robust internship program preparing students for jobs that are currently in high demand. Some of the jobs that students get prepared for are not even created.

3. What do you believe to be the characteristics of a successful school?

Successful school understand that we shouldn't teach with a concept of one size fits all.

4. How will you know that the school is succeeding (or not) in its mission?

Year to year academic progress of student is the strongest indicator that school is succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.

Board members are the link between the school and the parents.**Board members** help build support and report district progress by communicating with the community, students, staff, and the parents. **Board** meetings are open for **members** of the public to attend.

2. How will you know if the school is successful at the end of the first year of operation?

Fiscal and academic success is the most critical benchmark to ensure success of a school.

3. How will you know at the end of three years of the school is successful?

School will be considered successful after year three if the benchmark set for students and school finances are being met and surpassed. School at the end of third year should have college and local industry partners MOU finalized.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

As a high performing charter school our board will focus on student achievement, acts strategically and continue to recruit exceptional future leaders. These practices, when combined, create a core foundation and synergy that allow the board to advance on mission and ensure high student achievement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Board has process in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
x I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
x I / we do not know any such employees. Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
x I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
x I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
Not applicable because the school does not intend to contact with an education service provider or school management organization.
x I / we do not know any such persons. Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
N/A. x I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
N/A. x I / we or my family do not anticipate conducting any such business. Yes

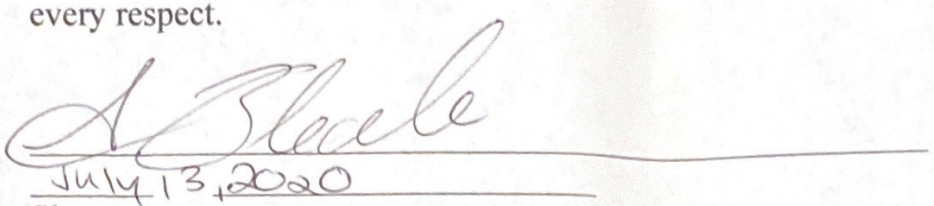
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
x Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you

serve on the school's board.
x None. Yes

Certification

I, _____Annie Black_____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada_____ Charter School is true and correct in every respect.



July 13, 2020

Signature
Date

Statement of Assurances
Revised June, 2015

1. The charter school herein named, ___Pioneer Technology & Arts Academy_____,
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the

following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter

school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

~~Annie~~ Ann Black

Signature of Certifying Charter School Official Name Printed

Ann Black

Board Member

Title

Date 07/13/2020

State of Nevada
County of Clark
Subscribed and sworn to before me

Jerod Perez

This 13 day of July 2020
date month year

(Notary Public Seal)

JEROD PEREZ
Notary Public, State of Nevada
Appointment No. 17-3175-1
My Appt. Expires Aug 31, 2021

4

Rudy Pamintuan [redacted]

Rudy Pamintuan is the Managing Director of Sherman Worldwide where he leads day-to-day efforts of the firm, its business units and all client initiatives – developing, creating and managing projects while overseeing the firm's efforts. Sherman Worldwide provides clients with advisory and professional services in the areas of international affairs, technology, trade and security.

As an entrepreneur, Rudy has focused on raising foreign investment for American projects – creating US jobs, focusing on real estate development in the hotel, retail and residential industries. His current projects include the refurbishment of the Binions Hotel on Fremont Street in Las Vegas, the development of the Hard Rock Casino in Rockford, Illinois, the development of the Southland Live Casino Resort, a partnership with Delaware North, in Chicago's Southside and the development of the Tinian Oceanview Resort in the Commonwealth of the Northern Mariana Islands in the Pacific.

Prior, Rudy served as an appointee for President George W. Bush – advising the President on Asian American and Pacific Island issues where he was also tapped to promote KORUS (US-Korea Free Trade Agreement) and CAFTA (Central America Free Trade Agreement). He was appointed to serve on the US Delegation for the 2015 APEC (Asia-Pacific Economic Cooperation) Summit in Makati, Philippines. Recently, Rudy served on the President-Elect Donald J Trump Transition Team.

Rudy is committed to philanthropic engagement -- maintaining aggressive involvement through his volunteer work in the areas of global health, education, women and children. He serves on a variety of boards including to the Batonga Foundation and the International Leadership Foundation. He is the recipient of numerous awards, including the 2011 National WWAAC (Who's Who in Asian American Community) Award.

For the past decade, Pamintuan has served as the senior advisor for the US Cyber Challenge – a national effort to recruit young cyber security enthusiasts to the Federal Government and the US Military.

Rudy Pamintuan is a regular speaker at high profile events and serves as an expert on a variety of topics with the international media. Additionally, he has been a keynote speaker at major gatherings from the White House in Washington, DC to the United Nations in NYC to the Great Hall of the People in Beijing. Rudy currently resides in Henderson, Nevada with his wife and three boys where on his free time volunteers as a middle school boys lacrosse coach and serves as the High School Commissioner for the Southern Nevada Lacrosse Association.

More details on Rudy Pamintuan's work history can be found at [redacted]

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy**

2. Full name **Rudy Pamintuan**
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address [redacted]

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. x☐ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. x☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?
   PTAA school mission and vision aligns with what is needed in our Nevada communities

7. What is your understanding of the appropriate role of a public charter school board member?
   The board has fiscal, academic responsibility. In addition, board hires school head and delegates responsibilities when needed.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I serve on a variety of boards including to the Batonga Foundation and the International Leadership Foundation.

8. Describe the specific knowledge and experience that you would bring to the board.

I have worked in several to philanthropic engagement -- maintaining aggressive involvement through volunteer work in the areas of global health, education, women and children.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   Mission is to provide engineering and technology curriculum at all grade levels and guiding students to path that leads to successful college and post college life.

2. What is your understanding of the school's proposed educational program?

School proposes a robust education program that is directed to to improve academic achievement of a student population consisting of primarily educationally disadvantaged students in the state of Nevada.

3. What do you believe to be the characteristics of a successful school?
   Successful school is able to individualize the curriculum for every community and student.

4. How will you know that the school is succeeding (or not) in its mission?
   Year to year academic progress of student is the strongest indicator that school is succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.
   Volunteer Board members will hire the head of the school and delegate responsibilities. Board will have fiscal and academic responsibility.

2. How will you know if the school is successful at the end of the first year of operation?
   If the school meets all fiscal goals and academic benchmarks and future goals and benchmarks are on track, school will be successful.

3. How will you know at the end of three years of the school is successful?

Similarly, if all post opening changes are leading to students making year to year academic progress and school has sufficient debt reserve ratio after meeting all obligations. School will be considered successful after year three.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board needs to ensure that success of students is translated to all demographic and special pops. This step is critical to ensure school in successful.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Board has process in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
x☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
x☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

x☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

x☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or

agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

x☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. x☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. x☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

x☐ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

x☐ None. ☐ Yes

Certification

I, ____Rudy Pamintuan_____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada____ Charter School is true and correct in every respect.

Signature

7/7/20

Date

ccccccccccccccccStatement of Assurances

Revised June, 2015

1. The charter school herein named, ____Pioneer Technology & Arts Academy_____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

_____ _Rudy Pamintuan_____

Signature of Certifying Charter School Official Name Printed

_____Board Member_____ 7/7/20

Title Date

State of Nevada, County of Clark
Subscribed and sworn to before me

This 7TH day of July

date month year

Darlene Tactacan

(Notary Public Seal)

DARLENE TACTACAN
Notary Public - State of Nevada
County of Clark
APPT. NO. 97-3665-1
My App. Expires Sept. 14, 2021

Brent Parrott

Objective

Rewarding and challenging part time position for retired technology teacher; 20 to 25 hours per week; weekend work possible; use my business experience, teaching and technology skills

Experience

08/23/2013 - Current | Board Member Pioneer Technology & Arts Academy | Mesquite, TX

Technology Teacher

- Teaching K thru 5th grade student's computer skills –
- Technology training for staff
- Maintenance responsibility for over 150 computers
- Technology plan for school

08/23/2003 to 07/2013 | Catholic Diocese of Dallas | Dallas, TX

Technology Teacher

- Teaching K thru 8th grade students computer skills – 350 students
- Technology training for staff
- Maintenance responsibility for over 150 computers
- Technology plan for school

01/10/1998 to 02/15/2002 | Nokia Corporation | Irving, TX

Business Development Director

- Global responsibility for new product business development
- Management of business development team

01/10/1979 to 01/1998 | Startup Technology Ventures | Dallas, TX

Partner

- Responsible for all areas of startup ventures

Education

2002-2004 | Collin County Community College | Plano, TX

Teaching Certification

[Phone number]•[E-mail address]

[Your Name]

1967-1970 University of North Texas Denton, TX

Bachelor of Business Administration

References

References are available on request.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy**

2. Full name **Brent Parrott**
   Home Address [redacted]
   Business Name and Address
   Phone Number [redacted]
   E-mail address [redacted]

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
   Bachelor of Business Administration, University of North Texas, Teaching Certification, Collin County Community College. Professional experience in the tech industry with Nokia Corporation as Business Development Director and other startup Technology ventures. I entered education as a second career for over a decade using my technology expertise for industry. I have served as a Board Member for Pioneer Technology & Arts Academy for the past seven years.
   x☐ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. x☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?

I have been a part of the development and growth of PTAA through board membership since its inception and wholly believe in the PTAA school mission and vision and I believe it aligns with what is needed in Nevada communities.

6. What is your understanding of the appropriate role of a public charter school board member?

The members of the school board are collectively responsible for implementing the public charter school program authorized by the PTAA charter as well as ensuring the performance of students enrolled in PTAA in accordance with the Education Code.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the Pioneer Technology & Arts Academy/Texas board since 2013 and this past year held the position of Board President. I am not only have extensive knowledge in requirements and capacities of board membership, I support the mission, vision and growth of the PTAA school model and programs. I have years of tech industry knowledge and education and am passionate about sharing that experience with our students and being an integral part of preparing our students for their part in the future and our global economy.

8. Describe the specific knowledge and experience that you would bring to the board.

As described above, I have the background from past professional tech industry as well as teaching children which has been an asset to the Board of Directors for PTAA/Texas. I am retired, and this experience and that which I hope to be a part of in the future, is important to me to support the younger generation.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Pioneer Technology Arts Academy is to inspire and engage students, especially underserved and unrepresented populations, through an inquiry-based STEM curriculum that emphasizes creativity, collaboration and innovation. PTAA Graduates will have the skills and knowledge to earn advanced degrees, secure fulfilling positions in STEM professions, and become international leaders.

2. What is your understanding of the school's proposed educational program?

PTAA will meet its educational goals through systems, traditions, and practices based on four core values: emphasis on STEM curriculum, building critical 21st Century Skills, use of Project Based Learning as well as Blended Learning practices.

3. What do you believe to be the characteristics of a successful school?

Having a rich curriculum and strong instructional practices is important for creating a successful school. Having a strong culture is equally important. PTAA will establish a strong

culture based on our core cultural values of:

- **Rigor: Setting high expectations for all members of the PTAA community, including students, teachers and administrators**
- **Relevance: Curriculum is highly engaging and meaningful to students**
- **Relationships which support a safe, respectful environment**

4. How will you know that the school is succeeding (or not) in its mission?
   Year to year academic progress of student is the strongest indicator which will be tracked by data.

Governance

1. Describe the role that the board will play in the school's operation.
   According to the by-laws of PTAA, the business, property and affairs of PTAA shall be conducted and managed by the Board.

2. How will you know if the school is successful at the end of the first year of operation?
   By PTAA meeting fiscal goals and academic benchmarks and future goals, the school will be successful.

3. How will you know at the end of three years of the school is successful?
   By students making year to year academic progress and school has sufficient debt reserve ratio, meeting all obligations, the School will be considered successful after year three.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   Success of all students is translated to all demographic and special populations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   The school board will take seriously its duty to avoid any conflicts of interest. All members have signed a form certifying that they have no conflict of interest. The board will have in place conflict of interest policy, the purpose of which is to protect the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Board member or might result in a possible excess benefit transaction. The policy includes procedures for disclosing a potential conflict of interest, determining if an actual conflict exists and addressing the conflict. Typically, if a conflict does exist, the interested party will be asked to recuse himself from any decision involving the conflict.

Start-Up Charter School Board Member Information

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   x☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   x☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   x☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   x☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   x☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. x☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of

consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. x☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
x☐ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
x☐ None. ☐ Yes

Certification

I, **Brent Parrott**, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada____ Charter School is true and correct in every respect.

Brent Parrott
Signature

05/04/20
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, ___Pioneer Technology & Arts Academy_____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Brent Parrott _____ Brent Parrott _____

Signature of Certifying Charter School Official Name Printed

_____Board Member_____ _____07/09/20_____

Title Date

Subscribed and sworn to before me

This 9th day of July, 2020

date month year

Notary Public Seal: TRACY C. WILSON, My Notary ID # 131062749, Expires March 28, 2021

Shannon Houston
[redacted]

- Dedicated, resourceful and goal-driven educator with a solid commitment to the academic and social growth and development of every student
- Effective Coordinator and Leader for Administrative Issues, skilled to develop and implement plans for success
- Accommodating and versatile with the skillset to capture students' imagination and promote success
- Aptitude to remain flexible to ensure all learning styles and abilities are addressed
- Successful interpersonal and communication skills to foster meaningful relationships with students, staff and parents

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Areas of Teaching Proficiency

Coordination of Education Programs	STEM/STEAM Curriculum
Creative/Innovative Curriculum Development	Technology Integration
Parent/Teacher Communication	Individualized Education Plans
Project Based Learning	Educating the Whole Child: IQ/EQ
Blended Learning Environments	WBL/Business Industry Coordinator

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Education and Qualifications

Lamar University, Beaumont, Texas
M.Ed.: Teacher Leadership/Specializing in GTED

Texas State University, San Marcos, Texas, 2012
B.S. Interdisciplinary Studies EC–6 ESL Generalist

Project Lead the Way/STEM Certifications: Launch (K-5), Gateway (6-8)

Microsoft TEALS Computer Science Program: Co-Teach Facilitator and Campus Coordinator, Establishing a strong High School Computer Science Program

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Teaching Experience

Pioneer Technology & Arts Academy District, DFW Area, Texas 2019-Present
District STEM and PTECH Coordinator, PTECH Leadership Committee
Pioneer Technology & Arts Academy/Mesquite, Texas 2017-Present
STEAM Arts & Technology Teacher (6th-8th Grade) HS Art I/II (9th-10th Grade) Intro CS/Microsoft TEALS Facilitator (8th-10th Grade)

Meadow Oaks Academy, Mesquite, Texas 2014-2017
Upper Primary (3-5) STEM/Science/Social Studies

- Multi-aged and Ability grouped Science, STEM and Social Studies instruction. Developed programs to meet the academic and social needs of each student. Engaged students through use of inquiry based and collaborative learning. Proficient in developing positive student and faculty relationships.
- Designed and implemented the **Meadow Oaks Children's Learning Garden**
- **Project Lead the Way/STEM Lead Teacher/Launch K-5**

Rockwall ISD, 2013-2014, Rockwall, Texas Full time Substitute Teacher (Grades K-8)
Alamo Heights ISD, San Antonio, Texas 2008-2012 Substitute Teacher and Student Teacher (Grades K-5)

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy**

2. Full name **Shannon Houston**
   Home Address [redacted]
   Business Name and Address **PTAA/Colorado** **6464 Peterson Rd, Colorado Springs, CO 80923**
   Phone Number [redacted]
   E-mail address [redacted]

3. Brief educational and emplomentt history and discussion of qualifications to serve on the board of this charter school.

I came to the educational space after my first career in Business Administration wherein I managed a Law Practice and a boutique Architectural company. After over a decade of volunteering my time and talents in different capacities at my children's schools, and serving as PTA committee chairs, I decided to follow my passion, returning to University and completing a degree in Education. I hold a Bachelor's of Science in Interdisciplinary Studies/EC-6th ESL Concentration from Texas State University, and a Masters of Education in Teacher Leadership with GTED Concentration from Lamar University. I hold Certifications in STEM education for Launch (PreK-Fifth) and Gateway (6th-8th) from Project Lead the Way. I have successfully worn many hats for PTAA as primary and secondary grade levels STEM/STEAM teacher and Arts Integration. For the past two years I have served as the District STEM/PTECH Coordinator, working with multiple schools' teachers and administrators in this capacity. I have experience in curriculum design and instruction, especially with technology and arts integration, professional

development, new teacher onboarding, coordination between School faculty/staff, IHE partners, Industry partners and other stakeholders. I recently have worked to develop PTAA's online instruction platform which was thrust upon us in quick order due to COVID-19. This is an iterative process and continues to be refined. As the District Coordinator, I am responsible for planning and facilitating our Leadership and Advisory Board Meetings. Finally and most importantly, I am passionate about empowering our children and meeting the needs of the whole child as well as the success of Pioneer Technology & Arts Academy.

4.

X☐ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☐ Does not apply to me. X☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?

PTAA school mission and vision aligns with what is needed in Nevada communities, and I would consider it an honor to play a part in the Board that works to provide the PTAA school model to Nevada.

7. What is your understanding of the appropriate role of a public charter school board member?

It is the professional duty of school boards to serve in all capacities with due diligence and in the uptmost ethical way, answerable to the authorizer, community stakeholders, state and federal government to operate in accordance with the purpose and intent of the charter.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the successful Steering Committee and Interim Board for PTAA/Colorado, as well as a member of the PTAA/Texas PTECH Advisory Board as the Board's PTAA District STEM Coordinator wherein I am the liaison between Charter school faculty/staff, Higher Education and Industry partners. I believe I bring to the table very relevant experience which will benefit the school's board as well as the proposed Nevada charter school.

8. Describe the specific knowledge and experience that you would bring to the board.

I am personally involved and emotionally invested in the growth and development of the best educational program that PTAA can provide. I have worked with PTAA and grown the program in several capacities for the past seven six years and bring to the table the perspective of parent, teacher, administrator and life-long learner in STEM/Arts Integration, technology education advancements.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   Pioneer Technology Arts Academy (PTAA) mission is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. We understand that it is necessary in this ever quickly changing world, to have a strong foundation in Science, Technology, Engineering and Mathematics. It is our mission to prepare each of our students in the best way possible to be tech savvy and workforce ready and prepared to meet their future with confidence and purpose.

2. What is your understanding of the school's proposed educational program?
PTAA schools are college preparatory, STEMK-12 Academies. PTAA schools also belong to a global network (220 schools around the world) of PTECH schools (Pathways in Technology Early College High School). The PTECH model offers students a pathway of study to complete not only their high school degree but up to 60 college credits or complete an Associates degree with an IHE partner as well as earn industry certifications and complete internships with Industry partners, becoming workforce ready and creating a pipeline to in demand STEM jobs.

3. What do you believe to be the characteristics of a successful school?
   I believe a strong sense of community, pride and ownership in the program as well as a cohesive desire of success are qualities of a successful school.

4. How will you know that the school is succeeding (or not) in its mission?
   PTAA's school model is Data Driven which helps with immediate student support as well as following the year to year academic progress.

Governance

1. Describe the role that the board will play in the school's operation.
   Board members are the link between all stakeholders, faculty/staff, students, parents, IHE and Industry partnerships as well as the community.

2. How will you know if the school is successful at the end of the first year of operation?
   Academic as well as fiscal success are key benchmarks to ensure school success and progress.

3. How will you know at the end of three years of the school is successful?
   The School will be considered successful after three years if enrollment shows consistent growth each year, as grade levels are added, benchmarks set for students are met and surpassed. Stakeholder partnerships are created, retained and strengthened with IHE's, Industry, as well as Community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The PTAA Board will recruit strong leaders and closely follow (data driven) student achievement. It is equally important to stay abreast of advancements in professional development for our teachers, current and proven best practices in all avenues of educational space. Data driven instruction is key meeting the needs our school's students and making necessary adjustments to aid in anticipated progression.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The Board has processes in place to regularly check for conflicts of interest, as well as ethical benchmarks and processes to remove any board member which may be out of compliance.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   x☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   x☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   x☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   x☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   x☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. x☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. x☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   x☐ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
   x☐ None. ☐ Yes

Certification

I, **Shannon Houston** , certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada____ Charter School is true and correct in every respect.

Signature

7/8/2020
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, ____Pioneer Technology & Arts Academy_____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

Shannon Houston
Name Printed

Board Member
Title

7/8/2020
Date

Subscribed and sworn to before me

This 8 day of July, 2020
date month year

(Notary Public Seal)

URMILA SHAHI
NOTARY PUBLIC
STATE OF COLORADO
NOTARY ID 20204021285
MY COMMISSION EXPIRES 06/18/2024

Shannon Houston

[redacted]

Dedicated, resourceful and goal-driven education leader, with a solid commitment to effective faculty/staff leadership and the academic and social growth and development of each student. Experience in effective administration, training and mentoring teachers in the creation and delivery of effective class instruction, development of differentiated instruction and the blended learning environment. Proficient in development and coordination of business industry partnerships and work based learning. Hosting parent information sessions as well as development of social media, websites and other forms of stakeholder communications. Development and maintenance of District wide Virtual Learning Platform. Strong interpersonal and communication skills to foster meaningful student, staff and school community relationships.

Areas of Distinction

Coordination of Education Programs	STEM/STEAM Curriculum
Creative/Innovative Curriculum Development	Technology Integration
Blended Learning Environments	Individualized Education Plans
Project Based Learning	Educating the Whole Child: IQ/EQ
Parent/Teacher/Faculty Communication	WBL/Business Partnerships

Education and Qualifications

Lamar University, Beaumont, Texas
M.Ed.: Teacher Leadership/Specializing in GTED

Texas State University, San Marcos, Texas, 2012
B.S. Interdisciplinary Studies EC–6 ESL Generalist

Project Lead the Way/STEM Certifications: Launch (K-5), Gateway (6-8)
Microsoft TEALS Computer Science Program: Co-Teach Facilitator and Campus Coordinator, Establishing a strong High School Computer Science Program
2018-19 UTeach Foundations of Blended Learning (30 Hour CPE)
2019 UTeach Computer Science Principles (30 Hour CPE)

Experience

Pioneer Technology & Arts Academy/Colorado, 2019-Present
Campus Administrator and Member of Steering Committee for Application for Charter within District 49, Colorado Springs, Colorado. Successful in the process of research and development of Application to District 49, marketing opportunities to reach the community of El Paso County. Hosted community meetings to introduce the PTAA school model. Facility start up duties and management of newly purchased campus facility.

Pioneer Technology & Arts Academy District, DFW Area, Texas 2018-Present
District STEM and PTECH Coordinator, PTECH Leadership Committee/Advisory Board. Provide guidance and support on educational and instructional methodology in inquiry, project based learning and arts integration curriculum, serving as a resource for faculty and

administrators, both traditional instruction and technology based. Provide support through coaching and professional development on the Blended Learning environment and classroom best practices. Plan and coordinate district STEM/STEAM Fairs and other community outreach events. Coordinate district wide field trips, work based learning opportunities including guest speakers, industry partner mentorships, work site visits, and college and career week. Facilitate monthly district PTECH Leadership Meetings with district campus administrators and DCCCD/IHE partner. Liaison between PTAA campuses, IHE and industry partners to coordinate work based learning opportunities as an integral part of the PTECH program. Design monthly PTECH E-Bulletin magazine to promote community buy in. Maintain District websites, social media, and other communication platforms. Assist Superintendent in writing grants and applications to support campuses.

Pioneer Technology & Arts Academy/Mesquite, Texas 2016-2018
STEAM Arts & Technology Teacher (6th-8th Grade) HS Art I/II (9th-10th Grade). All classes designed in Blended Learning environment. Piloted the PTAA Intro CS/Microsoft TEALS program as Facilitator (8th-10th Grade). PTECH/Work Based Learning Coordinator, Leadership Committee.

Meadow Oaks Academy, Mesquite, Texas 2013-2016
Upper Primary (3-5) STEM/Science/Social Studies
Multi-aged and Ability grouped Science, STEM and Social Studies instruction. Developed programs to meet the academic and social needs of each student. Engaged students through use of inquiry based and collaborative learning. Proficient in developing positive student relationships. Designed and implemented the Meadow Oaks Children's Learning Garden. Project Lead the Way/STEM Lead Teacher K-5 Launch.

Education Associations/Organizations

National Science Teachers Association/NSTA
The Institute for Arts Integration and STEAM
Computer Science Teachers Association/CSTA
Texas Computer Education Association/TCEA

Mansoureh Tehrani

[redacted]

Engaging, persuasive and tenacious Educational Leader, holding two Master's Degrees who offers superior track record of achieving award-winning school conversion into a highly engaging and rigorous learning environment that nurtures student interest and fosters greater academic achievements resulting in college, career and life readiness. Successfully communicates innovative and compelling educational initiatives, generating greater community interest and participation in a positive school culture that prepares tomorrow's leaders.

CORE STRENGTHS

- Comprehensive knowledge of educational leadership skills to develop highly qualified teachers as instructional facilitators and mentors
- Excellence in data analysis, identifying growth areas and strategic solutions to attain high student achievement
- Public-Private-Partnership Development
- Strong leadership qualities, setting the tone for school culture and ensuring the school's core values are imbedded in daily practice
- Extensive knowledge of Career and College Readiness Standards and the ability to develop relevant and rigorous curriculum framework

RELEVANT EXPERIENCE

- Coaching and Education Leadership Consulting, with a strong focus on college and career readiness and public-private-partnership
- Successfully implemented a T-STEM Academy and a NewTech school-within-a-school that resulted in significantly increased school attendance, graduation rate and college acceptance/ retention ratios, through 21st Century Teaching and Learning
- Developed a plan that aligns academy's multi-year budget to staffing, instructional, technology, facilities and needs for other resources
- Established a sustainable professional learning community for the staff, resulting in credentialing numerous 21st Century certified teachers and trainers
- Designed and implemented a successful student recruitment, orientation and retention model
- Developed numerous proposals and received several grants which resulted in financial stability of the academy
- Created and leveraged significant community and business partnerships that have a vested interest in the success of the school
- Established partnerships with higher education to provide mentoring, college-level courses/dual credit opportunities for students and professional development for the staff
- Developed a comprehensive school website that delivers consistent, accessible information for parents and staff."
- Provided professional development for educators at local, state and national levels
- Integrated data-driven decision-making into the daily work of the academy, implementing processes and feedback mechanism for program review, evaluation and improvement
- Designed and implemented numerous non-traditional courses, including those capitalizing on work-based- and service-learning

WORK HISTORY

Tri-Reach Collaborative, Dallas, TX 2014-Now
Founder & Principal Consultant
Carrollton Farmers Branch ISD, Carrollton, TX
Director—Math, Engineering, Technology, and Science Academy (a NewTech School) 2006-2014
Career and Technology Instructor, Department Chair and Instructional Facilitator 1994-2006
AMR Travel Services 1985-1992
Director of Application Development
Apple Computers, Carrollton, TX 1983-1985
Manager of MIS
Texas Instruments, Dallas, TX 1980-1983
Senior Programmer Analyst

HONORS/ACCOMPLISHMENTS

- Received "Stand Up for STEM Mentor Award" from Texas Girls Collaborative Project 2019
- Received "STEM Influencer Award" from NSBE-DFW 2018
- Attained "Demonstration Site" status from NewTech Network 2008-2013
- Attained Exemplary STEM Academy status 2008-2013
- Received Susan Schilling Award for Leadership and Innovation 2012
- Nominated for NTN Outstanding Award in Support of Equity and Social Justice 2012
- Received $51,000 in grants for being an Exemplary T-STEM Academy 2010
- The first academy in the nation to receive its "21st Century Certification" from NewTech Network—a consortium of 21st Century Schools 2008
- Received an $800,000 grant from Communities Foundation for the implementation of a T-STEM Academy 2007
- Received "VIP" of Teaching Awards 1996, 2003
- Honored as the "Favorite Teacher of the Year" 1996, 2001
- Nominated for the Texas Business Teacher of the Year 1995
- Recognized as the "Most Valuable Rookie" in Rapid Application Development 1982

EDUCATION

- Masters of Education Administration, University of North Texas, Denton, TX 2009
- Teaching Certificate in Business, University of North Texas, Denton, TX 1993
- Masters of Computer Science, University of North Texas, Denton, TX 1979
- Bachelors of Business Administration, University of North Texas, Denton, TX 1976

CERTIFICATIONS/TRAINING

- Basic Business Secondary Education Certified (Texas)
- Principal/Education Administration Certified (Texas)
- Gifted/Talented Certified (CFBISD)
- Microsoft Office Suite Certified (National)
- ELL Endorsement (Texas)
- Ruby Payne
- Project-Based Learning, 21st Century Skills (NewTech Network), STELLAR, and Marzano's Best Practices in Curriculum, Instruction and Assessment, NAF Education Design, PTech/ICIA/TSTEM Educational Model

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy**

2. Full name **Mansoureh Tehrani**
   Home Address [redacted]
   Business Name and Address [redacted]
   Phone Number [redacted]
   E-mail address [redacted]

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes

6. Why do you wish to serve on the board of the proposed charter school?
   PTAA school mission and vision aligns with my passion for helping our youth to be college, career & life ready.

7. What is your understanding of the appropriate role of a public charter school board member?

The board has fiscal, academic responsibility. In addition, board hires school head and delegates responsibilities when needed.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I serve on a variety of boards, such as:

- Justin F. Kimball NAF Academies of Engineering & Hospitality and Tourism
- Emmett J. Conrad NAF Academies of Engineering, Finance, Health Science, Hospitality & Tourism, Health Science and Information Technology
- Bryan Adams NAF Academies of Engineering, Health Science and IT
- Innovation, Design, Entrepreneurship Academies of Finance & IT

8. Describe the specific knowledge and experience that you would bring to the board.

I have 15 years of experience in IT, 21 years of experience in Public Education and 6 years of experience in corporate engagement, public-private partnerships, project-based learning & work-base-learning—all areas that PTech schools strive to implement.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Pioneer Technology Arts Academy (PTAA) is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation.

2. What is your understanding of the school's proposed educational program?

PTAA's educational model includes:

- teaching key STEM concepts and technical skills, which translate to jobs in growing fields
- providing mentorship, work-based learning, and employment opportunities and resources to students
- enabling students to put their career skills into practice and culminates in paid internships, which orients students to the professional world and expands their sense of what's possible.
- ensuring student will attain credential(s) that confirms students' mastery of career-themed knowledge and skills upon graduation

3. What do you believe to be the characteristics of a successful school?

Successful schools have quality leadership; set high expectations for students & teachers; they practice continuous improvement cycle; they have set goals, strategic plan and action plan that is monitored/adjusted on a regular basis; and the school is safe & organized.

4. How will you know that the school is succeeding (or not) in its mission?

By monitoring goals against outcomes.

Governance

1. Describe the role that the board will play in the school's operation.
   Board members will adhere to the bylaws of the organization, with utmost integrity, providing the necessary support and advocating on behalf of the school.

2. How will you know if the school is successful at the end of the first year of operation?
   When the school meets all its academic and fiscal goals & benchmarks.

3. How will you know at the end of three years of the school is successful?
   School achieving all its Outcome-Based-Measures.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   They provide the strategic vision for the school, hire leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   Bring all members to the table including the persons of concern. Discuss the matter(s) at hand, referring to the bylaws, and come up with a solution that everyone can buy into. Making sure that everyone realizes that whatever decision we make, should always be in the best interest of the students and the school.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

   ☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

   ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

   ☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

   ☒ None. ☐ Yes

Certification

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

   ☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

   ☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

   ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

   ☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

   ☒ None. ☐ Yes

Certification

Start-Up Charter School Board Member Information

I, Mansoureh Tehrani, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada Charter School is true and correct in every respect.

M. A. Tehrani — Signature

7/7/20 — Date

Statement of Assurances
Revised June, 2015

1. The charter school herein named, __Pioneer Technology & Arts Academy_____,
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The

undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

M. A. Tehrani
Signature of Certifying Charter School Official

Mansoureh Tehrani
Name Printed

Board Member
Title

07/07/2020
Date

Subscribed and sworn to before me

This 7th day of July 2020
date month year

(Notary Public Seal)

SARAH MCGEE
Notary Public, State of Texas
My Commission Expires
January 26, 2024
NOTARY ID 13051059-8

Sarah McGee

KATIE KRACKHARDT

[redacted]

EXPERIENCE

Teach For America, Las Vegas, NV 06/2019-Present
Director, Academic Excellence

- Hire, manage and develop 11 Content Team Leaders, part-time employees whose role is to strengthen content specific practice for our 200 teacher leaders in the region through professional development sessions, individual coaching.
- Design and execute a plan for student achievement data collection, usage, analysis and action for our region, based on 15,000 student data points.
- Serve as exemplar Manager, Teacher Leadership Development by modeling best practices with a cohort of 20 teachers.

Teach For America, Las Vegas, NV 07/2016-06/2019
Manager, Teacher Leadership Development

- Lead the professional development and training of 26 secondary mathematics instructors in Common Core standard implementation, project based learning and rigorous instruction to ensure the growth of over 5,000 students.
- Produced corps member benchmark scores of 107% at end of 2017 year. Designated by an independent consulting company as one of the top performing MTLDs in the country.
- Partner and build strong relationships with school leaders across the Clark County School District through communication around teacher progress and goals.

Teach For America Institute, Las Vegas, NV 06/2018-07/2018
School Director

- Led a summer school staff and school as school leader for 6-12th grade students at a STEM academy
- Led student growth averaging at 300% increase from diagnostic to end of course exams.
- Designed and implemented Culturally Responsive and Trauma-informed trainings in line with best practice DEI development for educational workplaces

Jerome D. Mack Middle School, Las Vegas, NV 08/2013-07/2016
Teacher- 7th and 8th grade mathematics and numeracy
Teach For America 2013 Corps Member

- Led students to achieve 198% average on Nevada's math performance benchmarks.
- Pioneered new pedagogical approach that yielded 90% pass rate on Algebra EOC exam (58% higher than the district average).
- Recognized as 2nd highest scoring educator within school site on the Nevada Educator Performance Framework out of 60 teachers.

LEADERSHIP

Teach For America, Las Vegas, NV 07/2017-Present
Regional wellness liaison, Las Vegas

- Created a plan and vision for regional wellness through corps member reported gaps, needs reported in data, and the user design process.
- Designed and distributed health resources to corps member and alumni, including videos to various mental and physical health services as well as wellness practice events.
- Facilitated the first regional wellness event, creating a space for teachers to engage in a variety of health related activities (yoga, massages, guided meditation, EFT tapping). 100% of participants agreed or strongly agreed with "I would like Teach For America to provide more experiences of this kind".

Jerome D. Mack Middle School, Las Vegas, NV 12/2015-07/2016

Math Department Chair & 8th Grade Mathematics Team Lead

- Promoted to department chair and led math department of twelve and managed a subset team of four mathematics teachers to ensure teachers were using data-driven instruction, and empowering students to meet high standards.
- Implemented training days designed for teachers to create rigorous standard-based common assessment across teachers within same grade-level.

Jerome D. Mack Middle School, Las Vegas, NV 8/2014-07/2016

Achievement Via Individual Determination (AVID) Math Lead

- Attended annual conferences and was responsible for teaching AVID math strategies to full math department to ensure best practices in entire school site were being presented to all students.
- Tutored students in areas of college preparatory skills and focused on cross-curricular outcome. guided and supported their application to high schools.

Annie Jr, Las Vegas, NV 04/2015-11/2015

Director

- Solicited and secured drama sponsorships from corporate and local businesses. Organized financial records to account for the allocation of the fundraised $3,000 budget.
- Created Mack Middle School's first ever musical, engaging over 50 students through acting, stage crew, costume, lighting, and set design. To remain a part of the production students involved were held to high academic, behavioral and interpersonal standards.
- Organized and led an average of four rehearsals per week, focusing on music, dance, and acting. Sold out a 200-person theatre three of the four performances.

Allegheny College Education Organization, Meadville, PA 09/2010-05/2013

Founder and President

- Founded and ran the school's first education organization, designed for students who were interested in pursuing a future in education.
- Represented Allegheny's education department at college fairs, future student events and welcome nights. Regularly communicated with other student organizations, administrative offices, faculty, and community members while maintaining positive public relationships.
- The only student invited to collaborate alongside college provost and six professors to give input on the design of an education minor.

EDUCATION

Allegheny College, Meadville, PA 8/2009-06/2013

- Senior Comprehensive Project: The effect of theatre and devising on the self-esteem of fourth and fifth grade "at-risk" youth
- Bachelor of Science: Psychology and Theatre, double major
- Pre-Professional Track: Elementary Education
- Cumulative GPA: 3.51/4.0, Alden Scholar, Dean's List

University of Nevada Las Vegas, NV 08/2013-06/2015

- Master of Education, Curriculum and Instruction; Secondary Mathematics
- Cumulative GPA: 4.0/4.0, Dean's List

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

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As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve

Pioneer Technology & Arts Academy

2. Full name **Katherine Krackhardt**

Home Address [redacted]

Business Name and Address

Phone Number [redacted]

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Previously a teacher in the Clark County School District. Currently an instructional coach supporting math teachers in Las Vegas charter and public schools.

4.

x☐ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

x ☐ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?
PTAA school mission and vision aligns with what is needed in our Nevada communities.

7. What is your understanding of the appropriate role of a public charter school board member?

My understanding centers on carrying some degree of shared responsibility for fiscal planning and support, and academic oversight. Also, the board member role involves hiring school heads and other delegates, as needed.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been working in education in Clark County School District (Nevada) for the past seven years. I also have experience working at a non-profit to support educational equity in Nevada.

8. Describe the specific knowledge and experience that you would bring to the board.

I have specific local context to the educational setting and systems of Las Vegas. I have a master's degree in curriculum and instruction in mathematics from University of Nevada, Las Vegas. I also have been a middle school classroom teacher in Clark County and studied elementary education in undergraduate school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to provide engineering and technology curriculum to students across grade levels to ensure successful life in and after college.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program involved improving academic achievement of a student population which is disadvantaged in Nevada.

3. What do you believe to be the characteristics of a successful school?

Schools are successful when they can individualize curriculum according to student and community need.

4. How will you know that the school is succeeding (or not) in its mission?

Start-Up Charter School Board Member Information

When students see academic progress year after year and are consistently excited and happy to learn.

Governance

1. Describe the role that the board will play in the school's operation.
   Besides delegating responsibilities as needed, Volunteer Board members will hire the head of the school and will have fiscal and academic responsibility.

2. How will you know if the school is successful at the end of the first year of operation?

Success will look like meeting fiscal goals, academic benchmarks and staying on track for future growth and improvement.

3. How will you know at the end of three years of the school is successful?

If student academic progress is evident and school has a sufficient debt-reserve ratio post-obligations being met.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure success it is important to get qualified strong teachers on board. It is also important to build a strong relationship with the community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Board has processes in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   x☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   x☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   x☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   x☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

   x☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

   ☐ N/A. x☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

   ☐ N/A. x☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

   x☐ Does not apply to me, my spouse or family. ☐ Yes

Start-Up Charter School Board Member Information

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
   x☐ None. ☐ Yes

Certification

I, ____Katherine Krackhardt_____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada____ Charter School is true and correct in every respect.

[redacted]

7/28/2020
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, __Pioneer Technology & Arts Academy_____, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Start-Up Charter School Board Member Information

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[redacted] Katherine Krackhardt

Signature of Certifying Charter School Official Name Printed

____Board Member_____ 7/28/2020

Title Date

State of Nevada
Clark County
Subscribed and sworn to before me

This 28 day of July, 2020

date month year

[redacted]
Notary Public

(Notary Public Seal)

K. BAYARD
Notary Public, State of Nevada
Appointment No. 16-2097-1
My Appt. Expires Apr 15, 2024

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 6

Procedures for Identifying and Addressing Conflicts of Interest

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

BYLAWS

OF

PIONEER TECHNOLOGY AND ARTS ACADEMY OF NEVADA

ARTICLE I
General

1.1 **Name**. The name of this Corporation is the Pioneer Technology and Arts Academy of Nevada.

1.2 **Definitions.** In these Bylaws, the following terms shall have the meaning set forth below:

(a) "Authority" means the State Public Charter School Authority created pursuant to NRS 388A.150.

(b) "Board" means the Board of Directors of the Corporation.

(c) "Bylaws" means the bylaws of the Corporation, as may be amended, modified or supplemented from time to time.

(d) "Charter Schools Act" means the Chapter 388A of the Nevada Revised Statutes ("NRS"), or the corresponding provisions in any successor statute.

(e) "Corporation" means Pioneer Arts and Technology Academy of Nevada, a Nevada nonprofit corporation.

(f) "Director" means an individual serving on the Board.

(g) "Fundamental Change" means any action of the Board to dissolve the Corporation; any action or failure to act that will result in the Corporation ceasing operations; any relinquishment of a charter contract; and any declaration of any form of insolvency.

(h) "Head of School" or "HOS" means the person appointed by the Board as the single lead administrative officer, under whatever title the Board designates.

(i) "Nonprofit Act" means the Nonprofit Corporations Act under NRS Chapter 82, or the corresponding provisions in any successor statute.

(j) "PTAA" or "School" means the charter school created pursuant to the Charter Schools Act commonly referred to as "Pioneer Arts and Technology Academy of Nevada" and located in Las Vegas, Nevada.

1.3 **Purpose**. The purpose of these Bylaws is to make provision for the functioning of the Corporation in accordance with, and subject to, the Articles of Incorporation, as amended from time to time (the "Articles of Incorporation"). To this end the Corporation will directly manage one or more schools and may, as the number of schools, authorizers, or other factors dictate, act to assure proper management of multiple schools, as provided under NRS Chapter 388A.

1.4 **Office**. The principal office of the Corporation shall be located in _TBD_, or such other site as may be designated by the governing Board from time to time.

1.5 **No Members & No Stock; Role as Member**. The Corporation shall have no members and shall issue no stock. Lower-case "member" is common usage and refers to persons entitled to participate in a group defined or described by context.

1.6 **No Seal — Signatures Sufficient**. The Corporation will not use a seal. The signatures of duly authorized persons shall be legal and binding.

1.7 **Fiscal Year**. The fiscal year of the Corporation shall be from September 1st to July 31st of each calendar year.

1.8 **General Powers**. The Corporation shall have all the powers granted to non-profit corporations under the Nonprofit Act, all powers granted to charter schools under the Charter Schools Act, and all necessary or proper powers provided for by Nevada laws now in effect or later enacted.

1.9 **Mission**. The mission of the School is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation.

ARTICLE II
Board of Directors

2.1 **Board Powers & Duties — Policy Responsibilities — Day-to-Day Operations — Books & Records**. The business, property and affairs of this Corporation shall be conducted and managed by the Board. The Board shall have full control and responsibility for the operation of the Corporation and may exercise any and all corporate powers, subject only to the requirements of the Nonprofit Act, the Charter Schools Act, the Articles of Incorporation and these Bylaws. Responsibility for day-to-day operations of the Corporation and for implementation of the policies established by the Board shall generally rest with officers, contractors, employees, committees, or others identified by the Board. Without limiting the generality of the foregoing, the Board may exercise the following powers:

(a) Directly, or by committee, monitor and evaluate the Corporation's performance on educational and non-educational goals and objectives; and directly, through the HOS or otherwise, implement any necessary or appropriate changes in the Corporation's educational program.

(b) Establish general policies for the Corporation;

(c) Consistent with the Open Meeting Act, prescribe rules for public and private meetings of the Board and maintenance and disclosure of Board records, including minutes;

(d) Establish rules of eligibility, including those related to background checks, to serve on the Board;

(e) Approve the School budget by June 1 of each fiscal year; modify the budget an appropriate later time or times; approve any borrowing or transfers between funds; and review revenues and expenditures against budget to assure fiscal oversight, integrity and compliance;

(f) Negotiate, review and approve the agreement with the Head of School and select and retain any other advisers, employees or agents, as needed from time to time;

(g) Conduct such evaluations, and make such recommendations or decisions, regarding the HOS and other employees or advisors as will fulfill its duty to assure that the Corporation fulfills its mission, and otherwise operates in a thorough, equitable, and efficient manner.

(h) Inspect, as needed, any and all books and records of the Corporation and any of the Schools. Such inspection may be requested by any Director and may be carried out by all Directors at any regular meeting of the Board, or as otherwise stated in Board policy. Student records are the responsibility of each School and shall only be disclosed as permitted by law;

(i) Authorize, create, dissolve, reorganize, designate or revoke the designation of corporate or School committees or subordinate bodies.

(j) Approve and oversee the training of board directors, officers, committee members, School staff, School principals and others by the Corporation to assure the implementation, with consistency, integrity and high quality of the Educational Mission at each School; and

(k) Take any action necessary or proper to achieve its mission.

2.2 **Number of Directors**. The Board shall consist of at least five (5) Directors; provided, that the Board, acting by resolution, may increase or decrease the number of Directors from time to time. No decrease in the number of directors shall have the effect of shortening the term of any incumbent director.

2.3 **Election of Directors**. Directors shall be elected by a majority of the Board. The Head of School is not a Director. Directors shall not be employees of the Corporation.

2.4 **Classes of Directors; Terms of Office**. The Board shall be and is divided into three classes, as nearly equal in number as possible, designated: Class I, Class II and Class III. In case of any increase or decrease, from time to time, in the number of Directors, the number of Directors in each class shall be apportioned as nearly equal as possible. Each Director shall serve for a term ending on the date of the third annual meeting following the annual meeting at which such director was elected; provided, that each director initially appointed to Class I shall service for an initial term expiring at the Corporation's first annual meeting of the Board following the effectiveness of this provision; each director initially appoint to Class II shall serve for an initial term expiring at the Corporation's second annual meeting of the Board following the effectiveness of this provision; and each director initially appointed by Class III shall service for an initial term expiring at the Corporation's third annual meeting of the Board following the effectiveness of this provision; provided, further, that the term of each director shall continue until the election and

qualification of a successor and be subject to such director's earlier death, resignation or removal. Directors may be elected to any number of consecutive terms, without any applicable term limits.

2.5 **Officers & Assistants; Absence or Inability**. The Board, at the annual meeting of the Directors, shall elect a Chair, President, Secretary, Treasurer and a Head of School, and may elect additional officers such as Vice-Presidents, Assistant Secretaries, and Assistant Treasurers (collectively, the "Officers"). An Officer may, but need not be, a Director. The Board of Directors may also from time to time elect a Vice Chair of the Board of Directors. One individual may hold any two (2) or more offices. The Board of Directors may also appoint such other officers and agents as it may deem necessary for the transaction of the business of the Corporation. In the absence or inability of any Officer, the Board may delegate the powers and duties of such Officer to any Director. The duties of the Officers shall include, without limitation, the following:

(a) *Chair/President.* The Chair shall be the President of the Corporation and shall call and preside over Board meetings. The Chair shall have responsibility for the general and active management of the business of the Corporation, and shall see that all orders and resolutions of the Board are carried into effect. Except as otherwise provided in these Bylaws or by law, the Chair may be or designate another officer, Director or individual to serve on or chair any committee; serve as the liaison between the Board and HOS during periods between Board meetings; serve as liaison to the Authority; and shall make provision for a printed agenda to be distributed to all interested persons at the beginning of each meeting.

(b) *Vice Chair*. The Vice Chair shall serve as Chair in the absence or disability of the Chair and may be delegated by the Chair any duties or powers of the Chair. The Vice Chair shall perform such other duties as the Board shall prescribe from time to time. Upon full assumption of the office of Chair, the office of Vice Chair shall be vacant.

(c) *Secretary*. The Secretary shall make provision for: (i) a record to be kept of all meetings of the Board; (ii) all Directors to have a current copy of the charter, Articles of Incorporation, Bylaws, management agreement and tax exempt status of the Corporation; (iii) the maintenance and preservation of the history of this Corporation; (iv) communication to the constituencies of the Corporation on a regular basis; (v) all notices required by these Bylaws or by vote of the Board; (vi) report any communications received to the Board as a whole; (vii) publication of such reports, articles or communications as the Board may direct from time to time (viii) attend all meetings of the Board and record all votes and the minutes of all proceedings in a book to be kept for that purpose and shall perform like duties for the standing committees when required; (ix) oversee the retention and safekeeping of all records and documents required by law, including NRS 82.181; and (x) file or cause to be filed all reports required by the Nevada Secretary of State, including annual lists and other documents required by law, including without limitation by NRS 82.392.

(d) *Treasurer*. The Treasurer shall make provision for: (i) the secure deposit of the funds of the Corporation; (ii) a full and accurate account of receipts and expenditures and the maintenance of such books of account and records as are necessary to demonstrate compliance with all provisions of any charter contract and bylaws; (iii) a financial statement to be submitted at every meeting of the Board and at other times when requested; and (iv) the accounts to be subject to an annual audit by an Certified Professional Accountant or other appropriately qualified

individual. The Treasurer shall call meetings and oversee the activities of any Finance and Audit Committee.

(e) *Head of School.* The Head of School shall have the powers, duties and responsibilities set forth in Article V below.

2.6 **Removal**. Any Director may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board. Any action taken by the Board to remove a Director or Officer shall be effective immediately, unless otherwise provided by resolution of the Board.

2.7 **Vacancies.** A vacancy in any office arising from any cause shall be filled for the unexpired portion of the term of the Board.

2.8 **Code of Conduct.** Each Director and Officer shall abide by the Code of Conduct adopted by the Board.

ARTICLE III
Meetings & Committees

3.1 **Regular & Special Meetings.** The Board shall hold an annual meeting, at a time and place fixed by the Board, at which meeting the Board shall elect directors, appoint officers, and transact any other business as shall come before the meeting. Regular meetings of the Board shall be held during the year at the days and times to be fixed by the Board in advance. Notice of regular Board meetings shall be given as required by the Open meeting act and in writing, at least twenty-four (24) hours in advance of the date of said meeting, to each Director and the HOS, provided that notice of a schedule of fixed meeting dates shall suffice as the notice to Directors and HOS. Special meetings of the Board may be called by the Chair or any two (2) Directors upon not less than five (5) days' prior written notice to every Director. The HOS, though not a Director, shall be entitled to fully participate in Board meetings, excepting sessions concerning the HOS's evaluation, compensation, contract, or any grievance against or investigation of the HOS; provided, however, that the HOS shall have no voting rights in any Board meeting.

3.2 **Quorum & Board Action**. The presence of a majority of the Directors then serving on the Board shall constitute a quorum for conducting business. Once a quorum is initially present, then even if one or more persons leave (such that a quorum would not exist if the meeting began at that time), any act approved by a majority of the Directors present at a duly held meeting at which a quorum is present is the act of the Board, unless the Nonprofit Act, the Articles of Incorporation, or these Bylaws require a greater number. No Director may vote by proxy. Directors may attend Board meetings and vote electronically.

3.3 **Electronic Participation**. Members of the Board may participate in a meeting by means of telephone conferencing, videoconferencing, web-conferencing, or similar communications equipment, if all persons participating in the meeting can speak to and hear each other. Participation in a meeting pursuant to this Section shall constitute presence in person at such meeting.

3.4 **Written Consents.** Unless otherwise required by the Articles of Incorporation, these Bylaws, or applicable law, any action required or permitted to be taken at a meeting of the

Board (or any committee thereof) may be taken without a meeting, if a majority (or supermajority, if required herein) of the Directors or committee members, as the case may be, consents thereto in writing, and the writing or writings are promptly filed with the minutes of the Board or committee.

3.5 **Notices.** Whenever any notice is required or desired to be given to any Director pursuant to the Articles of Incorporation, these Bylaws, or applicable law, the notice shall be given in writing, (i) by personal delivery (deemed delivered upon receipt), (ii) by mail, addressed to such Director, at his or her address as it appears on the records of the Corporation, with postage thereon prepaid (deemed delivered three (3) days after being deposited in the post), (iii) by facsimile, and/or (iv) by e-mail. Any notice by facsimile or e-mail is only validly given if the transmission registers as successful, and if received during non-business hours, shall be deemed delivered at the start of business hours on the next business day at the recipient's location. Oral notice is insufficient.

3.6 **Parliamentary Procedure**. The Board shall follow ordinary rules of practice for a small board, and may use *Robert's Rules of Order, Newly Revised* (10th ed.) as a nonbinding reference on parliamentary procedure.

3.7 C**ommittees**. Except as otherwise provided in these Bylaws, the Board may designate, discharge, reorganize or dissolve, such committees or subordinate bodies as it deems necessary or appropriate to serve at the pleasure of the Board and to exercise the authority of the Board to the extent provided in the resolution establishing the committee. The resolution designating a committee shall define its membership, purposes, powers and rules of procedure. Except as otherwise provided in these Bylaws, the Chair shall appoint the members of committees so designated. The Board may prescribe committee procedures, including requirements for public or confidential meetings, notice, and minutes, by policy. No committee or subordinate body may have or exercise the authority of the Board or, without specific written authority of the Board, incur any corporate expense or make any representation or commitment on behalf of the Corporation. No committee or subordinate body may amend the Articles of Incorporation or Bylaws, nor authorize any Fundamental Changes. A committee may not exercise any powers reserved by law to the Board, including without limitation pursuant to NRS 82.206(4) (as such may be amended from time to time).

3.8 **Specific Committees**.

(a) *Finance & Audit Committee*. The Board may form a Finance and Audit Committee, which shall include the Treasurer, and prescribe its functions.

(b) *Leadership Committee*. The Board may form a Leadership Committee, which shall include the Chair, to recruit, review qualifications of, and recommend Directors to the full Board for appointment.

3.9 **Related Organizations**. The Board may exercise any power to appoint a Director, serve as a Member of, recognize, or otherwise exercise appropriate powers in relation to an organization created for purposes of benefitting a School, such as a building corporation, PTO, or charter school management organization.

ARTICLE IV
Financial Activities

4.1 **Contracts & Checks — Faith and Credit**. Contracts entered into by the Corporation shall be signed by the Chair, provided that such authority may be delegated in the absence or inability of such individual. Checks and contracts of the Corporation below a specified value may be signed and countersigned as provided in Board resolution. No officer or agent of the Corporation has authority to pledge the credit of the Corporation in any matter which is not (a) provided for in a formal budget of the Corporation or (b) approved by proper advance vote of the Board.

4.2 **Conflict of Interest Transactions**. It is the policy of the Corporation to prohibit its Directors, officers or staff members from engaging in any activity, practice or act which conflicts with, or could reasonably be perceived to conflict with or give the appearance of conflicting with, the interest of the Corporation, its clients, donors or suppliers. A conflict of interest may exist when the interests of activities of any Director, officer or staff member may reasonably be competing with the interests and activities of the Corporation, or he or she derives a financial or other material gain because of the direct or indirect relationship. Any activity, practice or act which could give rise to a potential or perceived conflict of interest, no matter how small or insignificant, is to be reported to the Board of Directors and approved prior to engaging in such activity, practice or act. Directors shall disclose any known present or potential conflicts of interest, which disclosure shall be reduced to writing, to the Board prior to or at the time set for voting on any conflicting interest transaction. Written disclosures shall be attached to the minutes of the meeting at which, or the first meeting after, such disclosure has been made. Directors with conflicting interests may be counted as present for purposes of determining a quorum to act. Directors with conflicting interests shall not vote on such transactions. With respect to a conflict of interest transaction, the Board may take action upon the affirmative vote of a majority of the disinterested Directors present at a duly held meeting at which a quorum is present. The Board of Directors shall adopt a Conflict of Interest Policy, which shall be furnished to each Director, officer and senior staff member serving the Corporation on an annual basis and to each person who may become associated with the Corporation in such capacity. The Conflict of Interest Policy shall be reviewed annually for the information and guidance of Directors, officers and staff members and any new Director, officer and staff member shall be advised of the policy upon undertaking the duties of such position.

4.3 **Director & Officer Compensation**. Directors are volunteers of the School and shall receive no compensation from the Corporation for serving as a member of the Board. The Corporation may reimburse Directors and Officers for reasonable and appropriate out-of-pocket expenses incurred for the benefit of the School and may reasonably compensate Directors and Officers for services rendered to or for the benefit of the Corporation. Such reimbursement or compensation shall be properly documented for the records of the Corporation and is, in every case, subject to Section 4.2 above.

4.4 **No Loans.** No loans may be made by the Corporation to any person or entity for any purpose, except that the Board may permit, in cases of hardship, advances of not more than one month of employee pay.

4.5 **Deposits & Investments**. All funds shall be deposited with an appropriate and secure depository institution. Funds not needed for immediate cash needs, as designated by the Board, may be invested through non-demand accounts.

4.6 **Financial Reports & Audit**. The Board shall require the HOS to render to the Board an account of the financial condition of the School and shall, upon request, detail and explain any and all expenditures made from School accounts or otherwise for the School's benefit. The Board shall provide or direct the HOS to provide for a full, independent annual audit of the School's books, and an audit of the Corporation as a whole, and report the results of such audits and recommendations, if any, of the auditors.

4.7 **Non-Co-mingling & Financial Controls**. The Corporation shall adopt mandatory financial controls to assure proper expenditures of School funds and documentation of all corporate and School transactions. The Corporation may maintain a reasonable contingency reserve, as determined by the Board.

ARTICLE V
Head of School

Subject to the supervision and control of the Board and the President, the HOS shall have general and active control of the affairs and business of the Corporation and the supervision of its employees, see that all Board actions are carried into effect, have the powers of a chief administrative officer conferred by law, and perform all other duties necessary or proper to carry out these functions. The HOS shall be entitled to fully participate in all Board meetings, including intra-Board email communications or electronic meetings, excepting those concerning the HOS's contract, compensation, evaluation or the resolution of any investigation of or grievance against the HOS; provided, however, that the HOS shall have no voting rights in any Board meeting.

ARTICLE VI
Dispute Resolution

The Board shall provide means for resolution of disputes internal to the Corporation and to that end may establish standing or ad hoc grievance or investigative committees, authorize mediation or arbitration, or otherwise act to assure the resolution of disputes. No body authorized by the Board to resolve a dispute may take action that is inconsistent with, subtracts from or adds to the Articles of Incorporation or these Bylaws.

ARTICLE VII
Legal Compliance

7.1 **Primary Board Duty**. It is the primary duty of the Board of Directors to further the purposes of the Corporation, as set forth in the Articles of Incorporation.

7.2 **Consistency with Internal Revenue Code**. Notwithstanding any other provision of these Bylaws, the Corporation shall neither compensate any person, nor reimburse expenses, nor indemnify losses, nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with qualification of the Corporation as an organization described in Section 501(c)(3) of the Internal Revenue Code, or that would result in the imposition of any

liability under the Code.

7.3 **Non-Discrimination**. At no time shall the Corporation engage in any action affecting faculty, employees, parents, students or others, which, in violation of federal, state, or local laws, improperly discriminates on the bases of race, national origin, religion, sex, age, disability, status as an honourably discharged veteran, lawful alienage, or sexual orientation.

7.4 **Severability**. If any section, article or other provision of these Bylaws or the Articles of Incorporation is invalidated by any court on any ground, the balance of these Articles and Bylaws shall be unaffected thereby and shall be construed as if such provision had been repealed by amendment.

7.5 **Post-Dissolution Disposition of Assets**. Upon the dissolution of the Corporation, the Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation, in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code, as the Directors shall determine.

ARTICLE VIII
Immunities, Indemnification

8.1 **Immunities**. The Corporation shall take no action to impair any of the immunities of individual Directors or Officers under the Federal Volunteer Protection Act, 42 U.S.C. § 14501, et seq.; and under the Nonprofit Act.

8.2 **Indemnification**.

(a) *Indemnification in Actions by Third Parties*. The Corporation shall, to the fullest extent permitted by the Nonprofit Act, indemnify and hold harmless any person who is or was a Director or Officer of the Corporation or is or was serving at the Corporation's request as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other entity (each such person, an "Indemnitee") against expenses, including attorneys' fees, judgments, fines, and amounts paid in settlement, actually and reasonably incurred by the Indemnitee in connection with any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, other than a proceeding by or in the right of the Corporation, to which the Indemnitee is, was, or is threatened to be made a party by reason of being an Indemnitee, if the Indemnitee either:

(i) Did not breach, through intentional misconduct, fraud, or a knowing violation of law, the Indemnitee's fiduciary duties as a director or officer to act in good faith and in the interests of the Corporation.

(ii) Acted in good faith and in a manner the Indemnitee reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe the Indemnitee's conduct was unlawful.

(b) *Indemnification in Actions by or on Behalf of the Corporation*. The Corporation shall, to the fullest extent permitted by the Nonprofit Act, indemnify and hold harmless any Indemnitee against expenses, including attorneys' fees and amounts paid in settlement, actually and reasonably incurred by the Indemnitee in connection with any threatened, pending, or completed suit or action by or in the right of the Corporation to which the Indemnitee is, was, or is threatened to be made a party by reason of being an Indemnitee, if the Indemnitee either:

(i) Did not breach, through intentional misconduct, fraud, or a knowing violation of law, the Indemnitee's fiduciary duties as a director or officer to act in good faith and in the interests of the Corporation.

(ii) Acted in good faith and in a manner the Indemnitee reasonably believed to be in or not opposed to the best interests of the Corporation.

(c) *Advancement of Expenses*. Expenses incurred by an Indemnitee in defending a civil or criminal action, suit, or proceeding shall be paid by the Corporation in advance of the final disposition of such action, suit, or proceeding upon receipt of an undertaking by or on behalf of the Indemnitee to repay such amount if it shall be ultimately determined that he or she is not entitled to be indemnified by the Corporation as authorized in this Section 8.2.

(d) *Non-Exclusivity of Indemnification Rights*. The rights of indemnification and advancement of expenses set out in this Section 8.2 shall be in addition to and not exclusive of any other rights to which any Indemnitee may be entitled under the Articles of Incorporation, these Bylaws, any other agreement with the Corporation, any action taken by the Directors of the Corporation, or otherwise. The indemnification and advancement of expenses provided under this Section 8.2 shall inure to the benefit of the heirs, executors, and administrators of an Indemnitee.

(e) *Insurance*. The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was an Indemnitee against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions of this Section 8.2.

(f) *Continuation of Rights*. No amendment to or repeal of this Article shall apply to or have any effect on the rights of any Indemnitee under this Article that came into existence by virtue of acts or omissions of such Indemnitee occurring prior to such amendment or repeal.

ARTICLE IX
Miscellaneous

9.1 **Amendments**.

(a) The Articles of Incorporation and these Bylaws may be altered, amended or repealed, or new articles of incorporation or bylaws, as applicable, may be adopted, by a majority of the Board, at any annual or special meeting of the Board, if notice of such alteration, amendment, repeal, or adoption is contained in the notice of such meeting. Advance notice of any proposed amendment shall be given to the Directors not less than forty-eight (48) hours before a meeting at which the proposed amendment will be discussed and voted on by the Board.

(b) Notwithstanding anything to the contrary contained in Section 9.1(a) above, no amendment, alteration, change, or repeal of the Articles of Incorporation or Bylaws shall be made which shall: (i) disqualify the Corporation for federal income tax exemption under Section 501(c)(3) of the Internal Revenue Code or as an organization the contributions to which are deductible under Sections 170, 642, 2055, or 2522 of the Internal Revenue Code, (ii) disqualify or jeopardize the Corporation's non-profit status under the Nonprofit Act, or (iii) operate to permit the use, application, or disbursement of any of the principal or income of all or any part of the corporate property for any purpose other than those expressly provided for in the Articles of Incorporation and Bylaws.

9.2 **Bylaws, Practices, Policies, Amendments to be Consistent with Charter Contract**. Under no circumstances shall the Corporation adopt any practice or policy or approve any amendment to the Articles of Incorporation or these Bylaws which has the effect of altering, amending, or controverting any provision of the charter school contract with Authority, unless such proposed practice, policy or amendment is approved in writing by the Authority. All governing corporate and School documents shall be construed, in cases of doubt, to be consistent with the charter school contract.

9.3 **Emergency Powers**. Should the Board, at any time, have less than three (3) Directors then serving, a majority of the Directors remaining may take those actions that are reasonably considered necessary by the Directors to assure the proper ongoing functioning of the School and promptly act to restore the Board to the minimum number of Directors required under Section 2.2 above; provided, however that such Directors shall not amend the Articles of Incorporation or these Bylaws or approve any Fundamental Changes.

9.4 **Fundamental Changes**. Notwithstanding anything to the contrary contained in these Bylaws, any Fundamental Change shall require the unanimous approval of all Directors then serving on the Board provided that the number of Directors shall consist of not less than the minimum number of Directors stated in Section 2.2 above.

9.5 **Creditors**. None of the provisions of these Bylaws shall be for the benefit of or enforceable by any creditors of the Corporation.

9.6 **Governing Law; Venue**. These Bylaws are governed exclusively by its terms and the laws of the State of Nevada (without regard to conflict-of-law principles), and specifically NRS Chapter 82. The state and federal courts in Clark County, Nevada are the sole and exclusive venue for any action brought by any party in any way relating to these Bylaws. If any action, suit or proceeding is commenced under or in connection with these Bylaws, the Nonprofit Act, or corporate issues generally, including any bankruptcy, and including any dispute for which no court action is filed, the losing party shall pay to the prevailing party the reasonable attorneys' fees and costs incurred by the prevailing party. The "prevailing party" is the party that is successful on the main issue(s), even if it did not prevail on all issues.

9.7 **Gifts and Contributions**. The Directors and Officers of the Corporation may accept on behalf of the Corporation, in accordance with any gift acceptance or other policies and procedures adopted by the Board, any designated contribution, grant, gift, devise or bequest

consistent with its general tax-exempt purposes or for any special purpose of the Corporation. As so limited, donor designated contributions will be accepted for special funds, purposes or uses. Further, the Corporation shall retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used in a manner consistent with the restrictions contained in the grant and the Corporation's exempt purposes.

CONFLICT OF INTEREST POLICY
OF THE
PIONEER TECHNOLOGY & ARTS ACADEMY

ARTICLE I

PURPOSE, SCOPE, AND APPLICATION

1. The purpose of this Conflict of Interest Policy (the "**Policy**") is to protect the interests of the PIONEER TECHNOLOGY & ARTS ACADEMY, a Nevada nonprofit corporation (the "**Organization**") when it is contemplating entering into a transaction or arrangement that might benefit or appear to benefit the private interest of any present or former director, officer, advisor, employee, or volunteer of the Organization, indirectly benefit a Related Party, or result in a possible Excess Benefit Transaction. The Organization is organized to serve the public interest, and each director, officer, advisor, employee, and volunteer must act and use good judgment to maintain and further the public's trust and confidence in the Organization.

2. This Policy establishes guidelines, procedures, and requirements for:

(a) Identifying a Conflict of Interest and situations that may result in an actual, potential, or perceived Conflict of Interest; and

(b) Appropriately managing a Conflict of Interest in accordance with legal requirements and the goals of accountability and transparency.

3. This Policy applies to all directors, officers, advisors, employees, and volunteers of the Organization. All directors, officers, advisors, employees, and volunteers must familiarize themselves with and adhere to the principles and rules set out in this Policy.

4. This Policy is intended to supplement but not replace any state and federal laws governing conflicts of interest applicable to non-profit and charitable organizations.

5. Any questions about this Policy should be referred to Sonya Gracy, sgracy@ptaaschool.org who is in charge of administering, enforcing, and updating this Policy.

ARTICLE II

DEFINITIONS

1. "**Board**". The board of directors of the Organization.

2. "**Conflict of Interest**". Arises in situations where, in the judgment of the Organization's Board of Directors:

(a) The outside interests or activities (such as Covered Interests) of a director, officer, advisor, employee, or volunteer interfere or compete with the Organization's interests.

(b) The stake of a director, officer, advisor, employee, or volunteer in a transaction or arrangement is such that it reduces the likelihood that such person's influence can be exercised impartially in the best interests of the Organization.

(c) A director, officer, advisor, employee, or volunteer has divided loyalties.

(d) An Excess Benefit Transaction would occur.

3. "**Covered Interest**". Exists when any director, officer, advisor, employee, or volunteer has directly, or indirectly through a Related Party:

(a) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement.

(b) An compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement.

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

(d) A legal commitment or financial interest, including by virtue of a board appointment, employment position, or volunteer arrangement, to act in the interests of another entity or individual.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Covered Interest is not necessarily a Conflict of Interest. Under Article III.3, a person who has a Covered Interest may have a Conflict of Interest only if the Board decides that a Conflict of Interest exists.

4. "**Excess Benefit Transaction**". Any transaction in which an economic benefit is provided by the Organization, directly or indirectly, to or for the use of a disqualified person and the value of the economic benefit provided by the Organization exceeds the value of the consideration (including the performance of services) received by the Organization. A "disqualified person" is any person who was in a position to exercise substantial influence over the affairs of the non-profit at any time during a five-year lookback period, ending on the date of the transaction, and includes but is not limited to the Organization's directors, officers, and Related Parties, as defined herein.

5. "**Interested Person**". Any director, officer, employee, or volunteer who has a direct or indirect Covered Interest.

6. "**Related Party**". Any one of the following persons or entities:

(a) Any director, officer, advisor, employee, or volunteer of the Organization or its affiliates.

(b) Any Relative of any individual described in subsection 6(a) above.

(c) Any entity or trust of which any individual described in subsection 6(a) or 6(b) above serves as a director, trustee, advisor, officer, employee, or volunteer.

(d) Any entity (other than a partnership or professional corporation) or trust in which any individual described in subsection 6(a) or 6(b) above has a thirty-five percent (35%) or greater ownership or beneficial interest.

(e) Any partnership or professional corporation in which any individual described in subsection 6(a) or 6(b) above has a direct or indirect ownership interest in excess of five percent (5%).

(f) Any other entity or trust in which any individual described in subsection 6(a) or 6(b) above has a material financial interest.

7. "**Relative**". Any one of the following persons:

(a) The spouse or domestic partner of an Interested Person.

(b) The ancestors of an Interested Person.

(c) The siblings or half-siblings, children (whether natural or adopted), grandchildren, and great-grandchildren of an Interested Person.

(d) The spouse or domestic partner of any person described in subsection 7(c) above.

ARTICLE III

PROCEDURES

1. **Duty to Disclose**. An Interested Person must disclose the existence of any actual, potential, or perceived Conflict of Interest as soon as such Interested Person identifies that there may be a Conflict of Interest, and before the Organization enters into the proposed transaction or arrangement that gives rise to the Conflict of Interest.

(a) The disclosure shall be made to:

(i) the Board of Directors if the Interested Person is a director, advisor or officer; or

(ii) the Head of School if the Interested Person is an employee or volunteer, who shall in turn inform the Board of Directors of the disclosed Conflict of Interest.

(b) The Interested Person shall be given the opportunity to disclose all material facts to the Board of Directors concerning the proposed transaction or arrangement, including the circumstances giving rise to the Conflict of Interest.

2. **Determining Whether a Conflict of Interest Exists**. After disclosure of the actual, potential, or perceived Conflict of Interest, the Board shall determine whether a Conflict of Interest exists by following the procedures described in this Section 2:

(a) The Interested Person shall disclose all material facts relating to the potential Conflict of Interest to the Board.

(b) After any discussion between the Board and the Interested Person, the Interested Person shall leave the board meeting while the determination of a Conflict of Interest is discussed and voted upon.

(c) The Board, other than the conflicted Interested Person(s), shall decide if a Conflict of Interest exists. If the remaining Board determines by majority vote that no conflict exists, no further review of the transaction by the Board is required if not ordinarily required in the normal course

of business. The discussion and determination of the existence of a Conflict of Interest shall be documented in accordance with the procedures outlined in Article IV below.

(d) The determination that a Conflict of Interest exists shall not preclude the Board (other than the conflicted Interested Person(s)) from approving the matter, but such determination shall require the Board to follow the procedures outlined in Article III.3 below.

3. **Procedures for Addressing the Conflict of Interest**. To address a Conflict of Interest, the Board shall follow the procedures described in this Section 3:

(a) An Interested Person may make a presentation at the Board meeting, but after the presentation, the Interested Person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the Conflict of Interest.

(b) The Interested Person shall not attempt to intervene with or improperly influence the deliberations or voting on the matter giving rise to the Conflict of Interest.

(c) The chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate market information and alternatives to the proposed transaction or arrangement, including obtaining comparability data when determining compensation.

(d) After exercising due diligence, the Board shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a Conflict of Interest.

(e) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a Conflict of Interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is: (i) in the Organization's best interests; (ii) for its own benefit; and (iii) fair and reasonable.

(f) In conformity with the above determinations, the Board shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Conflict of Interest Policy**.

(a) If the Board has reasonable cause to believe an Interested Person has failed to disclose an actual, potential, or perceived Conflict of Interest, it shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board determines the Interested Person has failed to disclose an actual, potential, or perceived Conflict of Interest, it shall take appropriate disciplinary and corrective action, up to and including termination of employment or volunteer arrangement, or removal from the Board.

(c) Each director, officer, advisor, employee, and volunteer is responsible for reporting to the Head of School or to the Board, as applicable, any suspected failure to disclose by any Interested Person.

(d) Conduct that violates this Policy is always considered outside the scope of employment of any employee acting on behalf of the Organization.

5. **Confidentiality**.

(a) The Organization shall maintain the confidentiality of any disclosures made in connection with this Policy and limit access to the information in accordance with the Organization's privacy policy, if any.

(b) Each director, officer, advisor, employee, and volunteer shall exercise care not to use, publish, or disclose confidential information acquired in connection with disclosures of actual, potential, or perceived Conflicts of Interest during or subsequent to his or her employment, participation as a volunteer, or participation on the Board.

ARTICLE IV

RECORDS OF PROCEEDINGS

1. The minutes of the meeting(s) of the Board shall contain:

(a) (i) The names of the persons who disclosed or otherwise were found to have an actual, potential, or perceived Conflict of Interest; (ii) the nature of the disclosed interest; (iii) any action taken to determine whether a Conflict of Interest was present; (iv) whether the Interested Person was present during the determination; and (v) the Board's decision as to whether a Conflict of Interest in fact existed.

(b) (i) The names of the persons who were present for discussions by the Board of the proposed transaction or arrangement; (ii) the votes relating to the transaction or arrangement; (iii) the content of the discussion, including any alternatives to the proposed transaction or arrangement; and (iv) a record of any votes taken in connection with the proceedings.

2. The board minutes shall be approved as reasonable, accurate, and complete before the later of:

(a) The next Board meeting.

(b) One hundred twenty (120) days after the final actions of the Board are taken.

ARTICLE V

COMPENSATION

1. A voting member of the Board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee of the Board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the Board or any committee of the board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

ANNUAL STATEMENTS AND DISCLOSURES

1. Each director, officer, advisor, employee, and volunteer shall annually disclose all Conflicts of Interest in writing on the Organization's disclosure form in accordance with this Policy and sign a statement that affirms that such person:

(a) Has received a copy of this Policy;

(b) Has read and understands this Policy;

(c) Has agreed to comply with this Policy;

(d) Has no Conflict of Interest to report or is reporting current Conflicts of Interest; and

(e) Understands that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII

PERIODIC REVIEWS

1. To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its reputation or tax-exempt status, the Board shall conduct periodic reviews, or cause such periodic reviews to be conducted by a committee of the Board. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are: (i) reasonable; (ii) based on competent survey information; and (iii) the result of arm's length bargaining; and

(b) Whether partnerships, joint ventures, and arrangements with charter management organizations: (i) conform to the Organization's written policies; (ii) are properly recorded; (iii) reflect reasonable investment or payments for goods and services; (iv) further charitable purposes; and (v) do not result in inurement, impermissible private benefit, or an Excess Benefit Transaction.

2. The Organization expressly reserves the right to change, modify, or delete the provisions of this Policy without notice.

ARTICLE VIII

USE OF OUTSIDE EXPERTS

When conducting a Conflict of Interest determination as provided for in Article III or a periodic review as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its fiduciary duties or responsibilities when considering a transaction or arrangement with an Interested Person or Related Party, or for ensuring periodic reviews are conducted.

ANNUAL CONFLICT OF INTEREST DISCLOSURE FORM

Purpose:

In compliance with the Conflict of Interest Policy (the "**Policy**") of PIONEER TECHNOLOGY & ARTS ACADEMY (the "**Company**"), each director, officer, employee, and volunteer must annually disclose all actual, potential, or perceived conflicts of interest and any previously unreported conflicts of interest. This form also asks for information to assist the Company in accurately completing the required IRS Form 990 annual filing.

Related Party:

As used in this form, "**related party**" means:

- Your relatives, which include your:
  - Spouse or domestic partner.
  - Ancestors.
  - Siblings or half-siblings, children (whether natural or adopted), grandchildren, and great-grandchildren, and their spouses and domestic partners.
- Any entity or trust of which you or your relatives serve as a director, trustee, officer, employee, or volunteer.
- Any entity or trust in which you or your relatives have a thirty-five percent (35%) or greater ownership or beneficial interest.
- Any partnership or professional corporation in which you or your relatives have a direct or indirect ownership interest in excess of five percent (5%).
- Any other entity or trust in which you or your relatives have a material financial interest.

Certification:

By signing this form, you certify that you:

1. Have received a copy of Company's Policy.
2. Have read and understand Company's Policy.
3. Have agreed to comply with Company's Policy.
4. Either have no conflict of interest to report or are reporting current and potential and any previously unreported conflicts of interest.
5. Have answered the questions on this form completely and truthfully.
6. Will notify [NAME] at [CONTACT INFORMATION] immediately if you become aware of an error or material change to the information on this form.

7. Understand that the Company is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

You may add additional pages as needed. If you have concerns about any questions on this form, please contact [NAME] at [CONTACT INFORMATION].

Questionnaire:

1. NAME: _____

2. POSITION: (check all that apply)

___ Board Member

___ Committee Member

Committee Names(s): _____

___ Officer

___ Employee

Employee Position(s): _____

___ Volunteer

3. **General Disclosures**. Please describe below any relationship, event, activity, transaction, or arrangement you believe could create an actual, potential, or perceived conflict of interest, as described in the Policy.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

4. **Positions and Financial Interests**. Please list all other for-profit and non-profit entities for which you or a related party serve or anticipate serving as a director, trustee, officer, employee, consultant, or volunteer, or have an ownership, beneficial, or financial interest in.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

5. **Compensation Received**. Please describe any compensation arrangement (for example, wages, commissions, royalties, honoraria, fees, grants, loans, gifts, favors, or any other direct or indirect benefits) you or any related party have with the Company or with any entity or individual with which the Company has a transaction or arrangement.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

6. **Ownership or Investment Interests**. Please describe any ownership or investment interest you or any related party had in any entity with which the Company had a transaction or arrangement in the past year.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

7. **Sales to the Company**. Please describe any goods, services, or property that you or any related party sold or provided to the Company in the past year.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

8. **Purchases from the Company.** Please describe any goods, services, or property that you or any related party purchased from the Company in the past year.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____

_____
_____

9. **Loans**. Please describe any loans made to or from the Company from or to you or any related party in the past year (other than travel advances and similar indebtedness).

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

10. **Other Assistance from the Company**. Please describe any grants, scholarships, stipends, or other assistance that you or any related party received or became entitled to receive in the past year from the Company.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

11. **Legal Proceedings**. Please describe any pending legal proceedings involving the Company in which you or any related party are a party to or have an interest in.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

_____

Signature

_____

Date

CODE OF ETHICS
OF THE
PIONEER TECHNOLOGY & ARTS ACADEMY

ARTICLE I

MISSION STATEMENT

The mission of Pioneer Technology and Arts Academy (PTAA) is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation.

POLICY

It is the policy of Pioneer Technology and Arts Academy ("School") to advocate for and issue financial decisions and practices that both further the mission of the School as described above and that are made in the interest of the charter holder in compliance with its fiduciary duty owed to the students of the School.

As such, the School's Board of Directors (Board) shall make financial decisions with integrity, fairness, objectivity, and that maximize benefits while minimizing the cost of goods and services to the School.

The Board shall, as a body corporate and as individual members, explore and develop fiscal stewardship through training and other means of educating Board members in the understanding of legal and other requirements pertaining to financial management of the charter holder and the School.

Such training and education shall consider, but shall not necessarily be limited to, the development of management controls and monitoring of business activities, addressing possible fraud and irregularities through special audits and investigations and referrals to oversight agencies and law enforcement, as well as the General Ethical Standards and school finance.

Conflict Resolution policy for Parent/Student Grievance
Pioneer Technology Arts & Academy of Nevada

Pioneer Technology & Arts Academy of Nevada ("PTAA") values the opinions of its students and parents, and the public it serves. Parents and students have the right to express their views through appropriate informal and formal processes. The purpose of this grievance policy is to resolve conflicts in an efficient, expeditious, and just manner.

The Board of Directors encourages parents and the public to discuss their concerns and complaints through informal meetings with the Assistant Principal. Concerns and complaints should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Neither the Board of Directors nor any School employee shall unlawfully retaliate against a parent or student for voicing a concern or complaint.

The Superintendent may develop more detailed grievance procedures. The Superintendent shall ensure that the School's grievance procedures are provided to all parents and students. The formal grievance procedure shall provide for any grievance to ultimately be considered or heard by the Board of Directors in accordance with Commissioner of Education rules.

For purposes of this policy, "days" shall mean school days, and announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Informal Conferences
A parent or student may request an informal conference with the Assistant Principal, teacher, or other campus administrator within seven school days of the time the parent or student knew or should have known of the event(s) giving rise to the complaint. If the person is not satisfied with the results of the informal conference, he or she may submit a written grievance form to the Assistant Principal. Grievance forms may be obtained from the Assistant Principal's office.

Formal Grievance Process
The formal grievance process provides all persons with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, a person can bring concerns or complaints to the Board, as outlined below.

A grievance must specify the harm alleged by the parent and/or student, and the remedy sought. A parent or student should not submit separate or serial grievances regarding the same event or action. Multiple grievances may be consolidated at the School's discretion. All time limits shall be strictly complied with; however, if an administrator determines that additional time is needed to complete a thorough investigation of the complaint and/or to issue a response, the administrator shall inform the parent or student in writing of the need to extend the response time and provide a

specific date by which the response will be issued. Costs of any grievance shall be paid by the grievant.

Level One Complaint –Assistant Principal Review
A parent or student shall submit a written Level One Grievance Form to the Assistant Principal or designee within the later of (1) [number] school days from the time the event(s) causing the complaint were or should have been known, or (2) within [number] school days following an informal conference with the Assistant Principal. The School reserves the right to require the grievant to begin the grievance process at Level Two.

The Assistant Principal or designee must meet with the complaining parent or student. Following this conference, the Assistant Principal shall issue a written Level One Decision. The Level One Decision must be issued within ten school days of the Assistant Principal's receipt of the complaint.

Note: *A complaint against the Chief Executive Officer shall begin at Level Three.*

Level Two Complaint – Superintendent Review
If the parent or student is not satisfied with the Level One Decision, or if no Decision is provided, the parent or student may file a written appeal to the Superintendent. The appeal must include a signed statement of the complaint, any evidence supporting the complaint, and a copy of the written complaint to the Assistant Principal and a copy of the Level One Decision, if issued. The appeal shall not include any new issues or complaints unrelated to the original complaint. The appeal must be filed within ten school days of the Level One Decision or the response deadline if no Decision is made.

The Superintendent or designee will meet with the complaining parent or student. Following this conference, the Superintendent or designee shall issue a Level Two Decision. The Level Two Decision must be issued within 10 school days of receipt of the written appeal.

Level Three – Board of Directors Review
If the student or parent is not satisfied with the Level Two Decision, or if no decision is provided, the parent or student may submit a written appeal to the Board of Directors. The request must be filed within ten school days of the Level Two Decision or the response deadline if no Decision is made. The student or parent shall be informed of the date, time, and place of the hearing.

The Board of Directors shall hear the student or parent complaint, and may set a reasonable time limit for presenting the complaint. Only written documentation and issues previously submitted and presented by the student or parent and PTAA will be considered. An audiotape recording of the hearing may be made.

The Board of Directors shall communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board meeting. If no decision is made by the end of the next regularly scheduled Board meeting, the decision being appealed shall be

upheld. The Board may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

If the complaint involves concerns or charges regarding a student or PTAA employee, it shall be heard by the Board in closed meeting unless the student or employee to whom the complaint pertains requests that it be heard in public.

Conflict Resolution policy for Employees
Pioneer Technology & Arts Academy of Nevada

The purpose of this policy is to provide employees an orderly process for the prompt and equitable resolution of complaints. Pioneer Technology & Arts Academy ("PTAA") intends that, whenever feasible, complaints be resolved at the lowest possible administrative level.

Informal Process

PTAA encourages employees to discuss their concerns and complaints through informal conferences with their immediate supervisor, the Assistant Principal, or other appropriate administrator. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

An employee may initiate a formal grievance process by a timely filing of a written complaint form. Complaint forms can be obtained from the School Office. Even after initiating a formal complaint, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

Process for Filing General Employee Complaints and Grievances

The purpose of this grievance procedure is to hear and consider employee views and to resolve employee complaints and workplace conflicts in an efficient and expeditious manner at the lowest possible administrative level. In using and applying the policy, all participants are expected to remain courteous and to adhere to the Code of Ethics adopted by the Nevada Department of Education.

Definitions

For the purpose of understanding the General Employee Complaints and Grievances Process, terms are defined as follows:

The terms "complaint" and "grievance" shall have the same meaning and may pertain to the following situations:

1. Grievances concerning an employee's wages, hours, or conditions of work;
2. Specific allegations of unlawful discrimination in employment based on the employee's sex (including allegations of sexual harassment and/or wage discrimination on the basis of sex), race, religion, national origin, age, veteran status, or disability, following completion of an investigation by the designated compliance coordinator or designee set by policy;
3. Specific allegations of unlawful discrimination or retaliation based

on the employee's exercise of constitutional rights; or

4. Specific allegations of adverse personnel action in retaliation for reporting to an appropriate law enforcement authority of a violation of a law by a PTAA employee, director, or officer. Employees making such complaints must initiate a grievance under the "general Employee Complaints and Grievances" procedures discussed below and within the time specified by law. Timelines for the employee and PTAA set out in those guidelines may be shortened to allow the Board of Directors to make a final decision within 60 days of the initiation of the complaint, as required by law.

The term "day" shall be defined as a school business day. In calculating timelines under these procedures, the day a document is filed is "day zero," and all deadlines shall be determined by counting the following school business day as "day one."

Complaint Rules

1. Neither the Board nor any PTAA employee shall unlawfully retaliate against an employee for bringing a concern or complaint informally or formally.Employees filing a formal grievance must utilize PTAA's Grievance Forms for the corresponding grievance level. The forms are available from the School Office.
2. A Grievant must specify the harm alleged by each individual named as well as the remedy for that harm the grievant seeks. For purposes of efficiency and expediency, PTAA's grievance forms must be completed in all parts. Any grievance form that is incomplete in a material way may be dismissed but may be re-filed with all the required information, if the re-filing is within the designated time for filing a complaint.
3. An employee may not bring separate or serial grievances regarding the same event or action. Employee grievances addressing similar matters may be consolidated at PTAA's discretion.
4. The Grievant may be represented by an attorney or advocate at any level of the grievance process.
5. A Grievant must comply with all time limits applicable to the grievance process, unless such time limits are modified by mutual consent.
6. If the administrator addressing the complaint determines that additional time is needed to complete a thorough investigation of the complaint and/or to issue a response, the administrator shall inform the Grievant in writing of the necessity to extend the response time and a specific date by when the response will be issued.
7. School grievance officials who fail to meet a time requirement,

without providing written notice of an extended deadline, shall be considered to have denied the grievance effective the date of the missed deadline.

8. The Grievant shall present all reasonably available documents supporting their grievance at Level One.
9. Grievance officials shall have the discretion to hold conferences, conduct interviews, conduct fact investigations, review relevant records and employ other means that will aid in their decision.
10. Costs of a grievance shall be borne by the party incurring them.

Employee Complaint Process

Informal Process*:* An employee may request an informal conference through his or her supervisor or Campus Assistant Principal. If the employee is not satisfied with the results of the informal conference, the employee may (1) request a second informal conference with the Superintendent, or (2) submit a written grievance form. Employees should make their concerns known as soon as possible, and attempt to reach an informal resolution prior to the expiration of five business days from the time the employee knew of or should have known of the event(s) giving rise to a complaint.

Formal Process*:* The formal complaint process provides all employees with an opportunity to be heard up to the highest level of management. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the Board, as outlined below.

Level One

Formal complaints must be filed within the later of (1) ten days of the date the employee first knew, or with reasonable diligence should have known, of the decisions or action-giving rise to the complaint or grievance, or (2) within ten days after the date a letter is mailed or e-mailed to the employee after completion of the informal grievance process and notifying the employee of the formal grievance process. Complaints must be submitted to the employee's immediate supervisor. The complaint must be specific, referencing any law or policy alleged to have been violated, and/or the dissatisfaction raised by the employee. The complaint must also specify a remedy or remedies requested. PTAA may, upon review of the grievance, require the employee to begin the grievance process at Level Two. A decision by PTAA to require the employee to file at Level Two suspends the timelines under this procedure, so that the number of days between the filing of the Level One Grievance and the decision of PTAA to require the employee to start at Level Two shall not be considered in determining the timeline of the formal grievance procedure.

The employee's immediate supervisor or designee shall serve as the Level One Grievance Officer. Within ten days of receipt of the written complaint, the Level One Grievance Officer will investigate the complaint and meet with the complaining employee and/or representative to consider the complaint. The Level One Grievance Officer will thereafter decide the grievance and, within ten days following the conference, provide a written Level One Grievance Decision to the employee.

> Note: Employees alleging adverse employment action in retaliation for reporting a violation of law by an PTAA employee, director, or officer may appeal directly from Level One to Level Three, bypassing Level Two.

Level Two

If the complaint is not resolved to the employee's satisfaction at Level One, or if no written decision is received from the Level One Grievance Officer within the time allotted, or if the employee is directed to do so by PTAA the employee may submit a written appeal to the Superintendent by completing and submitting the PTAA Level Two Grievance Form. Unless otherwise provided by applicable policy or procedure, the Level Two Grievance shall explain the employee's objection to the Level One Decision, if any, and shall be filed within ten days after receipt of a Level One Decision or, if no response was received, within ten days of the response deadline at Level One. The Level Two record shall include the Level One Form and the Level One Decision, if available.

The Superintendent or designee shall serve as the Level Two Grievance Officer. The Level Two Grievance Officer will hold a conference with the grievant within ten days after the appeal notice is filed. At the conference, the Level Two Grievance Officer shall consider only the issues and documents presented at Level One and identified in the Level Two appeal notice. The Level Two Grievance Officer shall issue a written decision on or before ten days following the conference.

Level Three

If the complaint is not resolved to the employee's satisfaction at Level Two, or if no written decision is received from the Level Two Grievance Officer within the time allotted, the employee may submit a written appeal to the Superintendent by completing a PTAA Level Three Grievance Form. Completed forms must be submitted to the Superintendent within ten days after receipt of a Level Two Decision or, if no response was received, within ten days of the response deadline at Level Two. The Level Three record shall include any previously submitted Grievance Forms and, if available, the Level

One and Level Two Decisions.

The Superintendent or designee will inform the employee of the date, time and place of a meeting with the Superintendent or designee, at which the complaint will be heard. This meeting will take place within ten days after the appeal notice is filed. The Superintendent or designee will serve as the Level Three Grievance Officer, and may set reasonable time limits and guidelines for the presentation. The Level Three Grievance Officer shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels. The meeting with the Level Three Grievance Officer shall be recorded by audio recording, video/audio recording, and/or court reporter.

The Level Three Grievance Officer shall review the complaint and the record and shall issue a written Level Three Decision within ten days of the Level Three Conference.

Level Four

If the employee is dissatisfied with the Level Three Decision, or is otherwise authorized to appeal to Level Four, the employee may submit a written appeal to the Board of Directors using the PTAA Level Four Grievance Form. The Level Four Grievance shall explain the employee's objections to the decision from the level below and shall be filed within ten days of the written response from the prior Grievance Officer or, if no response was received, within ten days of the deadline for receipt of that Grievance Decision. The Level Four grievance record shall consist of all previously submitted Grievance Forms and, if available, the Level One, Level Two, and Level Three Decisions.

The Board shall, then, consider the grievance and may, at its discretion, require the appearance of the employee and administration. The Board may subsequently take action or no action. No action by the Board supports the Decision at the level below. If the Board takes action, it may make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting.

Grievances involving the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of the employee bringing the grievance, may be heard by the Board in closed meeting. Grievances involving a complaint or charge against another PTAA employee, director, or officer shall be heard in closed meeting unless an open meeting is requested in writing by the employee, director, or officer against whom the complaint or charge is brought.

PROCESS FOR REMOVAL OF A DIRECTOR
Pioneer Technology & Arts Academy of Nevada

The Board of Directors Pioneer Technology & Arts Academy of Nevada ("PTAA Board") desires to operate in an ethical and conscientious manner and to ensure the same, the PTAA Board has adopted a Code of Ethics as well as process by which a Director or officer may be removed.

A Director or officer may be removed as follows:

For cause. Any Director or officer may be removed for cause, and removal by majority vote of all other Directors then serving on the Board. "Cause" includes, but is not limited to, material or repeated violation of the Board Code of Ethics. A Director subject to removal for cause shall be given at least 72 hours advance notice of the proposed removal, including a concise statement of grounds, and a reasonable opportunity to address the Board before the vote is taken. Removal for cause shall be effective upon Board vote at a public meeting.

Without cause. Directors and officers may be removed without cause by a two-thirds vote of all other Directors then serving on the Board at a public meeting.

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 7

Leadership Job Descriptions

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Pioneer Technology & Arts Academy

Employee Job Description:

Job Title: Superintendent

Reports to: School Board

Assignment: Nevada Campus

Wage/Hour Status: Exempt

PRIMARY PURPOSE:

The Superintendent of School serves as the Chief Executive Officer and educational leader of the District, responsible for the effective execution of policies adopted by the District's board of trustees. The Superintendent of School assumes administrative responsibility for the planning, operation, supervision and evaluation of the education programs, services, and facilities of the District and for the annual appraisal of District staff. The Superintendent of School must act with integrity, support organizational goals, demonstrate the ability to inspire, grow and motivate others, utilize feedback, drive for results and commit to championing the needs of the students, employees and District overall.

QUALIFICATIONS:

Minimum Education/Certification:

- Master's or Doctorate degree connected to STEM Field

Special Knowledge/Skills:

- Knowledge of how a school District functions and understanding of the roles of the Board, superintendent and campus administration
- Proven record of improving academic and organizational success
- Ability to evaluate all programs based on effectiveness
- Ability to manage budget and personnel
- Ability to manage District-wide initiatives
- Ability to ensure policies are implemented throughout District

- Strong organizational, communication, public relations and interpersonal skills
- Ability to fundraise on behalf of the School District
- Ability to handle conflict resolution both internally and externally
- Experience with hiring, evaluating, supervising, and coaching staff

Minimum Experience:

- Combination of at least 5 years of successful leadership experience at the District and campus level in a school.

MAJOR RESPONSIBILITIES AND DUTIES:

13. Keep the Board informed of the condition of the District's educational system; assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to District employees and receive from all school personnel communications directed to the Board.
14. Assist in the preparation of the agenda for the Board meetings, in consultation with the President of the Board. Prepare and submit recommendations to the Board on all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as needed to ensure the making of informed Board decisions (per Board Policy BE).
15. Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
16. Develop and recommend to the Board objectives of the educational system; oversee the development of internal objectives, which support those of the Board.
17. Develop and recommend to the Board a strategic plan consistent with population trends, cultural needs, and the appropriate use of school facilities, and see to the development of long-range plans, which are consistent with Board objectives.
18. Ensure that the school plant and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
19. Ensure the appropriate monitoring of District property and infrastructure, employees' safety, and working conditions to ensure that appropriate risk management and asset control management strategies are employed.
20. Ensure to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
21. Maintain current and actionable knowledge of any developments in state, federal, and local laws and public policy affecting education.
22. Ensure the execution of all decisions of the Board.
23. Ensure that sound plans of organization, educational programs and services are developed and maintained for the Board.

24. Maintain adequate records for the school, including a system of financial accounts, business property records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Serve as custodian of all minutes and records of the Board.
25. Directly responsible for news releases and/or items of public interest emanating from all District employees that pertain to education matters, policies, procedures, school-related incidents or events. Approve media interviews of this nature with District employees.
26. Provide for the optimum use of the staff of the District. Ensure that the District is staffed with competent employees, who are delegated authority commensurate with their responsibilities. Define the duties of all
27. Support staff development and other professional development programs (per Board Policy).
28. Perform duties established by the Board regarding the recommendation, employment, suspension, and dismissal of employees (per Board Policy).
29. Direct and supervise the staff evaluation program (per Board Policy).
30. Develop and recommend pay systems; recommend pay increases or adjustments for personnel (per Board Policy).
31. Oversee the development throughout the District of high standards of performance in educational achievement, use and development of personnel, public responsibilities, and operating efficiency.
32. Ensure a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.
33. Collaborate with staff, Board, and community support in planning and implementing support services for students.
34. Promote and exhibit a positive work environment that fosters high staff morale and excellence within the District.
35. Provide leadership in facilitating effective relations with employee organizations; assume ultimate responsibility for collective negotiations with employees of the District.
36. Direct and supervise all financial accounting and ensure that funds are expended legally, in accordance with the approved budget, and controlled effectively.
37. Ensure that all funds, physical assets, and other property of the District are appropriately safeguarded and administered.
38. Ensure District compliance with all applicable state and federal requirements.
39. Accurately prepare and submit in a timely manner any and all reports required by the Board, Nevada Department of Education , other federal and state agencies, and any records subpoenaed by a court of law.
40. Develop and implement effective communication between the schools and community; promote community support and involvement with the schools (per Board Policy).
41. Serve as liaison to establish and maintain relationships with other school Districts, Colleges, Nevada Department of Education, and the State Board of Education (SBOE).
42. Act on discretion in cases where action is necessary on any matter not covered by Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.

43. Serve as the public face of the School District in the community.
44. Establish and implement, with the assistance of the Board, an ongoing fundraising plan.
45. Pursue personal professional development through academic reading, attending conferences, and being an active member of professional learning organizations in the education field.
46. Perform related duties assigned by action of the Board.

Primary Relationships:

The Superintendent observes and conducts the following relationships:

1. PTAA Nevada Board

47. As Superintendent, be accountable to the Board, for the administration of the educational system and for the interpretation and fulfillment of the functions above and responsibilities.
48. Interpret Board policies to the staff, parents, and community.
49. Attend and participate in all meetings of the Board except closed meetings when the Board desires to discuss such matters as the Superintendent's contract or evaluation privately.
50. Represent the District in dealings with our school systems, professional organizations, business firms, agencies of government and the general
51. Act as reference agent for problems brought to the Board.
52. Work with the Board to develop appropriate programs and policies, upon either the recommendations of the superintendent or the initiative of the Board.
53. Formulate, with the Board, an annual Superintendent's professional development plan and assist the Board in designing a process for evaluating the Superintendent's performance.
54. Assist the Board in identifying individual and team training needs, and in arranging training opportunities (per Board Policy).

2. Administrators

55. Oversee the work of other central office personnel.
56. Hold regular meetings with building Principals, Directors/Coordinators and all other administrators to discuss progress and educational problems facing the District.
57. Oversee the operations and activities of administrators; provide leadership to ensure that administrators effectively guide and coordinate the operations and activities of the educational system; secure their assistance in formulating internal objectives, plans and programs; evaluate their job performance; and stand ready at all times to render them advice and support.

3. Others

58. Work with other Board employees and advisors, including auditors, architects, attorneys, consultants, and contractors.
59. Hold such meetings with teachers and other employees as is necessary for the discussion of matters concerning the improvements and welfare of the schools. Represent the District in collective negotiations with recognized or certified employee organizations.
60. Attend, or delegate a representative to attend, all meetings of municipal agencies or governmental bodies at which matters pertaining to the charter school appear on the agenda.
61. Represent the District before the public, and maintain, through cooperative leadership, both within and without the District, such a program of public relations as may keep the public informed as to the activities, needs and success of the District.
62. Receive all complaints, comments, concerns and criticisms regarding the operation of the District from the public, employees of the District, students, parents and Board members.

Supervisory Responsibilities:

Provide overall leadership for the management and effective supervision of District staff.

WORKING CONDITIONS:

Mental Demands/Physical Demands/Environmental Factors: Must maintain emotional control and exercise reasoning and problem-solving skills while under stress. Must demonstrate ability to communicate effectively (verbal and written). Should be able to interpret procedures and analyze data for decision-making. Frequent in-District and occasional in-state or national travel. Occasional prolonged and irregular hours.

Safety: Contribute to the prevention of accidents and injuries by observing safety rules and District policy, practicing the principles and skills taught in safety training, wearing personal protective equipment as required, reporting injuries and incidents immediately to supervisor, and being proactive in the ongoing efforts to improve and maintain workplace safety.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee Job Description:

Job Title: Head Admin

Reports to: Superintendent

Assignment: PTAA Nevada

Wage/Hour Status: Exempt

The Head Admin's primary job responsibility is the supervision, discipline, and monitoring of students. The Head Admin, under the direction of the Superintendent, implements and enforces school board policies, administrative rules and regulations. The Head Admin will work cooperatively with the District Administrator and administrative team, support district-wide goals and initiatives, and be held directly accountable to the Superintendent.

QUALIFICATIONS:

Bachelor's or Master's Degree or Doctorate

Valid Principal's Certificate or Under Certificate Program

At least 8 years teaching experience

PRIMARY RESPONSIBILITIES:

- Adheres to and enforces board policy, school guidelines, administrative directives, and district standards
- Enforces guidelines to maintain proper discipline and conduct
- Assists in the development and administration of policies dealing with discipline, conduct, and attendance
- Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents
- Works with and assists faculty in the development of effective classroom discipline and organization
- Maintains an effective and safe school environment
- Assists Building Head with fire, storm and tornado drills on a regular basis and is able to implement emergency evacuations and lock-downs effectively
- Assists in curriculum development to meet the needs of all students
- Prepares required reports and paperwork such as discipline reports, attendance reports,

suspension reports, expulsion paperwork, discrimination complaints, injury reports, parent communications, and other paperwork as assigned
- Works with the Building head in the preparation of appropriate handbooks
- Assists in the selection, mentoring, and formal appraisal of staff
- Supervises and evaluates certified and paraprofessional as assigned
- Supervises support services as assigned
- Assists in the development of an instructional budget
- Works as a team member to meet the system-wide needs of the district
- Assists in supervision of special events
- Assists in the care and management of the building and grounds, furniture, equipment, apparatus, books, and supplies
- Notifies the Building head when maintenance is needed
- Performs other duties as assigned by the Building head or District Administrator.
- Work with Teachers to continually assess and evaluate teaching performance and student results.
- Work with parents to achieve maximum involvement in order to ensure student performance
- Develop organizational goals and objectives consistent with the mission and vision of PTAA Nevada
- Ensure compliance with funding sources and regulatory requirements pursuant to state law and regulations and as directed by the Board
- Lead teachers in developing a culture in line with the mission and values of the School
- Provide instructional leadership in advancing proven teaching and learning practices
- Observe classes regularly
- Lead data-driven discussions about student performance
- Develop long and short term plans for individual teachers to address deficits and build on strengths of teaching strategies
- Establish a culture of professionalism among staff
- Execute the budget approved by the Board
- Communicate a vision that supports the School's goals and values
- Complete and present the annual School progress report
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the campus as assigned by the Board.

Working Environment

- The usual and customary methods of performing the job's functions require the following physical demands:
- Collegiality and Teamwork
- Some lifting, carrying, pushing, and/or pulling; significant stooping, kneeling, crouching,

and/or crawling; and significant fine finger dexterity

- Generally, the job requires 50% sitting, 25% walking, and 25% standing
- The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness
- Ability to communicate effectively (verbal and written); interpret policy, procedures and date; coordinate campus functions; maintain emotional control under stress
- May be required to work more than 40 hours during the workweek
- May lift 5-10 pounds frequently, 10-50 pounds occasionally, and more than 50 pounds infrequently. Must maintain emotional control under stress. Frequent walking, standing, stooping, kneeling, bending, and twisting. May move small stacks of textbooks, media equipment, desks and other classroom or adaptive equipment. May work indoors and outdoors in varying climate conditions. Subject to visual acuity, speech/hearing, hand/eye coordination and manual dexterity

Whilst every effort has been made to explain the main duties and responsibilities of the position, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a supervisor to undertake work of a similar nature that is not specified in this job description.

Employee _____

Supervisor _____

Date _____

Employee Job Description:

Job Title: Other Admins

Reports to: Head Admin /Superintendent

Assignment: PTAA Nevada

Wage/Hour Status: Exempt

The Admins primary job responsibility is the supervision, discipline, and monitoring of students. The Admins, under the direction of the Head Admin , implements and enforces school board policies, administrative rules and regulations. In the absence of the Head Admin, the Admins shall assume the duties and responsibilities of the Superintendent. The Admins will work cooperatively with the District Administrator and administrative team, support district-wide goals and initiatives, and be held directly accountable to the Head Admin /Superintendent.

QUALIFICATIONS:

Bachelor's or Master's Degree

Valid Principal's Certificate or Similar Certification or Enrolled in Certification

At least 5 years teaching experience

PRIMARY RESPONSIBILITIES:

- Adheres to and enforces board policy, school guidelines, administrative directives, and district standards
- Enforces guidelines to maintain proper discipline and conduct
- Assists in the development and administration of policies dealing with discipline, conduct, and attendance
- Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents
- Works with and assists faculty in the development of effective classroom discipline and organization
- Maintains an effective and safe school environment
- Assists Building Head Admin with fire, storm and tornado drills on a regular basis and is able to implement emergency evacuations and lock-downs effectively

- Assists in curriculum development to meet the needs of all students
- Prepares required reports and paperwork such as discipline reports, attendance reports, suspension reports, expulsion paperwork, discrimination complaints, injury reports, parent communications, and other paperwork as assigned
- Works with the Building Head Admin in the preparation of appropriate handbooks
- Assists in the selection, mentoring, and formal appraisal of staff
- Supervises and evaluates certified and paraprofessional as assigned
- Supervises support services as assigned
- Assists in the development of an instructional budget
- Works as a team member to meet the system-wide needs of the district
- Assists in supervision of special events
- Assists in the care and management of the building and grounds, furniture, equipment, apparatus, books, and supplies
- Notifies the Building Head Admin when maintenance is needed
- Performs other duties as assigned by the Building Head Admin or District Administrator.
- Work with Teachers to continually assess and evaluate teaching performance and student results.
- Work with parents to achieve maximum involvement in order to ensure student performance
- Develop organizational goals and objectives consistent with the mission and vision of PTAA Nevada
- Ensure compliance with funding sources and regulatory requirements pursuant to state law and regulations and as directed by the Board
- Lead teachers in developing a culture in line with the mission and values of the School
- Provide instructional leadership in advancing proven teaching and learning practices
- Observe classes regularly
- Lead data-driven discussions about student performance
- Develop long and short term plans for individual teachers to address deficits and build on strengths of teaching strategies
- Establish a culture of professionalism among staff
- Execute the budget approved by the Board
- Communicate a vision that supports the School’s goals and values
- Complete and present the annual School progress report
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the campus as assigned by the Board.

Working Environment

- The usual and customary methods of performing the job's functions require the following physical demands:

- Collegiality and Teamwork
- Some lifting, carrying, pushing, and/or pulling; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity
- Generally, the job requires 50% sitting, 25% walking, and 25% standing
- The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness
- Ability to communicate effectively (verbal and written); interpret policy, procedures and date; coordinate campus functions; maintain emotional control under stress
- May be required to work more than 40 hours during the workweek
- May lift 5-10 pounds frequently, 10-50 pounds occasionally, and more than 50 pounds infrequently. Must maintain emotional control under stress. Frequent walking, standing, stooping, kneeling, bending, and twisting. May move small stacks of textbooks, media equipment, desks and other classroom or adaptive equipment. May work indoors and outdoors in varying climate conditions. Subject to visual acuity, speech/hearing, hand/eye coordination and manual dexterity

Whilst every effort has been made to explain the main duties and responsibilities of the position, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a supervisor to undertake work of a similar nature that is not specified in this job description.

Employee _____

Supervisor _____

Date _____

Pioneer Technology & Arts Academy

Employee Job Description:

Job Title: Finance Coordinator

Reports to: Superintendent

Assignment: PTAA Nevada

Wage/Hour Status: Exempt

SUMMARY: Under general direction develops, administers, implements, and coordinates Finance training and programs; collects organization data and conducts analysis involved with budget proposals, budget management, systems, and procedures; conducts research and prepares detailed reports and recommendations; and performs related work, as required.

• Provide responsible professional and technical assistance to management in the analysis, implementation, and monitoring of departmental programs; maintain a variety of financial records.

• Make recommendations for changes to programs, contracts, or rental agreements; perform administrative detail work; submit reimbursement requests; conduct surveys; perform research and statistical analysis, as requested.

• Prepare budget recommendations relative to assigned area of responsibility; research past expenditures and generate budget projections; track expenditures for adherence to budgetary boundaries; compile monthly, quarterly, and yearly operations reports.

• Review and generate reports for program compliance which include applicable laws, regulations and ordinances; attend various professional meetings, workshops, and other regulatory meetings as a representative of the school; provides responsible administrative staff assistance.

• Author correspondence; maintain accurate project records, documents, and supporting material for department and ensure their proper disposition.

• Make recommendations relating to studies and surveys; assist in the design and production of technical information and document; efficiently utilizes computer and computer software.

MINIMUM QUALIFICATIONS:

Five years progressively responsible Finance experience including experience with budget development/management and payroll processes. Specific Finance experience with a school may substitute for two years of education on a year-for-year basis, with 30 semester units equal to one year.

Knowledge of:

• Laws and regulations pertaining to payroll processes.

• Principles and practices of public administration and organization applicable to a local agency.
• Administrative techniques, including principles of organization, budgeting, and personnel administration; accounts payable and receivable.

• Statistical methods and methods of graphic presentation.

• Modern office methods, practices, procedures, and equipment, including Microsoft Word, PowerPoint, and Publisher software programs, spreadsheets such as Excel, and calendaring programs such as Microsoft Outlook.

• Elements of technical business writing with proper usage of English, vocabulary, spelling, punctuation, and grammar.

Skill in:

• Providing efficient customer service and communicating clearly and objectively both verbally and in writing.

• Organizing with the ability to prioritize work and exercise independent judgment, wisdom, common sense, and initiative.

• Thoroughly carrying out oral and written instructions.

• Performing complex calculations on a 10-key calculator by touch.

• Gathering and analyzing data.

• Composing clear, concise, and grammatically correct correspondence

• Performing difficult and responsible clerical work and administrative duties involving use of independent judgment, discretion, and confidentiality.

• Effectively present instructions and information, in writing and orally, to the general public, outside agencies, and fellow employees.

• Making routine arithmetical calculations with speed and accuracy; prioritizing and scheduling workload to ensure completion when faced with deadlines or emergencies.

• Using patience, tact, and courtesy in dealing with the public; working harmoniously with personnel.

• Establishing and maintaining effective working relationships with those contacted in the course of work.

Whilst every effort has been made to explain the main duties and responsibilities of the position, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a supervisor to undertake work of a similar nature that is not specified in this job description.

Employee _____

Supervisor _____

Date _____

Pioneer Technology & Arts Academy

Employee Job Description:

Job Title: Human Resource Coordinator

Reports to: Superintendent

Assignment: PTAA Nevada

Wage/Hour Status: Exempt

Primary Purpose:

Provide leadership for human resource activities to ensure high quality staffing and retention of district personnel. Implements legally sound and effective human resource management programs, policies, and practices. Provide support for the strategic planning and implementation of human resource programs to include professional and auxiliary staffing, employee relations, and benefits. Responsible for accurate payroll and benefit processing and the related reporting with the use of the district payroll system as well as maintaining employee payroll, benefit and leave records.

Special Knowledge/Skills:

1. Knowledge of wage and salary, benefits, and HR Systems
2. Knowledge of school employment law, personnel law, and hearing procedures
3. Ability to implement policy and procedures
4. Ability to analyze and interpret data and statistics
5. Ability to manage budget and personnel
6. Strong communication, public relations, organizational, and interpersonal skills

Major Responsibilities and Duties for Human Resources:

1. Work with campus administrators to aid them in the screening and selection process for employees. This includes ensuring new hires certifications are up to date and are for the position being interviewed.
2. Administer and oversee orientation programs for new employees.
3. Work with staff to ensure all employees are fingerprinted.
4. Ensure that job descriptions are updated.
5. Provide training and staff development for staff.
6. Oversee district-wide employee recognition programs.
7. Provide support to campus personnel as needed.
8. Participate in professional development activities to maintain current knowledge of human resource rules, regulations, and practices.
9. Performs other duties as required.

Prepare and process monthly payrolls for staff & AP Invoices:

1. Monitors time sheets for accuracy, make changes as needed and communicate changes.
2. Enter time sheet and payroll data to the payroll system.
3. Inputs data, calculates, proof and balance payrolls.
4. Review salary and benefit information for accuracy.
5. Facilitates and set procedures and time lines for district staff regarding proper data submissions.
6. Verify employee's time with Campus Administrator and signed absent from duty form by staff.
7. Creates checks, direct deposit files and notices.
8. Remits payroll withholding taxes, retirement contributions and other deductions promptly.
9. Prepare and calculate garnishments, levies and child support deductions as needed.
10. Records and maintains leave by employee including sick leave, personal leave, vacation, etc.
11. Reports payroll data to outside agencies as required, including but not limited to TRA, PERA, New Hire reporting.
12. Processes additional payrolls as needed for adjustments and retro-active pay.
13. Prepare assignment letters for staff.
14. Maintains payroll files with personal, withholding and benefit information for confidentiality and safekeeping.
15. Assist with the budgeting and year-end processes related to payroll.
16. Serve as a resource for payroll rules and procedures and employee contracts.

Manage employee benefits program:

1. Conducts new employee orientation.
2. Monitors employee eligibility and compliance with TRA and PERA.
3. Enroll employees in the district's insurance and benefit plans including: health insurance, dental, insurance, life insurance, long-term disability insurance, annuities and flexible benefit plan.
4. Coordinates open enrollment process.
5. Assist in processing retirement and severance payments.
6. Responsible for tracking, monitoring eligibility and complying with all governmental requirements COBRA and retiree insurance programs.

Reporting to state, federal and local entities:

1. A. Prepare and submit semi-monthly, quarterly and annual reports on TRA, PERA, Unemployment Compensation, State and Federal withholding and other volunteer deductions and payments as required by district policy and state and federal laws, and hours worked for the Affordable Care Act reporting.
2. Balance and authorize W-2's.

3. Maintain Affordable Care Act hours worked software, monitoring, reporting and IRS form processing.
4. Report hourly and salary reports to the Department of Economic Security and file economic claims as received.
5. Complete month-end reports on balances for benefit liability accounts, including but not limited to health, dental, life, and long-term disability.
6. Respond to requests for employment verification.

Professional Development

1. Attend meetings, in-service and workshops as required.

Experience:

1. Three or more years of payroll experience preferred.
2. Previous school district experience recommended.

Working Conditions:

1. Normal office conditions.
2. May travel during work schedule.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level is low to high and may have frequent interruptions. There may be activity from other employees and students of a distracting nature. Whilst every effort has been made to explain the main duties and responsibilities of the position, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a supervisor to undertake work of a similar nature that is not specified in this job description.

Employee _____

Supervisor _____

Date _____

Employee Job Description:

Job Title: Teacher

Reports To: School Admin/Principal/Superintendent

Assignment: PTAA Nevada

Wage/Hour Status: Exempt

PRIMARY PURPOSE:

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

AREAS OF RESPONSIBILITY

Planning, teaching, and classroom management

Teach allocated students by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interests;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- be aware of and make provision for students who are at-risk, GT, SPED, 504, and ESL;
- providing clear structures for lesson maintaining pace, motivation and challenge;
- making effective use of assessments and ensure coverage of programs of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behavior, standards of work and homework;
- ensuring students acquire and consolidate knowledge, skills and understand appropriate to the subject taught
- evaluating own teaching critically to improve effectiveness
- ensuring the effective and efficient deployment of classroom support;
- liaise with subject leader to ensure the implementation of department policy and best practice

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;

- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents;
- undertake assessment of students and participate in the school's system reporting to parent.
- be a form tutor to an assigned group of students ;
- contribute to the preparation of action plans and progress files and other reports;
- alert appropriate staff to problems experienced by students by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavor to give every child the opportunity to reach their potential and meet high expectation;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department, and students;
- contribute to the corporate life of the school through effective participation in meeting and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open House, Parent Evening, Technology Showcase, and other events;
- take responsibility for own professional development and duties in relation to school policy and practices.
- Whilst every effort has been made to explain the main duties and responsibilities of the position, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a supervisor to undertake work of a similar nature that is not specified in this job description.

Employee: _____

Employer: _____

Date: _____

Pioneer Technology & Arts Academy

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ATTACHMENT 8

Leadership Team Resumes

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Shubham Pandey

[redacted] [redacted]

Summary of Qualifications

Education leader with more than 15 years of experience in education, technology and business world. Education entrepreneurial experience includes classroom curriculum, school technology, assessment and policy implementation. Technology and business experience includes effective administration, implementation of new business concepts, budgetary and financial experience and role model with strong work ethics.

Areas of Expertise

Classroom Technologies
Operational & Financial Management
HR Management
Individualized Curriculum
Student Assessment Tools

PROFESSIONAL EXPERIENCE

SSS Education Foundation **2017-Present**

President,

- Working with local community members and parents.
- Working with Local PTECH college partners and industry leaders.
- Identification and Implementation of Next Technology Curriculum
- Identifying K-12th grade Engineering and Technology Schools.

Pioneer Technology & Arts Academy- PTAA Texas, Colorado 2015-Present
Meadow Oaks Academy Elementary School – Mesquite, Greenville 2007-Present
Stonebrook Academy Elementary School – Royse City, TX 2012-Present

Executive Administrator,

- Administering a successful 6th-12th grade middle/high school and K-5th grade elementary program. Implemented the philosophy to educate the whole child, academically, emotionally, socially and physically in a safe and caring environment.
- Implementing computing and technology curriculum resources for the whole school.
- Responsible for assessment benchmarking, course scheduling and results strategies implementation in classroom.
- Worked directly with Principal and Director of Preschool to effectively create benchmarks for teachers and students.
- Implemented child nutrition programs and community education programs to create awareness on physical/mental health of child.
- Headed the campus improvement plan and ensured that all financial objectives are met.

PNC Partners LTD **2006-Present**
Project Manager

- Coordinating activities construction needs for all phases of school construction.
- Inspecting blueprints and finalizing workflow with architect for determining the best design for school, administration, teacher, students and parents.
- Deciding the order of all activities that are concerned with construction.
- Making sure regulatory needs and safety measures are maintained.

.

Morgan Stanley – **2001-2006**

Consultant Business & Technology

- Analyzed and Upgraded the Financial Payment Project between different departments of Morgan Stanley.
- Led a team that was responsible for designing systems and implementing new technologies in a global environment.
- Managed and formed a working relationship with 11 offshore clients that provide staff consultants for Morgan Stanley.

3M – **2000-2001**

Consultant Business Analyst

- Connected different departments and braches of 3M through Video Conferencing technology.
- Analyzed, designed and led video conferencing project, worked with all involved clients and found a cost-effective design to meet final goals

Best Buy – **1999-2000**

Consultant Business Analyst

- Performed data analysis of Best Buy's corporate training needs
- Led a consulting team that built vendor profiles and vendor training programs.
- Worked with Senior Managers in Best Buy to gather information and assess training needs.

EDUCATION

MS – Masters of Computer Science – University of NSW, Australia 1999
Credit courses in Business– University of Canberra, Australia 1997
BS – Bachelor of Sciences – Ideal College Andhra University, India 1996

INTERESTS

- Volunteer for **Project Light (Let's Inspire Guyanese at Home Today):**
    - Building Pavilions at community center in Village 69.
    - Building School and Library in Village 69.
    - Painting Hospitals
    - Distribution of First Aid Kits.
    - Maintenance of Community Centers

Derrick L. Love, Ed.D

Educational Administration

Educational Leadership / Student Performance / Skills Development

Professional Summary:

- Offering 20 years of progressive experience in development and oversight of academic programs, policies, community involvement, and initiatives to promote student growth and achievement
- Senior leadership experience serving students across multiple schools, with expertise in development, implementation, evaluation, and continuous improvement of challenging and inspiring curricula
- Passionate education advocate successful in driving regulatory and standards compliance (federal programs); directing instructional programs to meet the needs of students
- Committed to the academic success of each student

Areas of Expertise:

- Policy Design & Programming
- Curricula Improvements
- Relationship Building
- Budget Administration
- Regulatory Compliance
- Staff Development
- Student Achievement

Career Experience

Principal | 2020 – Present
100 Academy of Excellence, Las Vegas, NV (2020 – Present)

Mentor core curriculum directors and principals while evaluating instructional programs. Lead and create "Innovation/Invention" activities/strategies, while developing/sustaining district budgets. Overseeing federal programs, special programs and grant compliance.

Selected Accomplishments:

- Balanced School Budget.
- Increased enrollment by 25%
- Established effective contracts with community partners, resulting in increase of internships and volunteer hours
- Supervise assistant principals which continues to result in high academic achievement for all students

Assistant Superintendent | 2016 – Present
Priority Charter Schools District, Temple, TX (2015 – Present)

Mentor core curriculum directors and principals while evaluating instructional programs. Guiding personnel in data and benchmarking to drive student achievement. Lead and create "Innovation/Invention" activities/strategies, while developing/sustaining district budgets. Overseeing federal programs, special programs and grant compliance.

Selected Accomplishments:

- Amplified high school offerings, curriculum, advanced placement, and CTE through organizing effective work teams
- Increased student achievement by 15% through data-driven instruction, campus walkthroughs, and teacher training
- Implemented and developed innovative tutorial programs, assisting students with learning diverse capabilities
- Elevated campuses from IR to Met Standard with designation through data-driven instructional planning/assessments
- Raised overall student achievement by 28% through developing collaborative and high-functioning teams
- Moved a district from a 56% F accountability rating to an 86% B through cultivating stakeholder engagement
- Improved all subpopulations by 10% on state assessment through targeted instructional planning and delivery
- Developed high quality P-TECH programs for students to receive their associate degree at no cost to the student
- Increased district budget through effective grant writing adding over 1 million in revenue
- Improved district graduation rate from 61% to 91% through building relationships with community partnerships
- Increased parent and family engagement through employment of "45-days to success" initiative
- Established effective contracts with community partners, resulting in increase of internships and volunteer hours

- Supervise principals which continues to result in high academic achievement for all students

High School Principal (6th-12th) | 2015 – 2016
A+ Charter Schools, Dallas, Texas

Designed effective teaching-learning processes through complex research methodologies. Evaluated and selected educational materials to meet student-learning needs, while coaching students and mentoring faculty members. Led budget initiatives.

Selected Accomplishments:
- Instilled and nurtured a culture of academic excellence, resulting in a 100% college acceptance rate among seniors
- Significantly advanced school credibility through delivering an effective voice for school government agencies
- Created several new career and technical certification programs, improving graduation rates and allowing students entering the workforce to enter with an industry-based certification
- Pronounced "one of the best things to happen to A+ Academy Secondary" due to positive demeanor and support by the district and local newspaper
- Devised career plans that resulted in a higher success rate of students obtaining an associate or bachelor's degree
- Established effective contracts with community partners, increasing student internships and volunteer hours

Assistant Superintendent | 2013 – 2015
The Phoenix Charter School, Greenville, TX

Directed principals, managed programs, facilitated budget administration of $7M budget, planning, core curriculum, and benchmarking while mentoring and training both faculty and students.

Selected Accomplishments:
- Focused learning community on student achievement, resulting in district state move and improved academic standards
- Raised financial budget by $5K through career and technical education coding and grant writing
- Developed family first program, establishing a strong community partnership and raised student success rates
- Elevated parent engagement through creation of district hosting community forums
- Increased academic performance by 20% in overall student growth through school improvement initiatives

Director of School Improvement/High School Principal (7-12th) | 2012 – 2013
Washington Tyrannus School of the Arts (T-stem Designation Campus), San Antonio, TX
Served as District Testing Coordinator, successfully managing all testing materials. Formulated effective teaching-learning processes through research and data, managed programs, facilitated budget administration, planning, core curriculum, and benchmarking while mentoring and training both faculty and students.

Selected Accomplishments:
- Developed and sustained highly successful STEM integration cross-curricular to increase student and parental support
- Recruited community partners for the development and sustainability of STEM program and curriculum
- Established highly successful tutorial programs which abetted students with learning capabilities

Deputy Superintendent | 2010 – 2012
Heritage Academy (Public Charter District), San Antonio, TX

Facilitated budgets, planning, core curriculum, and benchmarking while mentoring/training faculty, principals, and students.

Selected Accomplishments:
- Established positive culture through focusing on acquisition and exchange of teaching skills and student achievement
- Developed study/focus groups to solve ongoing issues through solution implementation

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Early Career

Senior Dissertation Adjunct | Grand Canyon University, Phoenix University, AZ | 2006 – 2011 - Present

College Campus Chair – College of Education | University of Phoenix, San Antonio, TX | 2009 – 2010

Elementary Principal (Pre-k-6th)| Zoë Learning Academy, Duncanville, TX| 2006 – 2009

Teacher – 4th Grade Math | Faith Family Academy, Dallas, TX | 2005 – 2006

Adjunct Speech/Communications/Dual Credit Instructor | Tarrant County College, Fort Worth, TX | 2002 – 2003

Physical Education/After School Supervisor | I.M. Terrell Elementary, Fort Worth, TX | 2001 – 2002

Middle School Science Teacher (6-8th) | Heritage Christian Academy, San Antonio, TX | 1999 – 2000

Educational Background

Superintendent Preparation Program, 2012| Concordia University, Austin, TX

Ed. D. in Educational Leadership, 2008 | University of Phoenix, Phoenix, AZ

Master of Arts in Communications, 2002| Southwestern Baptist Theological Seminary, Fort Worth, TX

Bachelor of Arts in Psychology, 1999| Langston University, Langston, OK

Certifications: Superintendent (EC-12); Special Education (EC-12); T-TESS Certified

Publications & Presentations

Love, D. (2008). The Unfinished Journey. Baltimore: Publish America

Love, D. (2008, October). Revitalizing Retention Efforts for African-American College Students at Predominantly White Institutions. Paper presented at the Allied Academies International Conference, Reno, NV

Love, D. (2008). Revitalizing Retention Efforts for African-American College Students at Predominantly White Institutions. Proceedings of the Academy of Educational Leadership Journal, 13(2), 41.

Love, D. (2009, April). Transformational Leadership, Campus Climate and Its Impact on Student Retention. Paper accepted for presentation at the Allied Academies International Conference, New Orleans, LA

Trammell, A., Cartner, J., & Love, D. (2009, April). Actions of Instructional Leaders. Paper accepted for presentation at the Allied Academies International Conference, New Orleans, LA

Love, D. (2009). Student Retention Through the Lens of Campus Climate, Racial Stereotypes, and Faculty Relationships. Journal of Diversity Management, 4(3), 21-26.

Love, D., Trammell, A., Cartner, J. (2010). Transformational Leadership, Campus Climate and Its Impact on Student Retention. Journal of Organizational Culture, Communication, and Conflict, 14(2), 75-81.

Love, D. (2012, November). Student Retention in Higher Education. Paper presented at the Texas Alliance of Black School Educators, San Antonio, Texas

Love, D. (2018). Critical Race Theory and Its Impact on African-American Student Retention. Scholar Journal of Applied Sciences and Research, 1(7), 5-8.

Love, D. (2018). Critical Race Theory and its impact on African-American student retention. Journal of Arts and Social Sciences, 6(1), 112-117.

Love, D. (2018). The Drive to Succeed: The Instructional Leader. Journal of Scientific and Technical Research, DOI: 10.26717/BJTR.2018.11.002085.

Love, D. (2019). Educational Equity in STEM. Oral presentation at the 7th International Conference on Earth Science, Space Technology, and Climate Change, Rome, Italy

Love, D. (2019). Raising the Standard: From an “F” to a “B” Accountability Rating. Presentation at Texas Association of Secondary Principals “Fundamental Five National Conference”, Austin, Texas

Professional Affiliations

Association for Supervision and Curriculum Development

National Association of Secondary School Principals

National Association of Black School Educators

American Association of School Administrators

Phi Delta Kappa

Texas Association of Secondary School Principals

Organizing Committee Member – 7th International Conference on Earth Science

Association For Compensatory Educators of Texas

Paul D. King

[redacted]

Education

Southwestern Adventist College Keene, Texas	April 1984 B.B.A. Degree in Accounting
Earned RTBSA	July 2003
Certification from TASBO	July 2003

Experience

Independent Charter School Finance Consultant — *June 2011-present*

TEXANS CAN! Charter School — *June 2007-March 2011*
Chief Financial Officer

Coordination in Annual Financial Audit Activities including reconciling and posting of client and auditor adjusting journal entries and balancing PEIMS Submission #2 to audit report and GL, Supervision of professional staff handling over 70 different grants totaling over $6,000,000 annually. Collaborative creation of a "temporary" solution for uploading payroll details, GL transactions from ADP processing to Sage MIP in an environment that can be rerun. Implementation of automated bank reconciliation process for general operating checking account. Extensive work dealing with uploading of official 2009-2010 budget into Sage MIP, Creation of Weekly Budgeted to Actual Revenue Projection. Tracking by Campus for 10 campuses and grouping for 5 county district numbers. Creation of Summary of Finance Model that separates state funds to a per campus basis. Technical and detailed assistance in the preparation of Official Budget through the Final Amended Budget Process.

Dallas County Schools — *December 2005-June 2007*
Senior Accountant

Specialization in General Ledger accounting. Annual Financial Reports creation and Special Projects involving Fixed Assets. Conversion aspects. Cross Walks dealing with the Accounting Software changeover, Creation of a voluntary Year-round pay program available to all drivers and monitors. Extensive work dealing with additional conversion of account codes for the 2006-07 budget. Creation of Tax Collections, tracking business process and development of cost accounts invoicing to districts served.

DeSoto Independent School District *July 1999-November 2005*
Director of Financial Services

Supervision of five paraprofessionals and one professional staff members. Responsible for payroll, employee benefits, risk management, accounts payable, accounts receivable, deposits, fixed assets, activity fund accounting, investments, budget entry, changes and amendments, journal entry, bank and other reconciliations, financial portion of any PEIMS submission and coordination of annual independent financial audit. Preparation of first-time submission of a Comprehensive Annual Financial Report for DeSoto ISD to the ASBO Certificate of Excellence Program and continuation through the current year. Development of customized accounting software for the campus and student activity fund accounting needs.

Lancaster Independent School District *July 1996-June 1999*
Asst Superintendent for Business

Supervision of five paraprofessionals and four professional staff members. Responsibility for payroll, employee benefits, purchasing, accounts payable, accounts receivable, deposits, activity fund accounting, investments, budget entry, changes and amendments, journal entries, bank and other reconciliations, financial and payroll portion of any PEIMS submission, federal funds accounting, and coordination of annual independent financial audit. Direction of professional staff with responsibilities for records management, fixed assets, textbook inventory, technology, maintenance and operations, transportation, custodial services and food services. District coordinator for numerous legal matters and insurance claims with the district as defendant in lawsuits and claimant of insurance company in receivership.

Gainesville Independent School District *August 1990-October1994*
Business Manager

Supervision of two paraprofessional and two professional staff members. Responsible for managing all non-instructional aspects of the district. Development of a salary schedule for all maintenance, custodial, transportation and food service employees, under the direction of the Superintendent and Board of Trustees. PEIMS Coordinator. Implementation of a “need” based budgeting process with the support of the Superintendent and the Board of Trustees. Responsible for coordinating time tables and preparing documentation to be used by the independent auditors. Successfully bid the bank depository contract allowing investments in all types of federal and state investment vehicles permissible by law.

Grapevine-Colleyville Independent School District *October 1985-July 1990*
Manager of Budgeting and Accounting

Supervision of three paraprofessional and two professional staff members. Responsible for recording all accounts payable, accounts receivable, cash disbursements, cash receipts, encumbrances, journal vouchers, and budget changes for the district. Leadership I the organization and implementation of a line-item budget, under the direction of Perry L. Cox. In 1990-91 school year, implemented computerized data entry budget form.

Sonya Gracy

[redacted]

[redacted]

Professional Profile

Committed and motivated team-player with exceptional customer service and decision making skills. Strong work ethic, professional demeanor and great initiative.

- Self-starter
- Deadline-oriented
- Data Collection
- Computer Proficiency
- Integration of Software
- Microsoft Office
- Spreadsheet development
- Report analysis
- QuickBooks
- Accounts Payable/Receivable

Work History

PEIMS, HR and Business Coordinator/Purchasing May 2003 to date
PTAA and Phoenix Charter School – Greenville, Texas

- Coordinate the collection, integration, and formatting of all data required for PEIMS submission according to PEIMS Data Standards.
- Responsible for the submission of fall, mid-year, summer and extended year programs reports to the state.
- Comply with the following District standards for Texas and Federal attendance accounting laws and procedures in the Texas Student Attendance Accounting Handbook.
- Responsible for assigning Texas State Service ID's for all state approved courses as described in the PEIMS Data Standards.
- Responsible for Data quality in compliance with Performance Based Monitoring.
- Responsible for PID reporting: (Personal Identification Database) error percentage standards as described in the PEIMS Data Standards.
- Responsible for PET reporting (PID enrollment tracking) as required by TEA PEIMS.
- Responsible for Unique ID's on Student & Staff through the TSDS System.
- Coordinate the collection and submission of the ECDS through the TSDS System.
- Responsible for the formatting and submission of all district and state testing files.
- Responsible for collecting and reporting every six weeks the data submissions to the Foundation School Program.
- Responsible for creating, compliance and submission of the district calendar.
- Responsible for all school waivers.
- Develop and maintain a strong sense of customer service. Communicate with various stakeholders including campus personnel, district and state administrators, other Districts' PEIMS personnel, and software vendors, etc.
- Responsible for all student and educational software integration & migration for the school district.
- Responsible for developing training materials, train and monitor district personnel in areas related to PEIMS compliance.
- Train and monitor campus personnel on TREx submissions.
- Information Technology Helpdesk where it is related to (Student Software, Eduphoria & Istation, etc) various software.

- Processes requisitions and issues purchase orders, negotiates contracts and is the supply buyer.
- Process all ordering through the EMAT system and responsible for the Instructional Materials Allotment

District Clerk September 2001 to May 2005
Collin County Courthouse – McKinney, Texas

- Responsible for record keeping of all the acts and proceedings of the district court.
- Responsible for signing all district attorney's subpoenas from the county and route them to the correct Justice of the Peace office.
- Help attorneys and the public with access to criminal records and make copies for them if needed.
- Responsible for the paperwork for someone that has been found guilty and being sentenced to jail and prison.

Owned and Operated March 1992 to Current
Gracy Construction – McKinney, Texas

- Obtains revenue and pays invoices by verifying and completing payable and receivable transactions.
- Pays invoices by verifying transaction information; scheduling and preparing disbursements.
- Obtains revenue by verifying transaction information; computing charges and refunds; preparing and mailing invoices; identifying delinquent accounts and insufficient payments.
- Prepares financial reports by collecting, analyzing, and summarizing account information and trends.
- Maintains accounting ledgers by posting account transactions.
- Verifies accounts by reconciling statements and transactions.
- Resolves account discrepancies by investigating documentation; issuing stop payments, payments, or adjustments.
- Developing and maintains financial security by following internal accounting controls.
- Secure all contracts for the business.
- Responsible for the preparation and processing of weekly payroll for over 25 employees; review and ensure accuracy of approved timesheets; track and deduct all garnishments and other special payroll deductions.
- Establish and maintain employee records; ensure that employee changes are entered correctly and made on a timely basis.
- Develops bid proposal by assembling information including project nature, objectives/outcomes/deliverables, implementation, methods, timetable, staffing, budget, standards of performance, and evaluation; writing, revising, and editing drafts including executive summaries, conclusions, and organization credentials.

Education

Greenville High School – Greenville, Texas, Hunt

Collin College – McKinney, Texas, Collin

Southwest Texas State University - San Marcos, Texas, Hays

Certificates

- TASBO Certified
- Crisis Prevention Institute, Nonviolent Crisis Intervention Certification
- CPR/AED Certification
- Hundreds of professional development hours in development training

Pioneer Technology & Arts Academy

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ATTACHMENT 9

Previous student achievement data for the individual primarily responsible for academic programming

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

ATTACHMENT 9: Previous student achievement data for the individual primarily responsible for academic programming

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

Accountability Rating

B

PIONEER TECHNOLOGY (PTAA) MESQUITE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) MESQUITE. Scores are scaled from 0 to 100 to align with letter grades.

School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Elementary/Secondary
Total Students: 345
Grade Span: 06 - 10

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **Comparative Academic Growth**
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) MESQUITE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.6%	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	14.5%	11.5%	12.6%
Hispanic	67.5%	51.3%	52.6%
White	14.5%	31.4%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	0.9%	1.6%	4.5%
Pacific Islander	0.3%	0.2%	0.2%
Two or More Races	2.3%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	73.3%	59.9%	60.6%
English Learners	30.7%	20.4%	19.5%
Special Education	4.6%	5.0%	9.6%
Mobility Rate (2017-18)	22.4%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	18.3	15.4	20.4
Secondary			
English/Language Arts	17.8	13.2	16.6
Foreign Languages	8.7	8.1	18.9
Mathematics	16.6	12.2	17.8
Science	17.9	13.3	18.9
Social Studies	16.9	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$8,854	$11,356	$9,844
Instruction	$4,639	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$213	$347	$576

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**92%**	92%	91%	96%	-	100%	-	94%	92%
	2018	77%	87%	**82%**	84%	82%	82%	-	100%	*	64%	81%
ELA/Reading	2019	75%	93%	**90%**	95%	88%	95%	-	*	-	83%	89%
	2018	74%	88%	**83%**	78%	83%	89%	-	*	*	*	83%
Mathematics	2019	82%	96%	**95%**	90%	96%	97%	-	*	-	100%	96%
	2018	81%	91%	**88%**	96%	89%	76%	-	*	*	*	89%
Writing	2019	68%	91%	**91%**	100%	88%	100%	-	-	-	*	89%
	2018	66%	79%	**73%**	67%	72%	75%	-	*	*	*	73%
Science	2019	81%	95%	**95%**	85%	95%	100%	-	*	-	*	95%
	2018	80%	86%	**78%**	91%	72%	90%	-	-	-	*	71%
Social Studies	2019	81%	87%	**84%**	71%	84%	85%	-	*	-	*	82%
	2018	78%	79%	**67%**	67%	67%	80%	-	-	-	*	67%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**57%**	60%	56%	56%	-	80%	-	78%	56%
	2018	48%	52%	**43%**	38%	41%	54%	-	100%	*	27%	42%
ELA/Reading	2019	48%	63%	**60%**	60%	60%	52%	-	*	-	83%	58%
	2018	46%	60%	**52%**	48%	49%	64%	-	*	*	*	51%
Mathematics	2019	52%	61%	**58%**	56%	59%	53%	-	*	-	60%	59%
	2018	50%	48%	**38%**	30%	39%	38%	-	*	*	*	41%
Writing	2019	38%	60%	**62%**	82%	54%	71%	-	-	-	*	61%
	2018	41%	47%	**39%**	44%	35%	42%	-	*	*	*	36%
Science	2019	54%	64%	**55%**	54%	50%	65%	-	*	-	*	55%
	2018	51%	55%	**44%**	36%	38%	80%	-	-	-	*	38%
Social Studies	2019	55%	47%	**43%**	43%	35%	54%	-	*	-	*	33%
	2018	53%	39%	**28%**	17%	25%	60%	-	-	-	*	22%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**21%**	22%	19%	23%	-	60%	-	33%	19%
	2018	22%	20%	**14%**	10%	14%	19%	-	67%	*	9%	14%
ELA/Reading	2019	21%	28%	**27%**	30%	26%	29%	-	*	-	33%	25%
	2018	19%	31%	**26%**	11%	26%	39%	-	*	*	*	25%
Mathematics	2019	26%	23%	**20%**	20%	19%	18%	-	*	-	40%	19%
	2018	24%	13%	**7%**	7%	7%	3%	-	*	*	*	7%
Writing	2019	14%	13%	**12%**	24%	9%	14%	-	-	-	*	13%
	2018	13%	7%	**6%**	11%	4%	8%	-	*	*	*	5%
Science	2019	25%	26%	**15%**	8%	14%	24%	-	*	-	*	14%
	2018	23%	19%	**11%**	18%	9%	10%	-	-	-	*	15%
Social Studies	2019	33%	18%	**13%**	14%	5%	23%	-	*	-	*	6%
	2018	31%	21%	**11%**	0%	8%	40%	-	-	-	*	7%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**79**	81	77	82	-	83	-	86	77
	2018	69	81	**76**	74	77	71	-	*	*	67	79
ELA/Reading	2019	68	81	**80**	89	79	76	-	*	-	83	78
	2018	69	90	**89**	88	90	82	-	*	*	*	90
Mathematics	2019	70	75	**78**	74	76	89	-	*	-	90	77
	2018	70	72	**66**	64	67	61	-	*	*	*	69

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PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	64%	**58%**	67%	50%	83%	-	-	-	-	*
2018	38%	56%	**50%**	*	53%	*	-	-	-	*	*
Mathematics											
2019	45%	62%	**58%**	*	60%	*	-	-	-	-	*
2018	47%	76%	**74%**	*	76%	*	-	-	-	*	71%
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	**91%**	86%	88%	100%	-	*	-	*	*
Students Requiring Accelerated Instruction											
2019	22%	6%	**9%**	14%	12%	0%	-	*	-	*	*
STAAR Cumulative Met Standard											
2019	85%	95%	**93%**	86%	91%	100%	-	*	-	*	*
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	**94%**	90%	93%	100%	-	-	-	-	*
Students Requiring Accelerated Instruction											
2019	18%	5%	**6%**	10%	7%	0%	-	-	-	-	*
STAAR Cumulative Met Standard											
2019	88%	97%	**96%**	90%	96%	100%	-	-	-	-	*

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Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%
2016-17	1.9%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.3%	-	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	89.7%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	-	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	91.6%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
Class of 2015											
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	-	-	-	-	-	-	-	-	-	-
2016-17	73.5%	-	-	-	-	-	-	-	-	-	-
Average SAT Score ***											
2017-18	1036	-	-	-	-	-	-	-	-	-	-
Average ACT Score ***											
2017-18	20.6	-	-	-	-	-	-	-	-	-	-

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*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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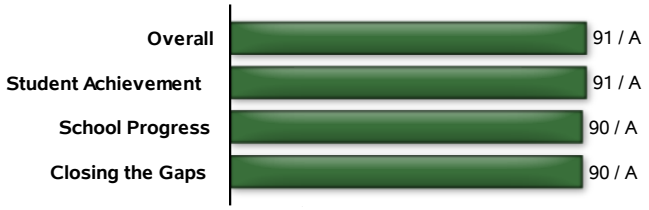
PIONEER TECHNOLOGY (PTAA) GREENVIL (057850002)

Accountability Rating

A

PIONEER TECHNOLOGY (PTAA) GREENVIL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) GREENVIL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Elementary/Secondary
Total Students: 230
Grade Span: KG - 10

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **ELA/Reading**
- ✓ **Mathematics**
- ✓ **Science**
- ✓ **Social Studies**
- ✓ **Comparative Academic Growth**
- ✓ **Comparative Closing the Gaps**
- ✓ **Postsecondary Readiness**

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) GREENVIL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.3%	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	6.5%	11.5%	12.6%
Hispanic	33.0%	51.3%	52.6%
White	52.2%	31.4%	27.4%
American Indian	1.3%	0.5%	0.4%
Asian	3.0%	1.6%	4.5%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	3.9%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	47.0%	59.9%	60.6%
English Learners	7.8%	20.4%	19.5%
Special Education	5.2%	5.0%	9.6%
Mobility Rate (2017-18)	21.8%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	7.0	7.0	18.9
Grade 1	13.8	13.8	18.8
Grade 2	17.0	17.0	18.7
Grade 3	10.2	10.2	18.9
Grade 4	11.6	11.6	19.2
Grade 5	15.0	15.0	21.2
Grade 6	7.2	15.4	20.4
Secondary			
English/Language Arts	8.6	13.2	16.6
Foreign Languages	7.1	8.1	18.9
Mathematics	8.4	12.2	17.8
Science	8.6	13.3	18.9
Social Studies	8.6	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$9,845	$11,356	$9,844
Instruction	$5,871	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$680	$347	$576

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PIONEER TECHNOLOGY (PTAA) GREENVIL (057850002)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**96%**	95%	93%	97%	100%	90%	-	100%	96%
	2018	77%	87%	**99%**	100%	98%	99%	100%	*	-	100%	99%
ELA/Reading	2019	75%	93%	**98%**	93%	98%	99%	*	*	-	100%	99%
	2018	74%	88%	**100%**	*	100%	100%	*	*	-	100%	100%
Mathematics	2019	82%	96%	**96%**	100%	92%	99%	*	*	-	100%	96%
	2018	81%	91%	**100%**	*	100%	100%	*	*	-	100%	100%
Writing	2019	68%	91%	**87%**	80%	80%	92%	-	*	-	*	84%
	2018	66%	79%	**93%**	-	89%	93%	*	-	-	*	93%
Science	2019	81%	95%	**95%**	100%	89%	96%	*	*	-	100%	96%
	2018	80%	86%	**100%**	*	100%	100%	*	-	-	*	100%
Social Studies	2019	81%	87%	**96%**	-	100%	88%	*	*	-	*	100%
	2018	78%	79%	**100%**	*	*	100%	*	-	-	*	100%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**67%**	51%	57%	75%	100%	70%	-	73%	63%
	2018	48%	52%	**73%**	100%	76%	66%	100%	*	-	81%	76%
ELA/Reading	2019	48%	63%	**70%**	60%	63%	74%	*	*	-	86%	72%
	2018	46%	60%	**80%**	*	85%	74%	*	*	-	86%	84%
Mathematics	2019	52%	61%	**66%**	43%	55%	76%	*	*	-	67%	60%
	2018	50%	48%	**71%**	*	70%	64%	*	*	-	86%	76%
Writing	2019	38%	60%	**55%**	40%	53%	54%	-	*	-	*	36%
	2018	41%	47%	**63%**	-	67%	53%	*	-	-	*	71%
Science	2019	54%	64%	**78%**	60%	56%	93%	*	*	-	80%	81%
	2018	51%	55%	**76%**	*	83%	72%	*	-	-	*	71%
Social Studies	2019	55%	47%	**57%**	-	50%	75%	*	*	-	*	33%
	2018	53%	39%	**60%**	*	*	46%	*	-	-	*	60%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**29%**	26%	20%	36%	29%	20%	-	36%	25%
	2018	22%	20%	**32%**	50%	22%	31%	50%	*	-	43%	31%
ELA/Reading	2019	21%	28%	**30%**	20%	24%	37%	*	*	-	14%	27%
	2018	19%	31%	**41%**	*	30%	39%	*	*	-	57%	39%
Mathematics	2019	26%	23%	**26%**	29%	16%	33%	*	*	-	33%	21%
	2018	24%	13%	**27%**	*	20%	29%	*	*	-	29%	24%
Writing	2019	14%	13%	**15%**	0%	7%	21%	-	*	-	*	16%
	2018	13%	7%	**10%**	-	11%	0%	*	-	-	*	14%
Science	2019	25%	26%	**46%**	60%	28%	54%	*	*	-	80%	41%
	2018	23%	19%	**34%**	*	33%	33%	*	-	-	*	36%
Social Studies	2019	33%	18%	**30%**	-	20%	50%	*	*	-	*	11%
	2018	31%	21%	**40%**	*	*	38%	*	-	-	*	40%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**75**	67	79	75	*	*	-	68	73
	2018	69	81	**91**	100	97	87	100	*	-	88	93
ELA/Reading	2019	68	81	**84**	75	89	82	*	*	-	60	86
	2018	69	90	**93**	*	100	89	*	*	-	92	97
Mathematics	2019	70	75	**67**	61	68	69	*	*	-	75	62
	2018	70	72	**88**	*	95	86	*	*	-	86	89

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Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	64%	**86%**	*	80%	-	-	-	-	-	-
2018	38%	56%	**100%**	-	*	*	-	-	-	-	*
Mathematics											
2019	45%	62%	**67%**	*	*	-	-	-	-	-	-
2018	47%	76%	*	-	*	*	-	-	-	-	-
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	100%	**100%**	*	100%	100%	-	-	-	-	-
STAAR Cumulative Met Standard											
2019	86%	100%	**100%**	*	100%	100%	-	-	-	-	-
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	100%	**100%**	*	100%	100%	-	-	-	-	-
STAAR Cumulative Met Standard											
2019	90%	100%	**100%**	*	100%	100%	-	-	-	-	-
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	**100%**	-	100%	100%	*	*	-	*	*
STAAR Cumulative Met Standard											
2019	85%	95%	**100%**	-	100%	100%	*	*	-	*	*
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	**100%**	-	100%	100%	-	-	-	*	*
STAAR Cumulative Met Standard											
2019	88%	97%	**100%**	-	100%	100%	-	-	-	*	*

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Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%
2016-17	1.9%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.3%	-	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	89.7%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	-	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	91.6%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
Class of 2015											
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	-	-	-	-	-	-	-	-	-	-
2016-17	73.5%	-	-	-	-	-	-	-	-	-	-
Average SAT Score ***											
2017-18	1036	-	-	-	-	-	-	-	-	-	-
Average ACT Score ***											
2017-18	20.6	-	-	-	-	-	-	-	-	-	-

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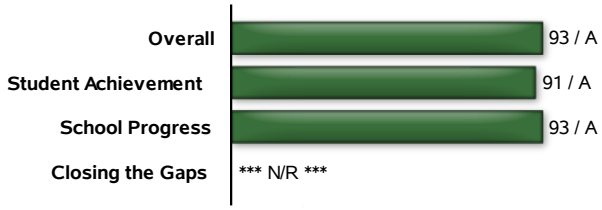
*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

Accountability Rating

PIONEER TECHNOLOGY (PTAA) FATE earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) FATE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Middle School
Total Students: 43
Grade Span: 06 - 08

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✓ **Mathematics**
✓ **Comparative Academic Growth**
✓ **Postsecondary Readiness**
✗ **ELA/Reading**

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) FATE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	-	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	14.0%	11.5%	12.6%
Hispanic	18.6%	51.3%	52.6%
White	55.8%	31.4%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	0.0%	1.6%	4.5%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	11.6%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	20.9%	59.9%	60.6%
English Learners	4.7%	20.4%	19.5%
Special Education	7.0%	5.0%	9.6%
Mobility Rate (2017-18)	0.0%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	15.0	15.4	20.4
Secondary			
English/Language Arts	6.5	13.2	16.6
Foreign Languages	6.5	8.1	18.9
Mathematics	4.3	12.2	17.8
Science	6.5	13.3	18.9
Social Studies	6.5	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$0	$11,356	$9,844
Instruction	$0	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$0	$347	$576

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**99%**	100%	100%	98%	-	-	-	100%	100%
ELA/Reading	2019	75%	93%	**97%**	100%	100%	95%	-	-	-	100%	100%
Mathematics	2019	82%	96%	**100%**	100%	100%	100%	-	-	-	100%	100%
Writing	2019	68%	91%	**100%**	*	*	*	-	-	-	-	*
Science	2019	81%	95%	*	-	-	*	-	-	-	*	*
Social Studies	2019	81%	87%	*	-	-	*	-	-	-	*	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**69%**	53%	94%	70%	-	-	-	50%	79%
ELA/Reading	2019	48%	63%	**64%**	67%	86%	67%	-	-	-	20%	70%
Mathematics	2019	52%	61%	**69%**	50%	100%	67%	-	-	-	60%	90%
Writing	2019	38%	60%	**78%**	*	*	*	-	-	-	-	*
Science	2019	54%	64%	*	-	-	*	-	-	-	*	*
Social Studies	2019	55%	47%	*	-	-	*	-	-	-	*	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**28%**	13%	25%	40%	-	-	-	0%	32%
ELA/Reading	2019	21%	28%	**28%**	33%	14%	38%	-	-	-	0%	40%
Mathematics	2019	26%	23%	**31%**	0%	43%	43%	-	-	-	0%	30%
Writing	2019	14%	13%	**11%**	*	*	*	-	-	-	-	*
Science	2019	25%	26%	*	-	-	*	-	-	-	*	*
Social Studies	2019	33%	18%	*	-	-	*	-	-	-	*	*
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**86**	88	80	86	-	-	-	*	82
	2018	69	81	**-**	-	-	-	-	-	-	-	-
ELA/Reading	2019	68	81	**87**	*	90	83	-	-	-	*	79
	2018	69	90	**-**	-	-	-	-	-	-	-	-
Mathematics	2019	70	75	**84**	*	70	89	-	-	-	*	86
	2018	70	72	**-**	-	-	-	-	-	-	-	-

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
***** Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
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PIONEER TECHNOLOGY (PTAA) FATE (057850003)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
2018	38%	56%	-	-	-	-	-	-	-	-	-
2018	47%	76%	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8											
Reading											
2019	41%	64%	*	*	-	-	-	-	-	-	*
Mathematics											
2019	45%	62%	*	*	-	-	-	-	-	-	*
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	*	-	-	*	-	-	-	*	-
Students Requiring Accelerated Instruction											
2019	22%	6%	*	-	-	*	-	-	-	*	-
STAAR Cumulative Met Standard											
2019	85%	95%	*	-	-	*	-	-	-	*	-
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	*	-	-	*	-	-	-	*	-
Students Requiring Accelerated Instruction											
2019	18%	5%	*	-	-	*	-	-	-	*	-
STAAR Cumulative Met Standard											
2019	88%	97%	*	-	-	*	-	-	-	*	-

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Pioneer Technology & Arts Academy

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ATTACHMENT 10

Competencies Used for School Leader Selection and Evaluation

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Competencies Used for School Leader Selection and Evaluation

Key steps in hiring of the Head of School will include:

- Establishment of an effective hiring committee that understands the specific leadership needs of the target population, school or district.
- Recruitment of candidates based on the criteria that best meet school and district goals.
- Identification of the strongest candidates and conducting an onsite performance assessment of finalists.
- Soliciting input from key stakeholders including faculty, parents and community members.
- Ability to Lead Successfully Towards PTAAN's Mission, Vision, and Goals

In addition, board will be looking for head of school to have following qualities:

Communication

- ability to mobilize individuals and teams towards an ambitious mission
- ability to engage a variety of stakeholders in a clear and compelling vision
- ability to establish and accomplish ambitious professional goals

Leadership

- ability to identify, secure, and train strong talent
- ability to compose, lead, and train a high-capacity leadership team
- ability to engage the community towards execution of the vision and goals

Vision

- ability to understand the mission, vision, and goals deeply
- ability to develop the details needed to execute on the mission, vision, and goals
- ability to work with the Board to ensure full execution of the vision
- ability to Execute the Financial the Operational Detail of the Charter

Financial and Operational

- ability to build and manage budget details aligned to mission and needs
- ability to plan for long-term needs and adjust as needed for short-term items
- ability to measure and respond to data for outcomes
- ability to communicate goals, metrics, and action plans effectively
- ability to lead a professional team of various needs and responsibilities

The Board will conduct an annual evaluation of the school superintendent**. The superintendent will have an a**t-will employment agreement that will include an evaluation that is linked to school performance expectations. The superintendent's evaluation will also consider

performance in the areas of finance, school culture, staff supervision, legal and state compliance, and ability to communicate with the Board and the public about the school and its successes and challenges. The Board will determine an annual formal evaluation process that will, at a minimum, collecting input from all board members as well as key stakeholders including staff, parents and community leaders. Two stakeholders surveys a year will be conducted to ensure their voices are heard and implemented. The superintendent will also conduct a self -assessment. The final evaluation will be in writing, and adequate, objective documentation for all conclusions will be provided.

Failing to meet the minimum standards for performance and outcomes will trigger board action that will seek to remedy the situation by providing training and support for improvement. If the situation does not improve, the Board will go through a progressive discipline process that can result in the termination of the at-will employment agreement.

Pioneer Technology & Arts Academy

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ATTACHMENT 11

Teacher Evaluation Tool

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Teachers Evaluation Rubrics

This rubric will be converted to Nevada standard during incubation period.
Rubric for Evaluating Colorado Teachers

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.				
THE TEACHER plans lessons that reflect: 1 ***Colorado Academic Standards.*** 2 ***Relevant instructional objectives.*** 3 ***Formative and summative assessment results.***	. . . and **THE TEACHER** implements lessons that: 4 ***Align to the district's plan of instruction.*** 5 ***Reflect vertical and horizontal alignment of the grade or subject area.***	. . . and **THE TEACHER:** 6 ***Implements and communicates learning objectives and student outcomes based on standards.***	. . . and **STUDENTS:** 7 ***Demonstrate acquired skills based on standards.***	. . . and **STUDENTS:** 8 ***Can provide a relevant connection to the standard in their words.***
ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.				
THE TEACHER: 1 ***Connects lessons to key concepts and themes within other disciplines and/or content areas.*** 2 ***Makes content-specific academic language accessible to students.***	. . . and **THE TEACHER** implements instructional strategies across content areas that include: 3 ***Literacy.*** 4 ***Mathematical practices.*** 5 ***Language development.***	. . . and **THE TEACHER:** 6 ***Makes interdisciplinary connections explicit to students.*** 7 ***Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas.*** 8 ***Strategically integrates mathematical practices across content areas.***	. . . and **STUDENTS:** 9 ***Apply literacy skills and concepts.*** 10 ***Apply mathematical practices.***	. . . and **STUDENTS:** accelerate their learning by: 11 ***Elaborating on current lesson within content area.*** 12 ***Drawing real-world connections to other content area(s).***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.				
THE TEACHER: *1* ***Scaffolds questions, concepts, and skills based on a sequence of learning.*** *2* ***Uses instructional materials that are accurate and appropriate for the lesson being taught.*** *3* ***Encourages and provides opportunities for students to make connections to prior learning.***	. . . and **THE TEACHER** implements: *4* ***Content-based instructional strategies that best align to the learning objective.*** *5* ***Multiple models and delivery methods to explain concepts accurately.*** *6* ***Questioning techniques to support disciplinary inquiry.***	. . . and **THE TEACHER:** *7* ***Anticipates student misconceptions related to learning and addresses those misconceptions during instruction.*** *8* ***Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning.***	. . . and **STUDENTS:** *9* ***Develop a variety of explanations and multiple representations of concepts.*** *10* ***Apply skills and knowledge learned in the classroom to engage in more complex tasks.***	. . . and **STUDENTS:** *11* ***Generate questions that lead to further inquiry and self-directed learning.*** *12* ***Synthesize concepts to create original thinking within and across disciplines.***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.				
THE TEACHER maintains: 1 ***Safety and welfare of students and the environment.*** 2 ***Clear expectations for student behavior.*** 3 ***Procedures and routines to guide instruction and transitions.***	. . . and **THE TEACHER:** 4 ***Facilitates student accountability to school and class procedures and routines.*** 5 ***Consistently reinforces student expectations.*** 6 ***Demonstrates a caring and respectful relationship with students.***	. . . and **THE TEACHER** makes maximum use of instructional time by: 7 ***Implementing purposeful pacing and efficient transitions.*** 8 ***Using appropriate strategies to reduce disruptive or off-task behaviors.***	. . . and **STUDENTS:** 9 ***Demonstrate mutual respect and support with the teacher and peers.*** 10 ***Uphold school and class rules.***	. . . and **STUDENTS:** 11 ***Encourage positive behavior from peers.***
ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.				
THE TEACHER: 1 ***Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives.***	. . . and **THE TEACHER:** creates a classroom environment in which diversity is used to ensure: 2 ***A sense of community among students.*** 3 ***Effective interactions among students.*** 4 ***Incorporates instruction that reflects diverse backgrounds, experiences, and different points of view.***	. . . and **THE TEACHER:** 5 ***Delivers lessons to ensure students' backgrounds and contextual knowledge are considered.*** 6 ***Uses materials and lessons that counteract stereotypes to acknowledge the contributions of all cultures.***	. . . and **STUDENTS:** 7 ***Respect the uniqueness of fellow students.*** 8 ***Seek a variety of perspectives to enhance their learning.***	. . . and **STUDENTS:** 9 ***Advocate for multiple aspects of diversity, equity and social awareness.***

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.				
THE TEACHER: *1* Plans for students that have a variety of learning needs and interests. *2* ***Adapts the physical environment to support individual student needs.***	. . . and **THE TEACHER:** *3* ***Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests.*** *4* ***Implements learning plan(s) to address student needs.*** *5* ***Encourages contributions of students across a range of ability levels.***	. . . and **THE TEACHER:** *6* Initiates collaboration with colleagues to better understand and respond to student learning needs. *7* ***Provides opportunities and support for students to self-select tasks that accelerate progress toward their learning goals.*** *8* ***Integrates coping skills such as self-reflection, self-regulation and persistence into instruction.***	. . . and **STUDENTS:** *9* ***Actively engage in and monitor their learning.*** *10* ***Articulate their learning needs and interests that affect classroom performance to the teacher and/or parent.***	. . . and **STUDENTS:** *11* ***Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations.*** *12* ***Encourage fellow students to participate and challenge themselves.***
ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.				
THE TEACHER: establishes: *1* ***A classroom environment that encourages participation from families and/or significant adults.*** *2* ***Respectful relationships with families and/or significant adults.***	. . . and **THE TEACHER:** *3* Uses a variety of methods to initiate communication with families and/or significant adults in the school and community. *4* Shares feedback on student progress with families and/or significant adults.	. . . and **THE TEACHER:** *5* Facilitates communication between families and/or colleagues who provide student services. *6* Recognizes obstacles to family and community participation and seeks solutions to overcome them.	. . . and **FAMILIES AND/OR SIGNIFICANT ADULTS:** *7* Collaborate with the teacher to remove obstacles to participate in classroom and/or school-based activities.	. . . and **FAMILIES AND/OR SIGNIFICANT ADULTS:** *8* ***Participate in classroom and/or school-based activities.***

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.				
THE TEACHER: *1* Considers the intellectual, physical, social, and emotional development of students when planning lessons.	. . . and **THE TEACHER:** *2* Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction.	. . . and **THE TEACHER:** engages students in: *3* ***Developmentally-appropriate learning.*** *4* ***Creative learning experiences.***	. . . and **STUDENTS:** *5* ***Advocate for their learning needs.*** *6* ***Communicate the value of new and different ways of learning.***	. . . and **STUDENTS:** *7* ***Apply new and different ways of learning.***
ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.				
THE TEACHER: *1* Determines the students' current skill levels and uses that information to plan instruction. *2* ***Selects assessment strategies aligned to the learning objective.*** *3* ***Monitors student learning in relation to the learning objective.***	. . . and **THE TEACHER:** *4* ***Uses assessment results to guide real-time adjustments to instruction.*** *5* Evaluates and documents student performance based on multiple measures to set learning goals. *6* ***Provides timely feedback to students that is academically focused, frequent, and high quality.***	. . . and **THE TEACHER:** *7* ***Models how to incorporate feedback to improve learning.*** *8* ***Provides students opportunities to revise their work based on feedback.***	. . . and **STUDENTS:** *9* ***Self-assess on a variety of skills and concepts to set learning goals.***	. . . and **STUDENTS:** *10* ***Discuss performance with the teacher, family and/or significant adults.*** *11* ***Monitor and revise their learning goals based on feedback.***

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
THE TEACHER: *1* Plans lessons incorporating available technology. *2* Assesses available technology to use with instruction.	. . . and **THE TEACHER:** uses available technology to: *3* ***Facilitate classroom instruction.*** *4* ***Develop students' knowledge and skills based on lesson outcomes.*** *5* ***Models responsible and ethical use of technology and applications.***	. . . and **THE TEACHER** integrates available technology to enhance: *6* ***Creativity.*** *7* ***Use of information.*** *8* ***Collaboration.***	. . . and **STUDENTS:** *9* ***Demonstrate responsible and ethical digital citizenship.*** *10* ***Use available technology to apply team-building skills.***	. . . and **STUDENTS:** *11* ***Self-select appropriate technology tools based on lesson outcomes.*** *12* ***Create artifacts and design tools to solve authentic problems.***
ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.				
THE TEACHER: *1* ***Establishes expectations at a level that challenges students.*** *2* Plans lessons that incorporate critical-thinking and problem-solving skills.	. . . and **THE TEACHER:** *3* ***Uses questioning strategies to develop students' critical-thinking and problem-solving skills.*** *4* ***Uses wait time to encourage student responses.***	. . . and **THE TEACHER:** *5* ***Models critical-thinking and problem-solving skills.***	. . . and **STUDENTS:** *6* ***Use questioning strategies to develop and test innovative ideas.*** *7* ***Use evidence to justify conclusions and synthesize knowledge.***	. . . and **STUDENTS:** *8* ***Construct logical arguments.*** *9* ***Use concepts to solve problems.***

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.				
THE TEACHER: *1* ***Has a clear purpose for student collaboration.***	. . . and **THE TEACHER:** *2* ***Provides opportunities for students to participate using various roles and modes of communication.*** *3* ***Adjusts team composition based on learning objectives and student needs.***	. . . and **THE TEACHER:** *4* ***Holds students accountable for work product and collaboration processes.*** *5* ***Promotes teamwork and leadership skills.***	. . . and **STUDENTS:** *6* ***Demonstrate a willingness to assume leadership roles in their teams.*** *7* ***Utilize group processes to build trust and promote effective team interactions.***	. . . and **STUDENTS:** *8* ***Use group feedback to reflect on and improve the quality of their work.***
ELEMENT F: Teachers model and promote effective communication.				
THE TEACHER: *1* ***Establishes classroom practices to support effective communication.*** *2* ***Provides clear directions to guide student learning and behavior.***	. . . and **THE TEACHER:** *3* ***Articulates thoughts and ideas clearly and effectively.*** *4* ***Uses active listening strategies with students.***	. . . and **THE TEACHER:** *5* ***Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.***	. . . and **STUDENTS:** *6* ***Apply clear and appropriate communication skills in a variety of situations.*** *7* ***Formulate questions and explain their thinking.***	. . . and **STUDENTS:** *8* ***Extend and enrich the discussion.*** *9* ***Invite others to participate.***

Professional Practice may ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers demonstrate high standards for professional conduct.				
THE TEACHER: maintains confidentiality of: *1* Student records and data as required by law. *2* Student, family and fellow teacher interactions with colleagues. *3* Demonstrates reliable and responsible behavior.	. . . and **THE TEACHER:** engages in interactions that are: *4* ***Respectful.*** *5* ***Consistent.*** *6* ***Reasonable.*** *7* ***Models ethical behavior.***	. . . and **THE TEACHER:** *8* ***Promotes ethical behavior of students as individuals and as members of a community.***	. . . and **THE TEACHER:** *9* Encourages colleagues' accountability to school and district vision and mission.	. . . and **THE TEACHER:** *10* Serves as an advocate for school and district vision and mission.
ELEMENT B: Teachers link professional growth to their professional goals.				
THE TEACHER: reflects on and engages in professional learning activities aligned to: *1* Colorado Academic Standards. *2* School and district goals. *3* Professional goals and growth plan.	. . . and **THE TEACHER:** *4* ***Applies knowledge and skills learned through professional learning to improve student outcomes.*** *5* ***Seeks performance feedback from supervisor and/or colleagues to improve practice.***	. . . and **THE TEACHER:** *6* ***Implements performance feedback from supervisor and/or colleagues to improve practice.*** *7* Applies research as a key component of ongoing learning and development.	. . . and **THE TEACHER:** *8* Uses data to monitor and evaluate instructional strategies acquired through professional learning. *9* ***Reflects on and adjusts instruction resulting in student growth.***	. . . and **THE TEACHER:** *10* Self-selects professional learning beyond district/school offerings that builds instructional expertise.

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers respond to a complex, dynamic environment.				
THE TEACHER: *1* Maintains a productive and respectful relationship with colleagues.	. . . and **THE TEACHER:** adapts to the changing demands of the: *2* Classroom environment. *3* School environment.	. . . and **THE TEACHER** collaborates with colleagues to: *4* Navigate change while maintaining a focus on student learning. *5* Implement change efforts.	. . . and **THE TEACHER:** *6* Contributes to school improvement planning efforts.	. . . and **THE TEACHER:** *7* Contributes to district improvement planning efforts.
ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.				
THE TEACHER: *1* Contributes to school committees and teams.	. . . and **THE TEACHER:** *2* Actively participates in school decision-making processes. *3* Acts as an informal mentor/resource to colleagues.	. . . and **THE TEACHER:** *4* Increases the capacity of colleagues to improve practice. *5* Seeks opportunities to lead. *6* Promotes an inclusive school culture through family or community outreach.	. . . and **THE TEACHER:** *7* Advocates for improvements to teaching and learning at the local, state, and/or national level. *8* Works with colleagues to promote changes to school-wide systems to improve student learning.	. . . and **THE TEACHER:** *9* Leads activities designed to improve local, state and/or national level policies and procedures. *10* Collaborates with community partners, organizations, and/or networks to address educational issues.

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 12

Leadership Evaluation Tool(s)

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Administration Evaluation

This Rubric will get converted to Nevada Standard during Incubation year.

Rubric for Evaluating Colorado's Principals and Assistant Principals

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the schools' primary instructional leaders, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction and student progress and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports schools' ability to promote equity and to continually improve their positive impact on students and families.

QUALITY STANDARD I
Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Vision, Mission and Strategic Goals Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.				
THE PRINCIPAL ensures that the vision, mission, values, beliefs and goals of school are: ☐ Familiar to staff and other stakeholders. ☐ Developed through a collaborative process including staff and other stakeholder groups. ☐ Routinely updated.	. . . and **THE PRINCIPAL** ensures that the school's vision, mission and strategic goals are: ☐ Part of routine school communications with staff and other stakeholders. ☐ Integrated into school programs.	. . . and **THE PRINCIPAL** collaboratively establishes strategic goals that are: ☐ Focused on student achievement. ☐ Based on the analysis of multiple sources of information. ☐ Aligned with district priorities. ☐ Measurable. ☐ Rigorous. ☐ Concrete.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Incorporate strategic goals into their instructional plans. ☐ Identify and address barriers to achieving the school's vision, mission and goals.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Collaboratively implement strategies to address the school's vision, mission and strategic goals. ☐ Assume leadership roles in updating the school's vision, mission and strategic goals.

QUALITY STANDARD I

Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School Plan Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students and provides for data-based progress monitoring.				
THE PRINCIPAL: ☐ Implements systems and processes for planning and managing change. ☐ Works collaboratively to develop the school plan.	. . . and **THE PRINCIPAL** communicates effectively to staff and other stakeholders: ☐ Personal commitment to continuous school and district improvement. ☐ Components of school's plan. ☐ Progress toward meeting school goals and outcomes.	. . . and **THE PRINCIPAL** establishes clear and consistent processes and systems to: ☐ Monitor progress toward achieving school goals and student outcomes. ☐ Regularly revise school goals and outcomes based on progress monitoring data.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Conscientiously implement the school plan. ☐ Address barriers to achieving school's vision, mission and strategic goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Track student progress. ☐ Collaboratively develop short-term and long-term plans to improve student outcomes.
ELEMENT C: Leading Change Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.				
THE PRINCIPAL: ☐ Acknowledges the importance of meaningful change. Has processes in place for: ☐ Resource allocation. ☐ Addressing barriers to change.	. . . and **THE PRINCIPAL:** ☐ Provides support for change efforts within the school. ☐ Coaches others in leading change.	. . . and **THE PRINCIPAL** establishes clear and effective processes to: ☐ Provide opportunities for all staff to engage in school change efforts. ☐ Manage change.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead school planning efforts. ☐ Implement approved school change strategies. ☐ Anticipate, identify and address barriers to positive change.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead school change efforts. ☐ Set challenging student learning goals.

QUALITY STANDARD I

Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Distributive Leadership Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.				
THE PRINCIPAL: ☐ Involves staff in the school's decision making processes.	. . . and **THE PRINCIPAL:** ☐ Assumes responsibility for decision making process. ☐ Includes parents, families and the larger school community in decision making processes.	. . . and **THE PRINCIPAL** involves school staff members in: ☐ Selecting and implementing effective improvement strategies.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead planning and monitoring efforts. ☐ Collaborate on school planning efforts.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Participate in meaningful school leadership activities.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Curriculum, Instruction, Learning and Assessment Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.				
THE PRINCIPAL sets expectations for staff regarding: ☐ Differentiating instruction. ☐ Assessing student work. ☐ Monitoring student progress. ☐ Aligning instructional strategies with student performance standards. ☐ Applying research based strategies.	. . . and **THE PRINCIPAL** reinforces instructional initiatives through: ☐ School wide activities. ☐ Implementation of the district's approved curriculum. ☐ Clear, consistent and frequent communication with staff. ☐ Consistent and objective use of data for decision making.	. . . and **THE PRINCIPAL** implements a school wide instructional approach that is: ☐ Reflective of input from staff. ☐ Aligned with student performance standards. ☐ Supported by research. ☐ Enhanced by the use of appropriate technologies.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Develop and implement ideas for improving student learning. ☐ Use evidence-based practices. ☐ Refine curriculum, instruction and assessment approaches based on data, school wide discussions and idea generation.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Initiate classroom based changes based on discussions with colleagues and results of data analysis. ☐ Make corrections to their instructional approaches based on personal reflection. ☐ Use evidence-based strategies appropriate for addressing school and student needs.
ELEMENT B: Instructional Time Principals create processes and schedules which maximize instructional, collaborative and preparation time.				
THE PRINCIPAL: ☐ Limits interruptions to instruction.	. . . and **THE PRINCIPAL:** ☐ Manages time so teaching and learning are the school's top priority. ☐ Implements a master schedule providing planning and collaboration time for all staff.	. . . and **THE PRINCIPAL:** ☐ Quickly and efficiently resolves issues that disrupt the school day.	. . . and **SCHOOL STAFF MEMBERS** protect instructional time by: ☐ Assuring that students stay on task. ☐ Limiting transitions that can influence time available.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Advocate to administrators for uninterrupted instructional time. ☐ Adjust instructional strategies to maximize time on task.

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Implementing High-quality Instruction Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.				
THE PRINCIPAL: ☐ Provides needs based professional development. ☐ Supports staff in the implementation of a rigorous instructional program.	. . . and **THE PRINCIPAL:** ☐ Aligns professional development offerings with the school's most critical needs. ☐ Actively engages in professional development activities along with staff. Provides performance feedback to teachers that is: ☐ Actionable. ☐ Timely.	. . . and **THE PRINCIPAL** ensures that the school's instructional program is: ☐ Relevant to students' needs and interests. ☐ Focused on quality of classroom instruction. ☐ Aligned with P-20. ☐ Evidence-based.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Actively participate in professional development activities to develop and/or sustain their leadership capacity.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Identify their professional development needs. ☐ Apply lessons learned through professional development.
ELEMENT D: High Expectations for all Students Principals hold all staff accountable for setting and achieving rigorous performance goals for all students and empower staff to achieve these goals across content areas.				
THE PRINCIPAL: ☐ Leads the development of student outcomes and educator goals.	. . . and **THE PRINCIPAL:** ☐ Communicates a belief in high measurable goals/outcomes for students and staff.	. . . and **THE PRINCIPAL** sets student learning goals that are: ☐ Measurable. ☐ Rigorous. ☐ Consistently addressed. ☐ Aligned with district priorities. ☐ Based on multiple sources of information. ☐ Holds staff accountable for achieving student learning goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Set rigorous but achievable individual learning goals for students. ☐ Participate in the development of rigorous but achievable school goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Ensure that all students achieve the rigorous outcomes they set for them.

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Instructional Practices Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.				
THE PRINCIPAL: ☐ Provides instructional coaching for teachers. ☐ Stays abreast of evidence based practices associated with improved student learning.	. . . and **THE PRINCIPAL:** ☐ Participates in professional development and adult learning activities to understand evidence based student learning research. ☐ Provides data-based feedback on instructional practices to teachers.	. . . and **THE PRINCIPAL:** ☐ Evaluates professional development activities to assure that they result in improved instructional and assessment practices. ☐ Supports teacher efforts to engage in data-based decision making.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use data to guide and support instructional changes. ☐ Collect, analyze and share data related to changes to instructional practices.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Share knowledge of school successes with colleagues and others interested in making positive school changes.

Evaluator Comments: *(Required for Rating of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Intentional and Collaborative School Culture Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.				
THE PRINCIPAL: ☐ Establishes a school culture that is inviting to students, staff and visitors. Communicates with families and the community: ☐ Frequently. ☐ Focusing on including them in the school's activities. ☐ In an inclusive manner.	. . . and **THE PRINCIPAL** invites families and community members into the school to participate in: ☐ Decision making processes. ☐ Parent conferences. ☐ Activities to learn about how to help students.	. . . and **THE PRINCIPAL:** ☐ Establishes an inclusive school culture based on collaboration among and between students, parents, staff and the community. ☐ Consistently monitors school culture to ensure that it is conducive to student learning.	. . . and **PARENTS, FAMILIES AND COMMUNITY MEMBERS** participate in: ☐ A variety of meaningful school-based activities. ☐ Decision making processes related to their children's education.	. . . and **PARENTS AND SCHOOL STAFF MEMBERS:** ☐ Collaborate on student learning initiatives.
ELEMENT B: Commitment to the Whole Child Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.				
THE PRINCIPAL: ☐ Understands the interconnectedness of students' physical, cognitive, social and emotional health and welfare.	. . . and **THE PRINCIPAL:** ☐ Implements an approach to learning that integrates research based practices to address students' cognitive, physical, social and emotional health and welfare.	. . . and **THE PRINCIPAL:** ☐ Monitors school activities and initiatives to assure that all of the students' needs are addressed.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Identify and address the needs of the whole child. ☐ Seek advice of experts who can help address student needs when necessary.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Address student needs in a holistic, integrated and comprehensive manner.

QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Equity Pedagogy Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.				
THE PRINCIPAL: ☐ Understands the diversity of the school community. ☐ Recognizes that diversity is an asset to the school.	. . . and **THE PRINCIPAL:** ☐ Sets student expectations that reflect an understanding of and respect for their backgrounds, needs, or skills. ☐ Provides all students opportunities to showcase their skills and talents. ☐ Demonstrates an appreciation for and sensitivity to diversity in the school community.	. . . and **THE PRINCIPAL** sets the expectation that all students will: ☐ Achieve one year of growth for one year of instruction. ☐ Graduate from high school. ☐ Be college or career ready at time of high school graduation. ☐ Implements activities and provides services to meet student needs.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Ensure that all students are treated with respect and dignity. ☐ Respect students for their unique talents and skills.	. . . and **SCHOOL STAFF MEMBERS AND THE COMMUNITY:** ☐ Initiate actions that encourage an inclusive climate of respect for student diversity. **STUDENTS:** ☐ Accept and respect fellow students who are different from them.

QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Efficacy, Empowerment and a Culture of Continuous Improvement Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers and a valid assessment of outcomes.				
THE PRINCIPAL: ☐ Routinely assesses student outcomes. ☐ Requires staff to use data to identify needed improvements to teaching and learning activities.	. . . and **THE PRINCIPAL:** ☐ Develops the capacity of staff and other stakeholders to use data for decision making.	. . . and **THE PRINCIPAL** creates a culture of risk taking and learning within the school by: ☐ Developing new initiatives and monitoring their impact on student learning. ☐ Eliminating ineffective activities and initiatives.	. . . and **SCHOOL STAFF MEMBERS** participate in the evaluation of: ☐ Instructional approaches. ☐ Progress toward achieving school goals and student outcomes.	. . . and **SCHOOL STAFF MEMBERS** recommend: ☐ Activities and initiatives for elimination or scale back. ☐ Evidence based programs, practices and instructional programs for implementation.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV

Principals demonstrate human resource leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Professional Development/Learning Communities Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.				
THE PRINCIPAL: ☐ Organizes the school as a professional learning community.	. . . and **THE PRINCIPAL** provides professional development that is: ☐ Of high quality. ☐ Tailored to meet staff needs. ☐ Focused on student learning. ☐ Research based. ☐ Job embedded. ☐ Designed to meet student learning needs. ☐ Aligned with the school improvement plan.	. . . and **THE PRINCIPAL:** ☐ Provides opportunities for staff to assume leadership roles within the school.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Actively engage in the creation and implementation of the school's professional learning community.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Assume leadership roles within professional learning communities.
ELEMENT B: Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.				
THE PRINCIPAL: ☐ Adheres to district and state policies and procedures related to personnel activities. ☐ Makes personnel assignments within the parameters of district policy.	. . . and **THE PRINCIPAL** considers school and district strategic goals and student outcomes when making personnel decisions such as: ☐ Recruiting staff. ☐ Hiring staff. ☐ Assigning staff. ☐ Evaluating staff. ☐ Dismissing staff. ☐ Provides support for new teachers and staff members to help ensure their success.	. . . and **THE PRINCIPAL:** ☐ Supports low performing teachers in ways that will improve their performance. ☐ Places personnel in positions to ensure that all students have equal access to highly effective teachers. ☐ Dismisses or does not rehire teachers when necessary.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Accept school placements where they are needed most in order to address student learning needs.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use the advice of coaches, mentors, and/or experts in various fields in order to improve their practice.

QUALITY STANDARD IV

Principals demonstrate human resource leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teacher and Staff Evaluation Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.				
THE PRINCIPAL: ☐ Understands the importance of consistent and rigorous evaluations of school staff members.	. . . and **THE PRINCIPAL** conducts staff evaluation activities: ☐ In line with district policies. ☐ On time. ☐ Using multiple measures. ☐ Uses evaluation results to identify professional development and growth needs of teachers and staff.	. . . and **THE PRINCIPAL:** ☐ Provides mentoring, coaching and other resources for staff whose performance needs improvement.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Hold themselves accountable for meeting or exceeding student outcomes and school goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to the district's personnel evaluation process. ☐ Use personnel evaluation results to improve performance over time.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Resources and Budget Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.				
THE PRINCIPAL manages school's budget with respect to: ☐ District guidelines. ☐ Standard accounting procedures. ☐ Student and staff needs.	. . . and **THE PRINCIPAL:** ☐ Focuses school resources on teaching and learning. Allocates resources to: ☐ Fund priority needs first. ☐ Support the attainment of strategic goals and student outcomes. ☐ Continuous school improvement. ☐ Professional development.	. . . and **THE PRINCIPAL:** ☐ Manages and monitors fiscal, physical and personnel resources efficiently and effectively. ☐ Creates management structures to support the alignment of resources with school goals and student outcomes.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Support the development of external partnerships that support teaching and learning.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use school resources for the benefit of students. ☐ Fully support the alignment of resources with school goals and student outcomes. ☐ Participate in the budgeting and prioritization process as requested.
ELEMENT B: Conflict Management and Resolution Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.				
THE PRINCIPAL: ☐ Builds positive relationships between and among students, staff members and parents/guardians.	. . . and **THE PRINCIPAL:** ☐ Interacts with students, staff and other stakeholders as needed in order to defuse potentially stressful situations.	. . . and **THE PRINCIPAL:** ☐ Resolves issues as they arise to prevent long-term problems. ☐ Models fairness and consistency when dealing with students, staff and parents/guardians.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Build positive relationships with each other. ☐ Manage conflicts or tense situations between and among students, parents and colleagues.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Anticipate problems and adjust behaviors to avoid conflict.

QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Systematic Communication Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.				
THE PRINCIPAL: ☐ Communicates with students, parents and the community on a regular basis. ☐ Responds to contact from parents and community members in a timely and meaningful manner.	. . . and **THE PRINCIPAL:** ☐ Prioritizes communication as a high priority area for the school. ☐ Invites parents and the community to share ideas and concerns.	. . . and **THE PRINCIPAL:** ☐ Offers a variety of venues for communication available for students, staff, parents/guardians and community stakeholders.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use existing communication structures such as newsletters and blogs to expand and enhance communication between the classroom and the school community.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Develop effective strategies to sustain positive meaningful communications with parents, students and the community.
ELEMENT D: School-wide Expectations for Students and Staff Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.				
THE PRINCIPAL: ☐ Adheres to rules and procedures required by district administration. ☐ Establishes school rules and procedures.	. . . and **THE PRINCIPAL:** ☐ Establishes rules and procedures appropriate for all members of the school community. ☐ Routinely reviews and revises rules and procedures to assure their continued relevance.	. . . and **THE PRINCIPAL:** ☐ Establishes and clearly articulates high expectations for all students and staff. ☐ Demonstrates values, beliefs and attitudes that inspire students and staff to higher levels of performance.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to school and district rules and procedures.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Establish and enforce high expectations for student classroom behavior.

QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Supporting Policies and Agreements Principals regularly update their knowledge of federal and state laws and school district and board policies, including negotiated agreements, if applicable and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.				
THE PRINCIPAL: ☐ Complies with district policies and negotiated agreements. ☐ Is familiar with state and federal laws and district and state policies.	. . . and **THE PRINCIPAL:** ☐ Inquires about policies/laws prior to making decisions. ☐ Establishes procedures to protect the confidentiality of staff and student information. ☐ Studies changes to laws and policies to maintain the school's compliance.	. . . and **THE PRINCIPAL:** ☐ Efficiently and effectively manages school or district contractual arrangements. ☐ Provides meaningful and timely input into the development of district and board policy.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to all school and district policies and procedures.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Provide school and/or district administrators input regarding policies and procedures. ☐ Suggest new or revised policies and procedures to help assure student success.
ELEMENT F: Ensuring an Orderly and Supportive Environment Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.				
THE PRINCIPAL: ☐ Understands the importance of establishing a safe, positive and supportive school environment.	. . . and **THE PRINCIPAL:** ☐ Establishes rules and procedures to maintain a safe and positive school culture. ☐ Addresses safety issues immediately and efficiently.	. . . and **THE PRINCIPAL:** ☐ Expects students and teachers to respect diverse interests and attitudes. ☐ Creates mechanisms to ensure all stakeholder voices are heard and respected.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Demonstrate respectful behavior toward students, parents, stakeholders and colleagues.	. . . and **SCHOOL STAFF MEMBERS** initiate activities designed to: ☐ Improve school safety. ☐ Encourage respect between and among students and colleagues.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD VI

Principals demonstrate external development leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Family and Community Involvement and Outreach Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.				
THE PRINCIPAL: ☐ Establishes a welcoming and inviting approach to parents and community members as visitors to the school or individual classrooms.	. . . and **THE PRINCIPAL:** ☐ Conducts community outreach activities. ☐ Invites families to participate in activities specifically focused on their children.	. . . and **THE PRINCIPAL** encourages families and community members to become engaged in: ☐ Student learning initiatives. ☐ School decision making processes.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Support family and community involvement for the benefit of student learning. ☐ Use community resources to support classroom learning.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Sustain meaningful parent and community involvement throughout the school year.
ELEMENT B: Professional Leadership Responsibilities Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies and negotiated agreements where applicable.				
THE PRINCIPAL: ☐ Understands the need for strong community and organizational relationships.	. . . and **THE PRINCIPAL:** ☐ Understands and interacts with the network of agencies that provide health, social and other services to families.	. . . and **THE PRINCIPAL:** ☐ Establishes and maintains strong positive relationships with key community stakeholders and external agencies. ☐ Maximizes the impact of community, district, state and national relationships to benefit the school.	. . . and **SCHOOL STAFF MEMBERS** accept responsibility for: ☐ Adhering to all applicable rules, regulations, policies and laws. ☐ Utilizing available external resources for the benefit of students.	. . . and **SCHOOL STAFF MEMBERS AND PARENTS:** ☐ Provide support/feedback to enhance the opportunities for all students to be successful and workforce ready.

QUALITY STANDARD VI

Principals demonstrate external development leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Advocacy for the School Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.				
THE PRINCIPAL: ☐ Engages community members and key stakeholders in the school's activities. ☐ Understands the community and the issues it is facing.	. . . and **THE PRINCIPAL:** ☐ Identifies and engages key community stakeholders. ☐ Solicits community input and uses the input to inform decisions.	. . . and **THE PRINCIPAL:** ☐ Advocates throughout the school community for school support. ☐ Expands personal reach and sphere of influence to maximize support for the school.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Engage community agencies to help meet the needs of students and families.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Maintain strong relationships with key community stakeholders.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 13

Evidence of Demand from Prospective Students and Families

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Lara McOmie

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Edna Coloma

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Darnisha Gladney

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Darnisha Gladney

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Darnisha Gladney

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

China McCowan

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

China McCowan

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Jazmin Rodas

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Parent/Guardian Name: *

Jazmin Rodas

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Email Address: *

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Parent/Guardian Name: *

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Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Kathryn Hines

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Ebony Odums

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Amy Rucker

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Meloni Lewis

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

James Nelson

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Meloni Lewis

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

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Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Shanikka skeen

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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MM DD YYYY

[redacted]

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Parent/Guardian Name: *

Shanikka skeen

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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MM DD YYYY

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Parent/Guardian Name: *

Shanikka skeen

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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MM DD YYYY

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Parent/Guardian Name: *

Shanikka skeen

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

LaKeisha Taylor

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Walter Robinson

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Rosette Newman

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Makiyyah Wilson

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

crystal and daunte thomas

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Sandhya Cass

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Sandhya Cass

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Tasia Freeman

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Tiffany Watson

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Adolfo flores mata

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Adolfo flores mata

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Franklin C Gibbs

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Ashley Harper

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Ashley Harper

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Ashley Harper

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Denna Singleton

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Denna singleton

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Perlie McCall

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Karen Quinn

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Karen Quinn

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Karen Quinn

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Sherkell Bynum

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Amber Pyle

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Tasha Turner-Fletcher

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Myesha Butler

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Myesha Butler

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Ashley Oliver

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Ashley Oliver

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Ashley Oliver

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

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Parent/Guardian Name: *

Ashley Oliver

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Lara McOmie

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Lara McOmie

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

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Parent/Guardian Name: *

Lara McOmie

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

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Parent/Guardian Name: *

Lara McOmie

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

amy

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Amy

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Google Forms

Pioneer Technology & Arts Academy/Nevada

Intent to Enroll Form:

Pioneer Technology & Arts Academy (PTAA) are K-12, tuition free, public Charter Schools. PTAA is currently proposing to open a PTECH/Engineering & Technology High School in Las Vegas Area and K-12 school in Mesquite Nevada with projected enrollment based on community interest.

If you are interested in having your student attend our Academy, please complete the information form below (one form per child).

Please note: Completing this form is an indication of interest and NOT an application nor a commitment to attend.

You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Amy

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Google Forms

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Amy

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Amy

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Google Forms

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

Ashley Oliver

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Pioneer Technology & Arts Academy

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PTAA/Nevada

ATTACHMENT 14

Incubation Year Planning Table

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 20-21) to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for 'Staffing'. This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding.

2020-2021 Planning Year Milestones (SMART Goals) by Work Stream	**Activity**	**Responsible Personnel**	**Milestone Date(s)**
INSTRUCTION			
	1. Create Scope and Sequence 2. Create Pacing Calendars 3. Finalize Curriculum Alignments 4. Finalize Professional Development 5. STEM training Development 6. Procure curriculum from Spaulding, PLTW, STEMscopes, Singapore Math 7. Curriculum Distribution	Shubham Pandey Shannon Houston	Oct-Dec.
Assessment Development	1. Contract with NWEA 2. Order state testing materials 3. Create Diagnostic Assessment for Incoming students 4. Conduct Diagnostic testing 5. Analyze results of testing for planning	Shubham Pandey Dr Derrick Love	Oct-Dec
TALENT			
	1. Develop recruiting and marketing materials 2. Develop recruiting and marketing plan 3. Arrange Benefits providers 4. Host Job Fairs 5. Recruit teachers from sister schools 6. Host J1 Visa programs 7. Host College Fairs 8. Negotiate and sign contracts for contracted services 9. Develop PD plan and schedule of development of PD materials 10. Approve staff handbook 11. Perform background checks on all employees	Derrick Love Shubham Pandey Board	Dec. Nov. April April April April April

	12. Summer professional Development	Shubham Pandey Shubham Pandey Derrick Love	April July-August
OPERATIONS			
	1. Finalize Securing Facility 2. Apply for any zoning changes 3. Arrange for Necessary Renovations 4. Apply for construction financing 5. Arrange purchase of furniture for classrooms, offices 6. Inspection and Certificate of Occupancy 7. Contract for Food and shared transportation 8. Create School Schedules 9. Develop After school programs 10. Secure janitorial services	Shubham Pandey	Oct.-Dec. Jan-Mar June June April Oct-Dec. April
TECHNOLOGY			
	1. Setup Server 2. Setup Cloud services 3. Setup Domain controller 4. Setup AP 5. Setup Workstations 6. Setup LAN and WAN connections	Jean Avekoe	April
FINANCE			
	1. Approve the fiscal controls and financial policies the school will employ for tracking of daily operational finances 2. Approve check signers 3. Approve fiscal policy manual state and federal 4. Setup bank accounts 5. Setup Software	Board Board Board Paul King	Dec. Dec. Jan Dec..
PARENT & COMMUNITY ENGAGEMENT			
	1. Design informational flyer/packet 2. Distribute Direct Mailers 3. Launch recruiting and marketing campaign, including flyer distribution and advertising 4. Develop Online campaigns 5. Make enrollment portal available on website 6. Schedule and hold Open Houses at facility	Shubham Pandey Derrick Love	Oct-Dec. Oct-Aug. Oct-Aug.

	7. Secure translation for information sessions 8. Create calendar of Community seminars	Shubham Pandey Shubham Pandey	Oct-Aug. Oct-Aug.
SCHOOL SYSTEMS & CULTURE			
	1. Contract student uniform services 2. Define visitor procedure including tracking 3. Finalize student handbook, discipline policy 4. Approve student handbook, discipline policy 5. Finalize and approve school calendar 6. Finalize daily schedule 7. Develop Family Meeting Event schedule 8. Develop family conference schedule 9. Setup Website	Sonya Gracy Derrick Love Derrick Love Board Shubham Pandey Shubham Pandey Shubham Pandey	April Nov Nov Nov Nov. Nov. Nov. Nov. Oct.
OTHER			
	1. Create HR Policies 2. HR policies approved 3. Setup Payroll System	Sonya Gracy Board Sonya Gracy	Oct-Nov Dec. April

Pioneer Technology & Arts Academy

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PTAA/Nevada

ATTACHMENT 15

Operational Execution Plan

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Organization Plan for Pioneer Technology & Arts Academy: Year Oct 2020-Aug 2021

Startup Categories/Task	Starting Date	End Date
Facilities		
Finalize property Lease /Buy/Lease to Buy	October 2020	March 2021
Work with investors/banks to secure campus as necessary	October 2020	December 2020
Work with an Architect to create a building plans as necessary	October 2020	December 2020
City Zoning/ Permits as necessary	October 2020	December 2020
Final Inspection and occupancy certificate		July 2021
City Permits for Building Plans if necessary	January 2021	April 2021
Aligning all subcontractors Building Plans if necessary	April 2021	June 2021
Education / Classrooms		
Curriculum finalization for Middle School	October 2020	March 2021
Complete training documents regarding assessment requirements	October 2020	April 2021
Complete training documents regarding lesson plans and class methodologies	October 2020	April 2021
Ordering and Procuring team setup to acquire materials at the cheapest cost or through donations: • Order Textbooks / classroom resources • Furniture (donations when possible “pledged resources”) • Computers / tablets (donations when possible “pledged resources”) • Robotics equipment • Lab materials • Language resources • Photocopy machines (leased initially) • Playground equipment (leased if possible)	October 2020	July 2021
Finalization of Calendars and class schedules	December 2020	April 2021
Student Orientation Dates Finalized	December 2020	April 2021
Community awareness open house to show curriculum and classroom methodologies	March 2021	May 2021
After school Clubs setup	January 2021	May 2021
Community Relations		

Startup Categories/Task	Starting Date	End Date
Identify resources that have pledged hours to help PTAAN and categorize them according to their experience to create awareness for school in community	October 2020	September 2021
Update Website constantly	October 2020	August 2021
Use Social media to create constant updates and awareness in community	October 2020	August 2021
Timely press releases to announce school approval and enrollment info	October 2020	April 2021
Create a team that constantly keeps mayor, city departments, chambers and community leaders aware of school progress.	October 2020	August 2021
School Administration		
School Governing board contact information updated on website	December 2020	December 2020
School Governing board monthly meeting schedules finalized and updated on website	December 2020	March 2021
School Policies finalized: • Student and Parent handbooks • Staff Handbooks • Admission Procedures documents • Transportation policies	March 2021	May 2021
Hire Superintendent		August 2020
Human Resources		
Finalize Staff hiring documents	October 2020	February 2021
Hire Administration staff: Receptions, secretary, coordinators	March 2021	May 2021
Start interview process for lead teachers, elective teachers and other staff	March 2021	May 2021
Create school year contracts for staff & complete all hiring procedures	May 2021	June 2021
Setup in service dates for new hire	July 2021	August 2021
Teacher training schedules	July 2021	August 2021
Collect Insurance, W4, reference checks and copies of education certificates	July 2021	August 2021
Admissions/ Enrollment		
Finalize School Brochure, Admission forms and online enrollment form	December 2020	March 2021
Community open house to educate community on open enrollment dates and procedures	March 2021	May 2021
Publish online student and parent handbook	May 2021	May 2021

Startup Categories/Task	Starting Date	End Date
Hold Lottery	June 2021	July 2021
Confirm admissions to lottery winners	July 2021	July 2021
Establish Waitlist and educate parents on waitlist procedures	July 2021	July 2021
Request student records of confirmed acceptance	July 2021	July 2021
Collect demographic data, home language data and incoming assessment procedures	July 2021	July 2021
Special Education		
Identity Special Education students based on student records, assessment, parents input	July 2021	July 2021
Request further records from previous school district's special education coordinator	July 2021	July 2021
Special Education Staff training	July 2021	August 2021
Contracts with special education service providers	March 2021	July 2021
Contracts finalized with psychologist	March 2021	July 2021
Financials		
Finalize the contract with accounting firm	October 2020	October 2020
Finalize Chief Accounting Office internally or through Accounting Firm	October 2020	October 2020
Establish bank accounts and pass the information to NDE with routing number and account number	October 2020	October 2020
Establish Payroll Services	October 2020	October 2020
Establish Retirements and Insurance services through payroll	October 2020	October 2020
Hire auditor	February 2021	August 2021
Establish line of credits	October 2020	April 2021
Produce Financial reports	October 2021	August 2021
Finalize leases for equipment	January 2021	August 2021

Pioneer Technology & Arts Academy

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PTAA/Nevada

ATTACHMENT 16

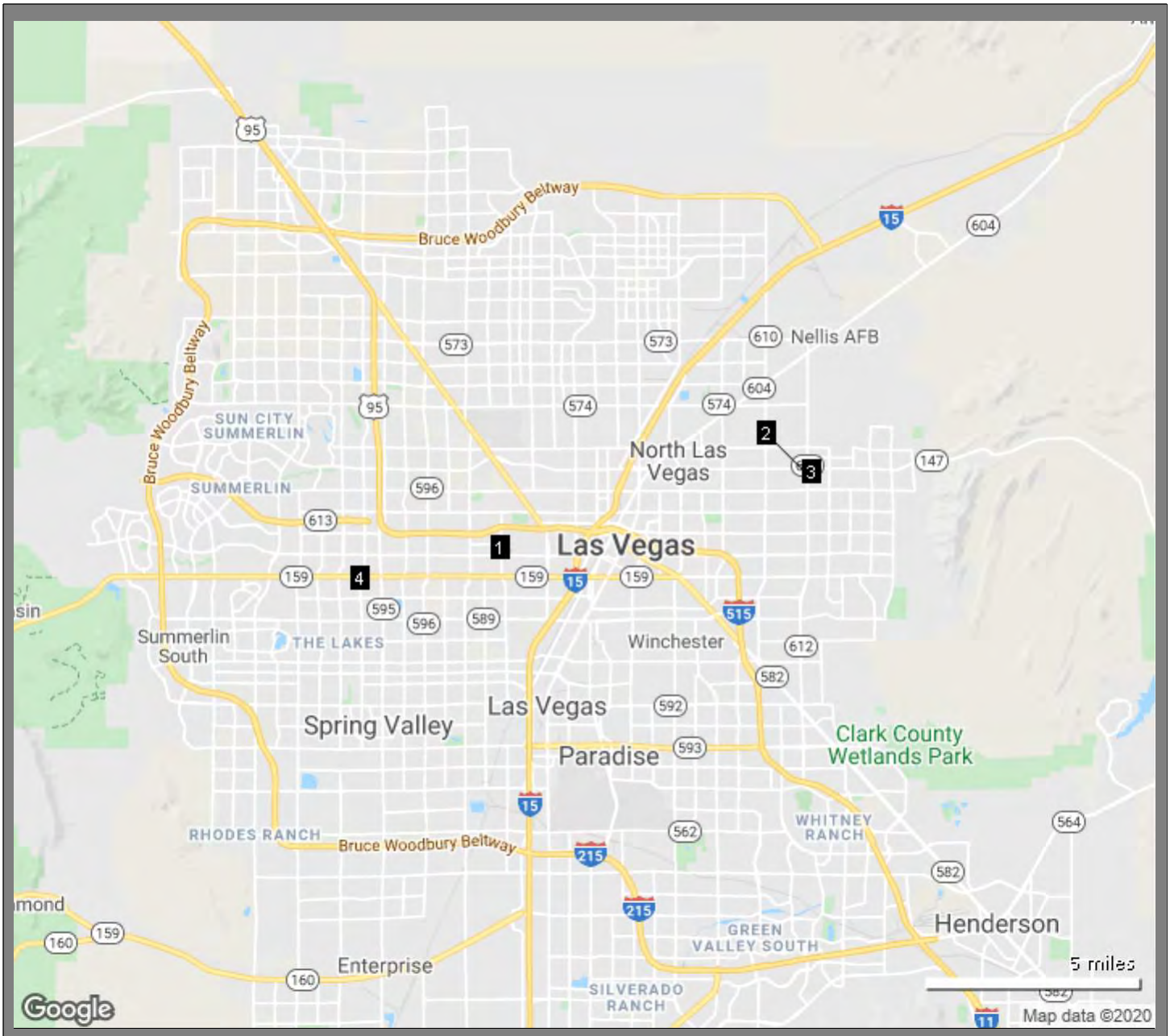
Facility Proof of Commitment

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Current Sites Under Consideration

PTAA - Las Vegas Sites							
	Sites	City	Zip	Building Size (SF)	Parcel Size (AC)	Likely Purchase Price	Comments
1	330 S Valley View Blvd	Las Vegas	89107	163,400	10.0 acres	$18,000,000	Former Southern Nevada Health District with Renovation
2	1955 N Nellis Blvd	Las Vegas	89115	43687	4.7 acres	$3,800,000	Former Kroger Grocery store - We would need to understand CC&R's / REA
3	1900 N Nellis Blvd	Las Vegas	89115	42,174	2.4 acres	$6,326,100	The second floor is shell but there are existing tenants on the first floor and we would need to give time for them to move out.
4	7401 W Charleston Blvd	Las Vegas	89117	34,034	2.22 acres	$6,500,000	It is located outside of the three zip codes provided. We would need to receive an exemption for this site.



	Address	City	Property Type	Property Size	Space Avail	Rent/SF/Yr
1	330 S Valley View Blvd	Las Vegas	Class B Office/Telecom Hotel/Data Hosting	163,400 SF	163,400 SF	$13.20
2	1955 N Nellis Blvd	Las Vegas	Retail/Supermarket	43,687 SF	0 SF	For Sale Only
3	1900 N Nellis Blvd	Las Vegas	Class B Office/Medical	42,174 SF	39,000 SF	$15.00
4	7401 W Charleston Blvd	Las Vegas	Class B Office	34,034 SF	28,053 SF	$11.88

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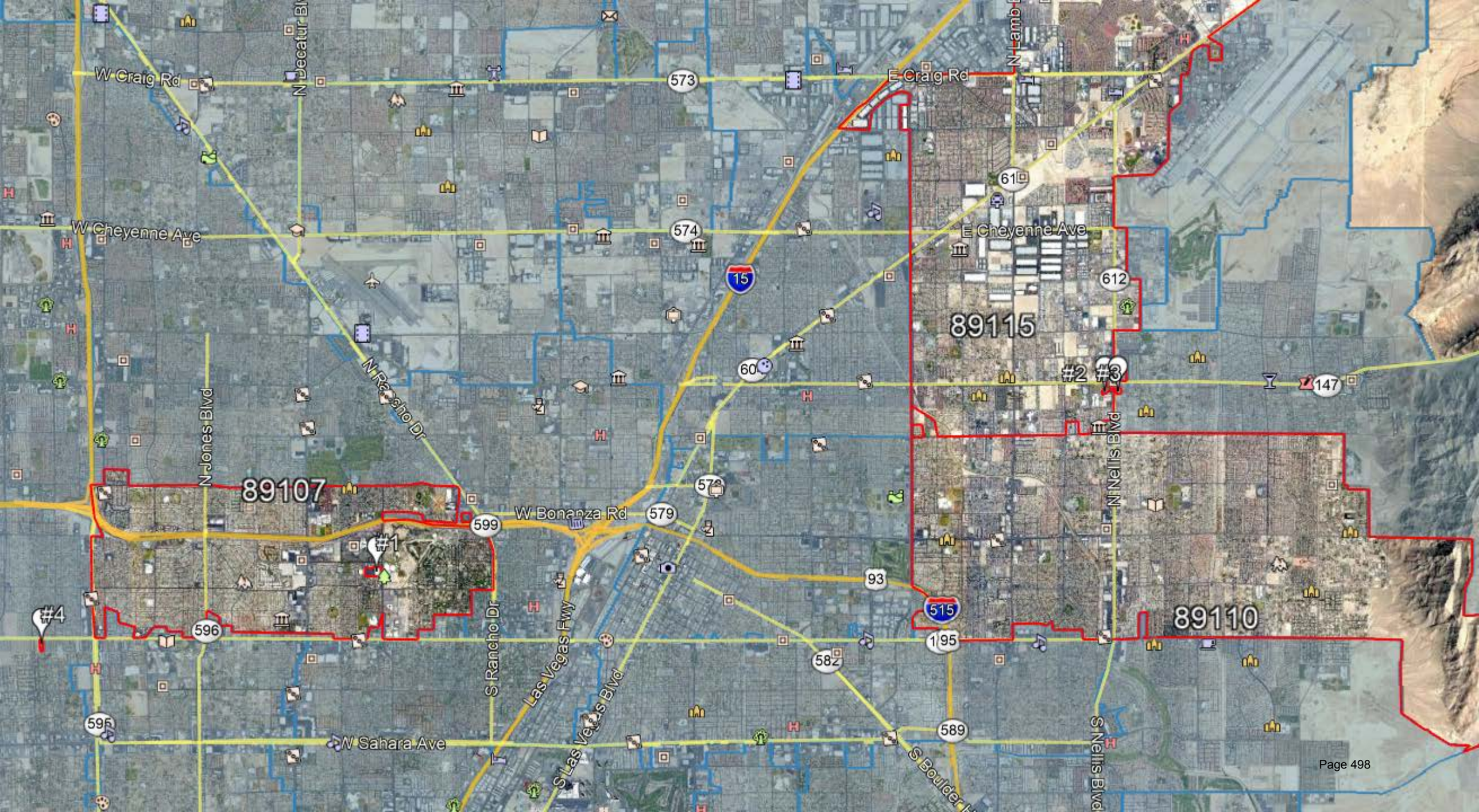
Only properties with valid lat/lon display on map

6/26/2020


W Craig Rd
N Decatur Blvd
573
E Craig Rd
N Lamb
61
W Cheyenne Ave
574
E Cheyenne Ave
15
612
89115
60
#2
#3
147
N Jones Blvd
N Rancho Dr
89107
578
W Bonanza Rd
579
599
#1
93
515
#4
596
S Rancho Dr
Las Vegas Fwy
89110
582
95
S Las Vegas Blvd
589
595
W Sahara Ave
S Boulder
N Nellis Blvd
S Nellis Blvd

1 330 S Valley View Blvd

Location:	South of Meadows Northwest Las Vegas Cluster Northwest Las Vegas Submarket Clark County Las Vegas, NV 89107
Developer:	-
Management:	-
Recorded Owner:	Meadow View Associates LP
For Sale:	Not For Sale
Expenses:	2019 Tax @ $1.07/sf; 2011 Ops @ $5.01/sf
Parcel Number:	139-31-601-004
Parking:	932 Surface Spaces are available; Ratio of 5.60/1,000 SF
Amenities:	Atrium, Banking, Bus Line, Controlled Access, Security System, Signage

Building Type:	Class B Office/Telecom Hotel/Data Hosting
Status:	Built 1983
Stories:	2
RBA:	163,400 SF
Typical Floor:	81,700 SF
Total Avail:	163,400 SF
% Leased:	0%

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P 1st / Suite 101 Open office	38,000	77,400	163,400	$13.20/nnn	Vacant	Negotiable	Direct
P 1st / Suite 102 Open office	39,400	77,400	163,400	$13.20/nnn	Vacant	Negotiable	Direct
P 2nd / Suite 201	42,000	86,000	163,400	$13.20/nnn	Vacant	Negotiable	Direct
P 2nd / Suite 202	44,000	86,000	163,400	$13.20/nnn	Vacant	Negotiable	Direct

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S Valley View Blvd
- 330 S Valley View
Revere Dr
Meadow Valley Ln
Grass Ct

SOUTHERN NEVADA HEALTH DISTRICT
330
Dillard

Dillard's
SEARS

2 1955 N Nellis Blvd

Location:	Supermarket w/in Shopping Centers Northeast Las Vegas Ret Cluster Northeast Las Vegas Ret Submarket Clark County Las Vegas, NV 89115
Developer:	-
Management:	-
Recorded Owner:	Ralphs Grocery Company
Expenses:	2019 Tax @ $0.61/sf
Parcel Number:	140-20-701-011

Building Type:	Retail/Supermarket
Bldg Status:	Built 1985
Building Size:	43,687 SF
Typical Floor Size:	43,687 SF
Stories:	1
Land Area:	206,039 SF
Total Avail:	-
% Leased:	100%
Total Spaces Avail:	0
Smallest Space:	0 SF
Bldg Vacant:	-

For Sale: For Sale at $4,300,000 ($98.43/SF) - Active

Amenities: 24 Hour Access, Bus Line, Monument Signage, Tenant Controlled HVAC

Street Frontage: 120 feet on Nellis Boulevard
60 feet on Lake Mead Boulevard

Parking: -

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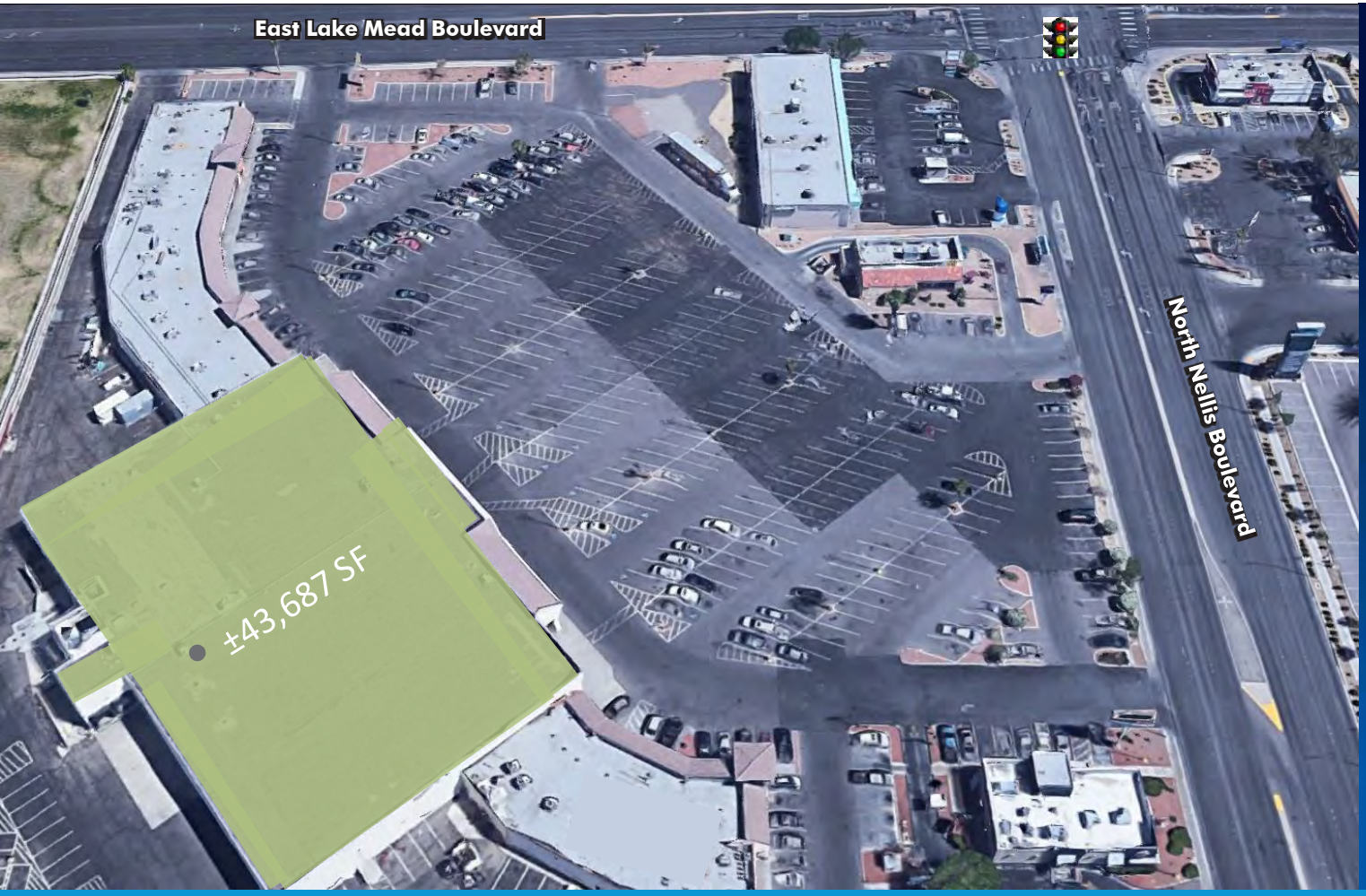
147
E Lake Mead Blvd
Meikle Ln
#2 - 1955 N Nellis Blvd
#3 - 1900 N Nellis
612
N Nellis

1955 N. NELLIS BLVD
LAS VEGAS, NV 89115

STORE: F4L-514



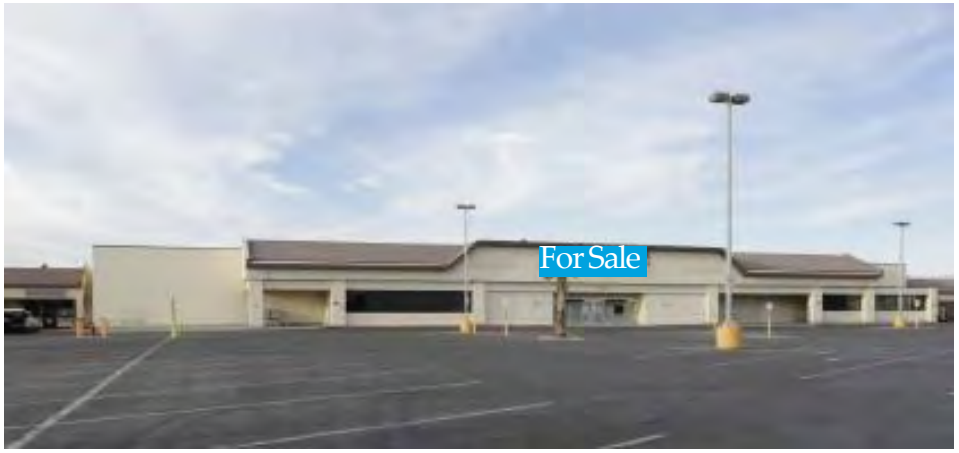
About The Property

- Asking Price: $4.3 Million
- APN: 140-20-701-011
- Size :43,687 SF , 4.73 Acres
- Located at the signalized intersection of E. Lake Mead Blvd. and N. Nellis Blvd.
- Highly visble pylon signage
- Zoned C-2, Clark County |Built in 1985
- Annual taxes currently $25,338
- Major retail corridor

FORMER KROGER AVAILABLE FOR SALE

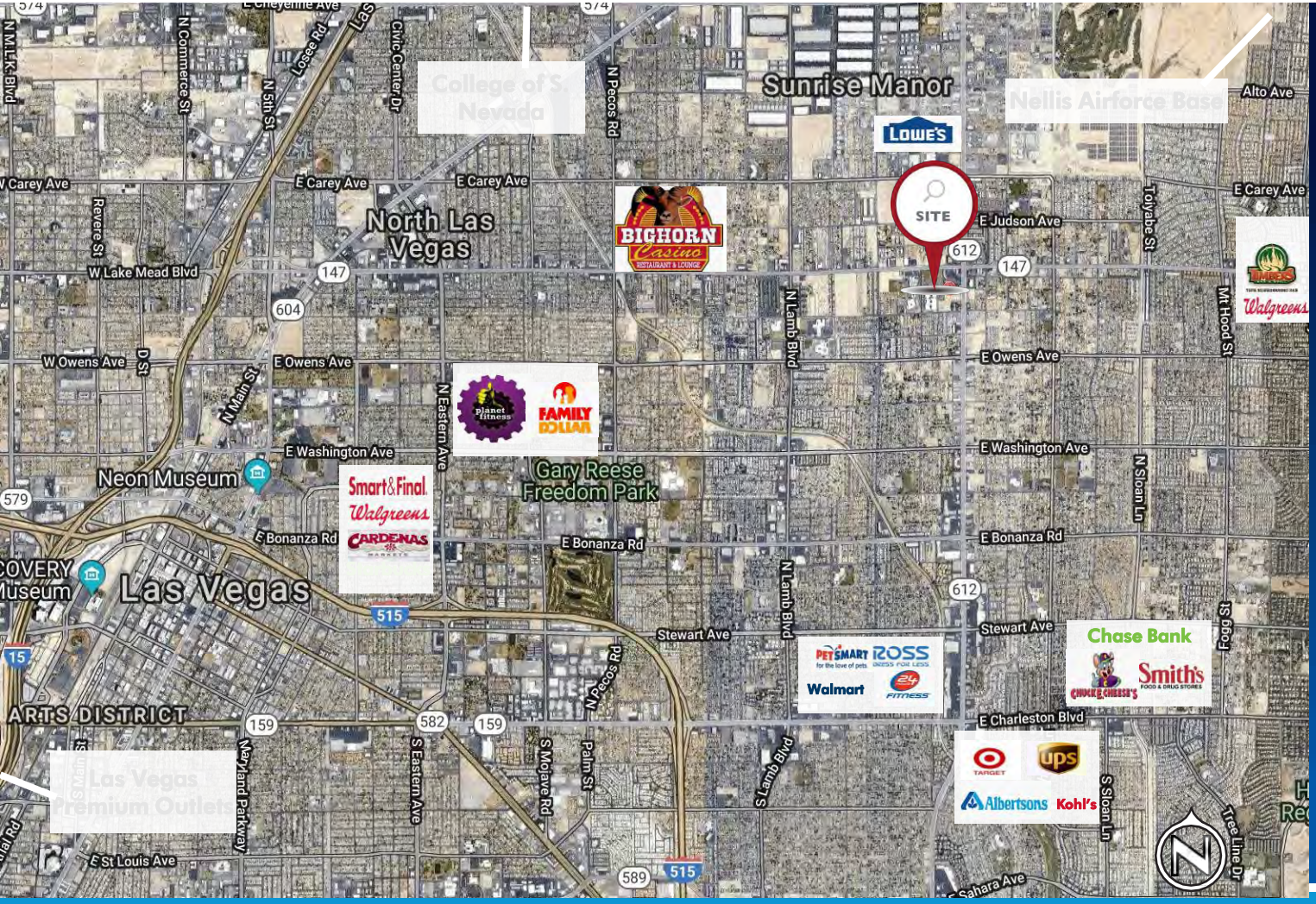
1955 N. NELLIS BLVD
LAS VEGAS, NV 89115

STORE: F4L-514



1955 N. NELLIS BLVD
LAS VEGAS, NV 89115

STORE: F4L-514



2019 DEMOGRAPHICS

1 Mile	3 Miles	5 Miles
19,659	204,275	394,999

2019 HISPANIC POPULATION

1 Mile	3 Miles	5 Miles
13,162	130,689	232,380

2019 MEDIAN HH INCOME

1 Mile	3 Miles	5 Miles
$39,411	$42,527	$39,892

2017 TRAFFIC COUNTS

Nellis Blvd, 440ft S of Judson Ave	35,000
Lake Mead Blvd, 175ft E. of Daley St.	32,000

3 1900 N Nellis Blvd

Location: North Las Vegas Cluster
North Las Vegas Submarket
Clark County
Las Vegas, NV 89115

Developer: -
Management: -
Recorded Owner: Novena Faith Llc

Building Type: Class B Office/Medical
Status: Built 2014
Stories: 2
RBA: 42,174 SF
Typical Floor: 21,087 SF
Total Avail: 39,000 SF
% Leased: 97.6%

For Sale: Not For Sale
Expenses: 2019 Tax @ $2.12/sf
Parcel Number: 140-21-304-018
Amenities: Air Conditioning, Bus Line, Central Heating, Reception

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P 1st	3,000 - 19,000	19,000	19,000	$15.00/nnn	90 Days	3-10 yrs	Direct
We have the ability to lease space from 3000 SF up to 24000 SF. Elevator access, heavy traffic and great visibility facing N Nellis Blvd							
P 1st / Suite 110	1,000	1,000	1,000	$15.00/nnn	Vacant	Negotiable	Direct
P 2nd	5,000 - 19,000	19,000	19,000	$15.00/nnn	90 Days	3-10 yrs	Direct
We have the ability to lease space from 3000 SF up to 24000 SF. Elevator access, heavy traffic and great visibility facing N Nellis Blvd							

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E Lake Mead Blvd
Meikle Ln
N Nellis Blvd
612
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LAS VEGAS PAIN INSTITUTE
AND MEDICAL CENTER
URGENT CARE
WELLNESS CENTER
PHYSICAL THERAPY

4 7401 W Charleston Blvd - Canyon Gater Professional Center

Location:	West Las Vegas Cluster West Las Vegas Submarket Clark County Las Vegas, NV 89117	Building Type:	Class B Office
		Status:	Built 1997, Renov 2001
		Stories:	2
		RBA:	34,034 SF
		Typical Floor:	14,026 SF
		Total Avail:	28,053 SF
Developer:	-	% Leased:	17.6%
Management:	-		
Recorded Owner:	Ld Acquisition Co 17 Llc		

For Sale: For Sale at $6,999,999 ($205.68/SF) - Active
Expenses: 2019 Tax @ $1.32/sf; 2007 Combined Est Tax/Ops @ $0.78/sf
Parcel Number: 163-03-101-013
Parking: 125 free Surface Spaces are available; 25 free Covered Spaces are available; Ratio of 4.41/1,000 SF
Amenities: Balcony, Bus Line, Conferencing Facility, Courtyard, Security System, Signage

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
E 1st	14,026	14,026	14,026	$11.88/nnn	Vacant	5 yrs	Direct
E 2nd	14,026	14,026	14,026	$11.88/nnn	Vacant	5 yrs	Direct

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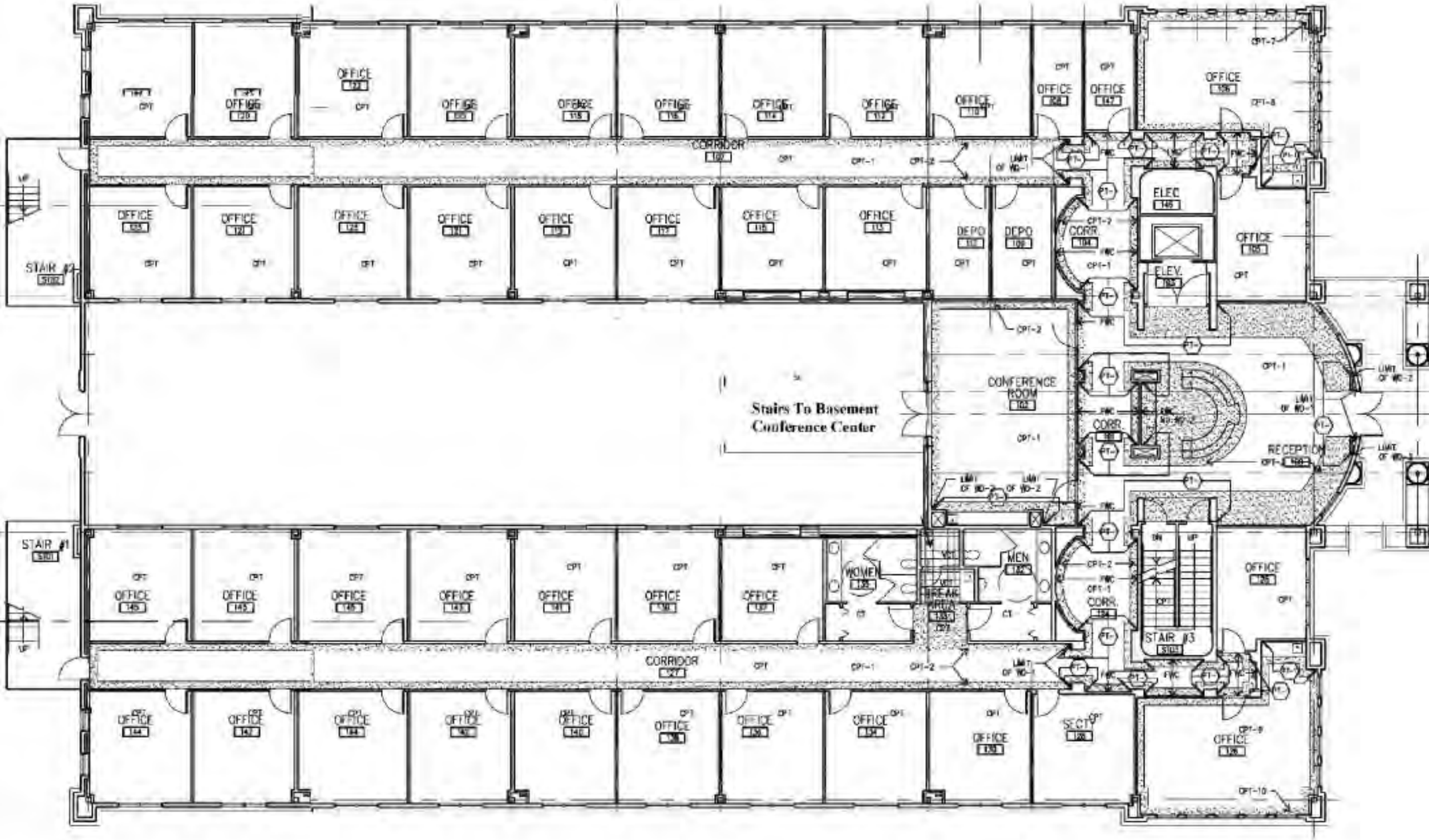
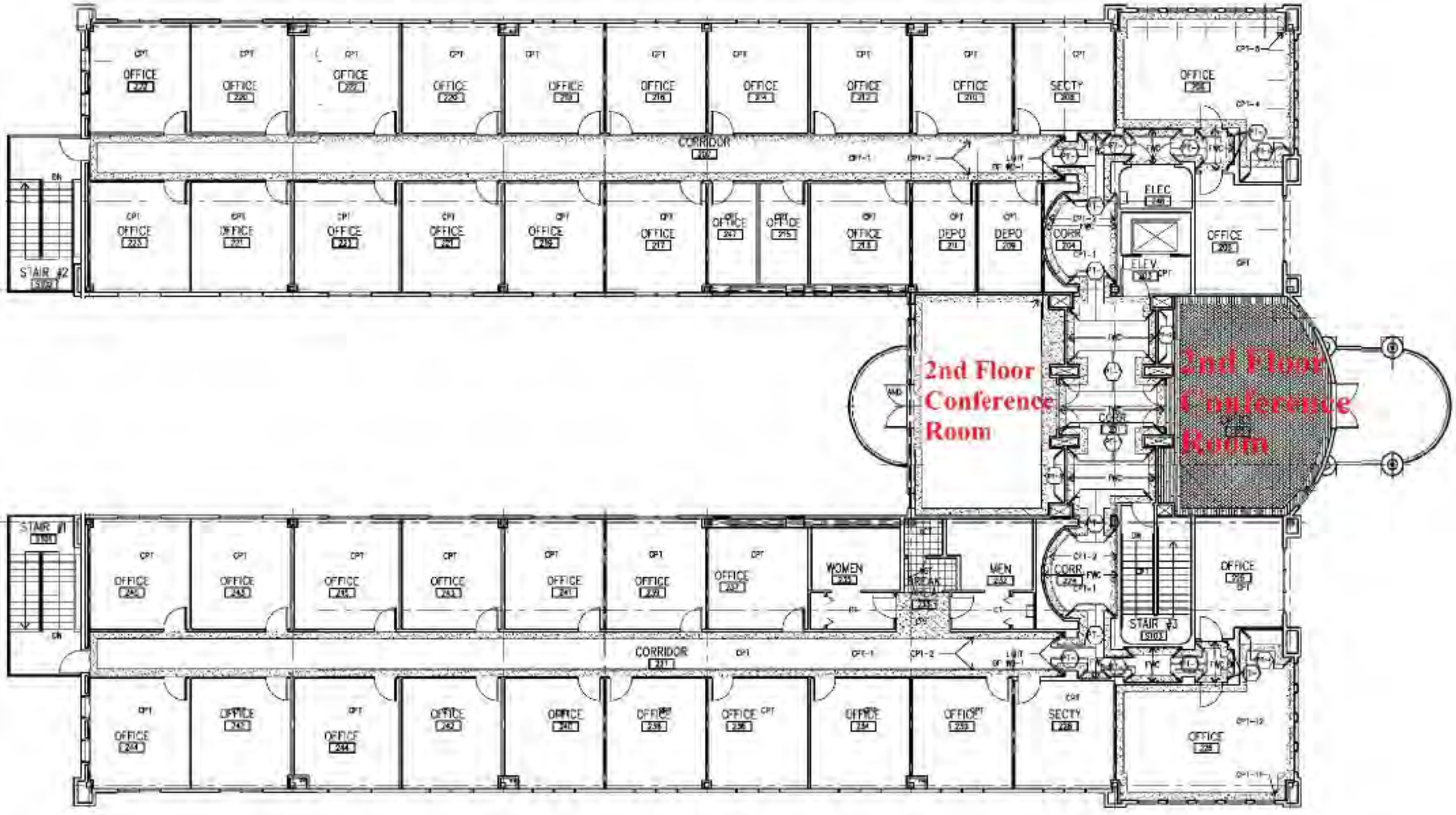
1st Floor


Stairs To Basement
Conference Center
CORRIDOR
OFFICE
STAIR #2
STAIR #1
STAIR #3
DEPO
ELEC
ELEV.
CONFERENCE ROOM
RECEPTION
WOMEN
MEN
BREAK AREA
SECT
CORR.
OFFICE

Second Floor



SPEED
LIMIT
25

CLARK COUNTY MARKET FEASIBILITY ANALYSIS

PRESENTED BY

TODD NOEL CCIM
Senior Executive Vice President
National Director -
Education Services Group
DIRECT +1 602 222 5190
EMAIL todd.noel@colliers.com

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Phoenix, AZ 85016
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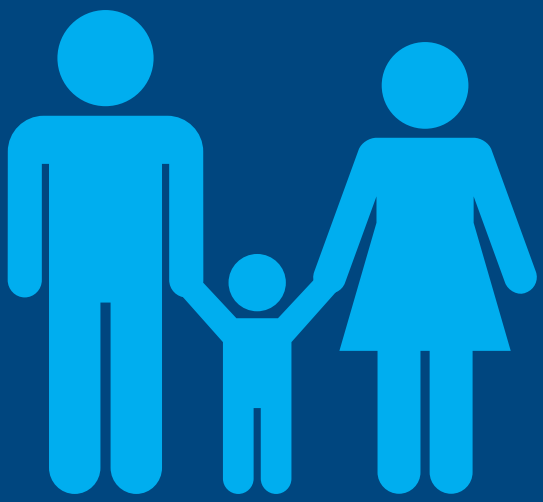
www.colliers.com/greaterphoenix

PRESENTED TO

PTAA LOVE WHAT YOU LEARN

DEMOGRAPHICS



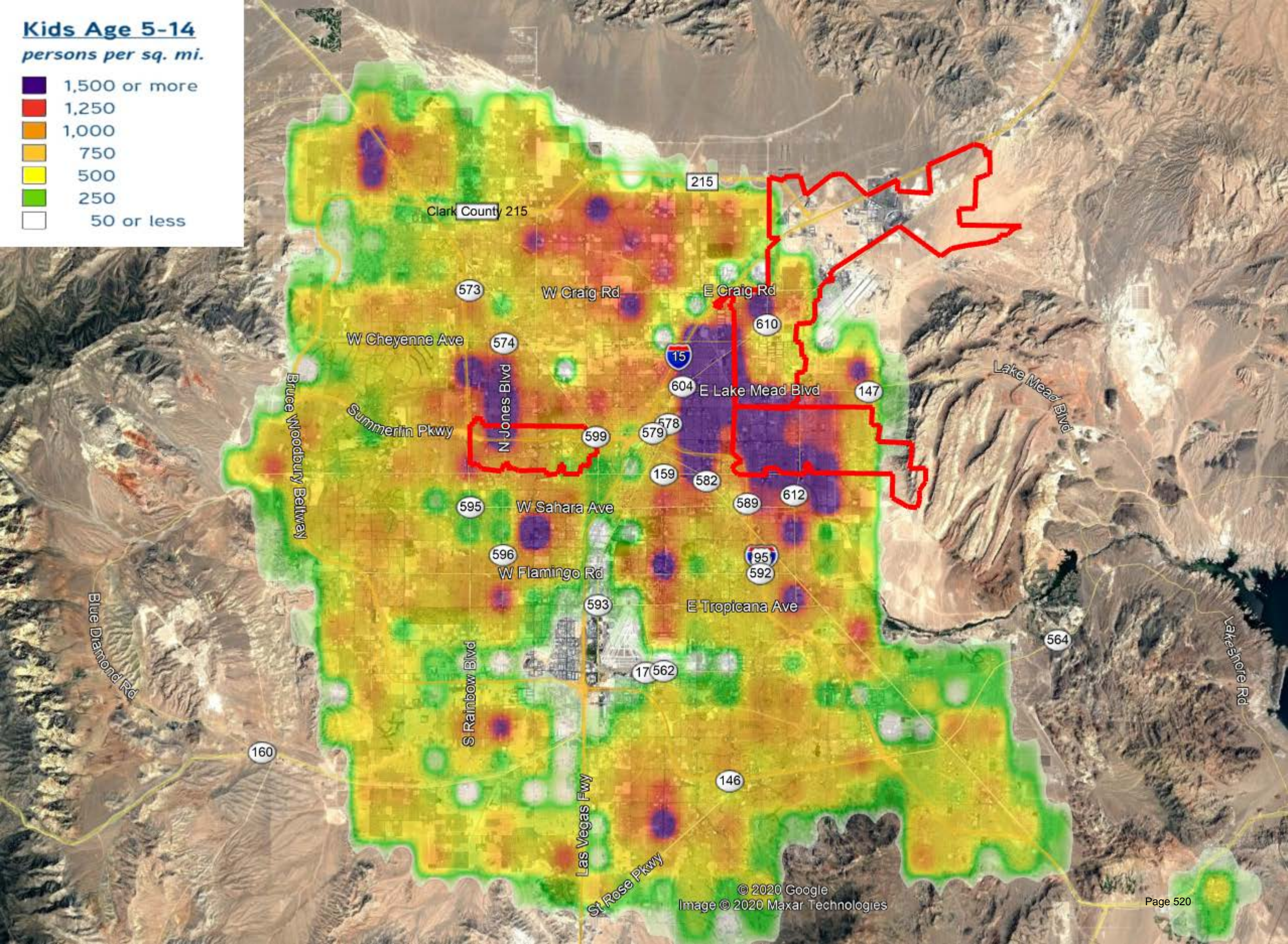

Kids Age 5-14
persons per sq. mi.
1,500 or more
1,250
1,000
750
500
250
50 or less
215
Clark County 215
573
W Craig Rd
E Craig Rd
610
W Cheyenne Ave
574
15
604
E Lake Mead Blvd
147
Lake Mead Blvd
Bruce Woodbury Beltway
Summerlin Pkwy
N Jones Blvd
599
579
578
159
582
595
W Sahara Ave
589
612
596
W Flamingo Rd
95
592
593
E Tropicana Ave
564
Lakeshore Rd
17
562
Blue Diamond Rd
160
S Rainbow Blvd
146
Las Vegas Fwy
St Rose Pkwy
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Image © 2020 Maxar Technologies

Kids Age 5-14

persons per sq. mi.

- 1,500 or more
- 1,250
- 1,000
- 750
- 500
- 250
- 50 or less

Kyle Canyon Rd
157
Clark County 215
215
610
N Decatur Blvd
W Craig Rd
573
E Craig Rd
N Las Vegas Blvd
W Cheyenne Ave
574
15
604
Lake Mead Blvd
147
#2
#3
Bruce Woodbury Beltway
Summerlin Pkwy
595
596
599
#1
#4
578
515
95
582
159
S Jones Blvd
W Sahara Ave
589
S Nellis Blvd
S Boulder Hwy
592
W Flamingo Rd
E Flamingo Rd
593
564
S Rainbow Blvd
Las Vegas Fwy
171
562
E Sunset Rd
E Lake Mead Pkwy
160
146
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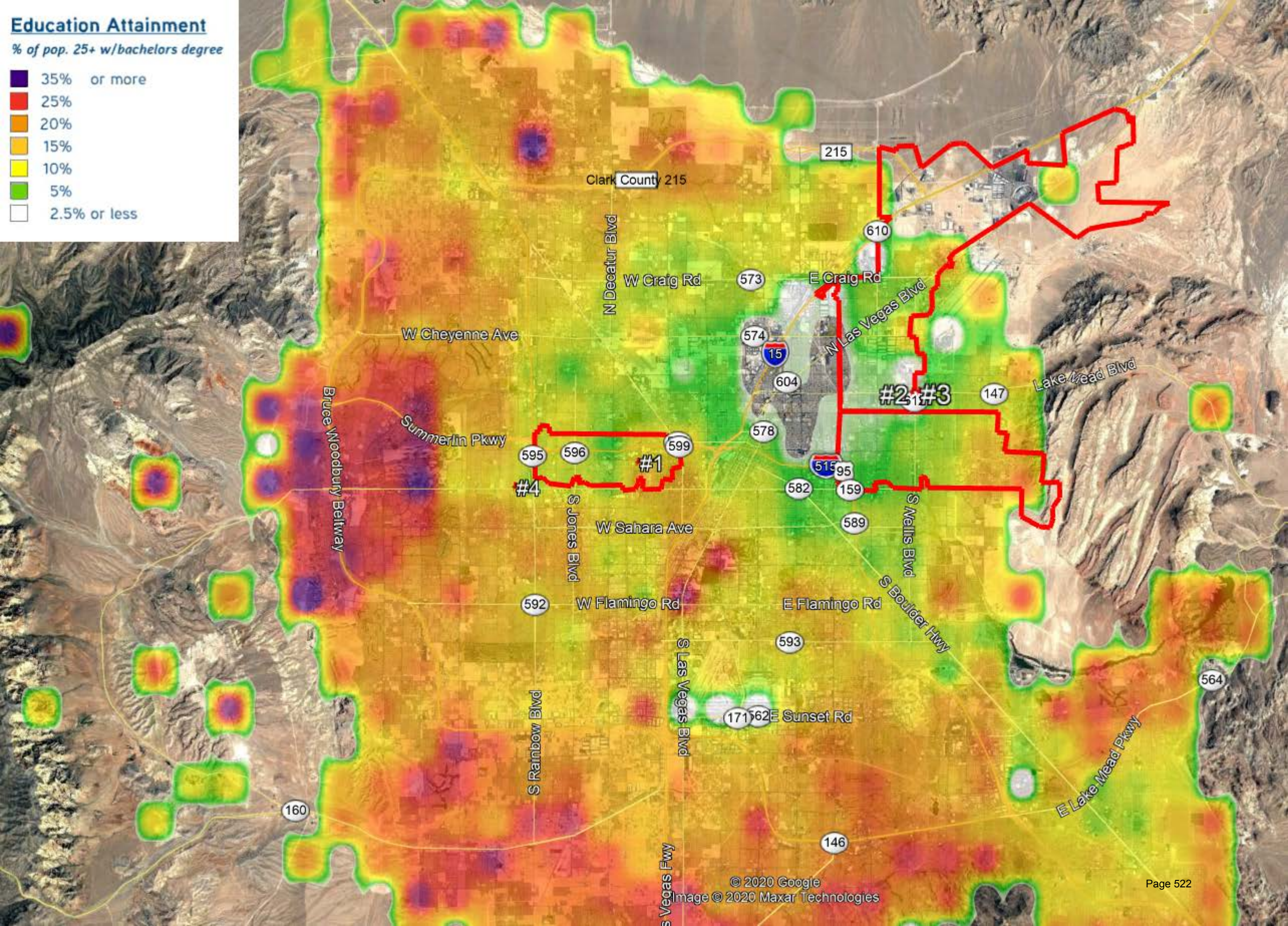
Education Attainment
% of pop. 25+ w/bachelors degree
35% or more
25%
20%
15%
10%
5%
2.5% or less
Clark County 215
215
610
N Decatur Blvd
W Craig Rd
573
E Craig Rd
N Las Vegas Blvd
W Cheyenne Ave
574
15
604
#2
#3
147
Lake Mead Blvd
Bruce Woodbury Beltway
Summerlin Pkwy
595
596
599
#1
#4
578
515
95
582
159
S Jones Blvd
W Sahara Ave
589
S Nellis Blvd
S Boulder Hwy
592
W Flamingo Rd
E Flamingo Rd
593
S Las Vegas Blvd
S Rainbow Blvd
171
562
E Sunset Rd
564
E Lake Mead Pkwy
160
146
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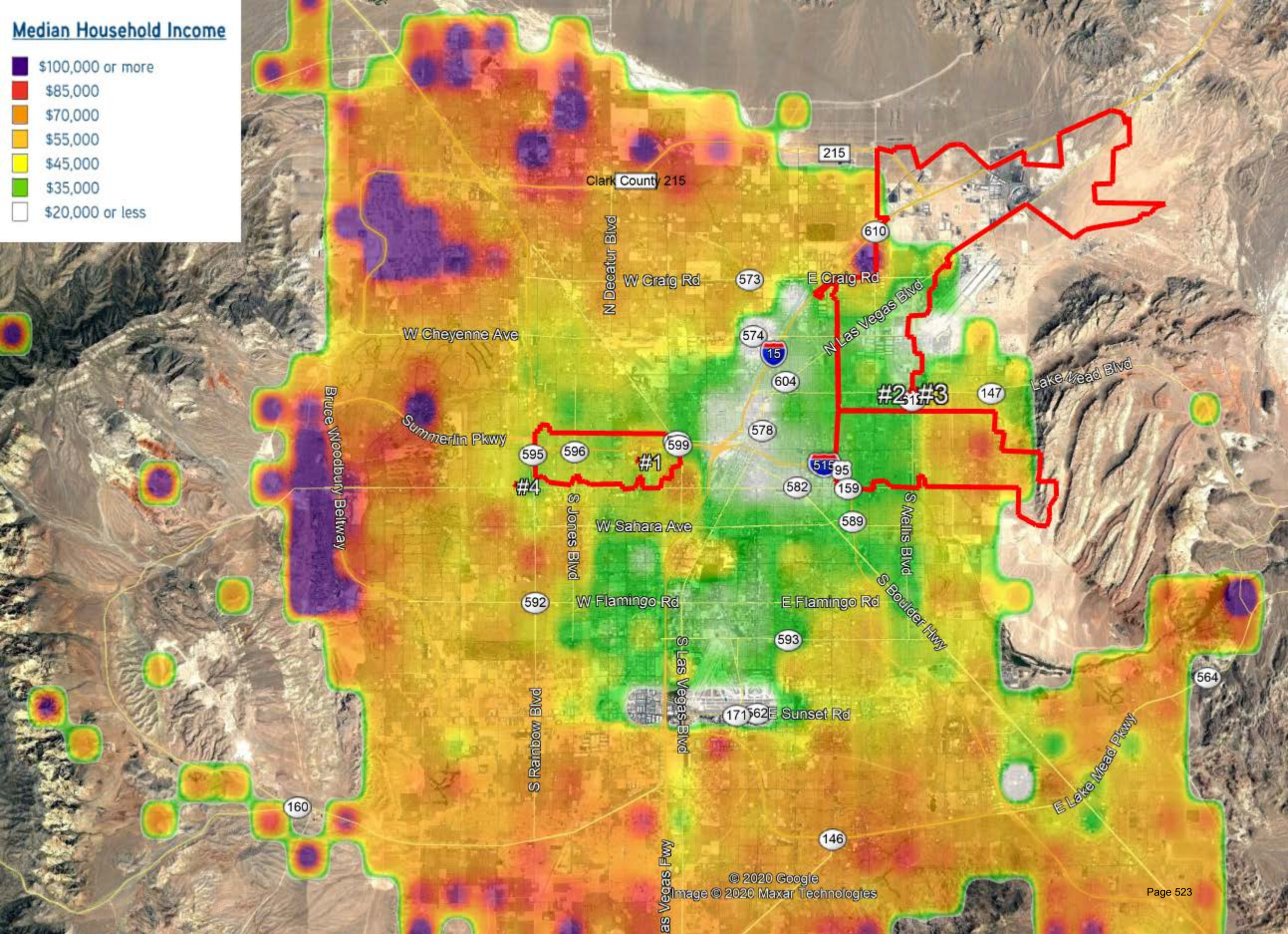
Median Household Income
$100,000 or more
$85,000
$70,000
$55,000
$45,000
$35,000
$20,000 or less
Clark County 215
215
610
N Decatur Blvd
W Craig Rd
573
E Craig Rd
N Las Vegas Blvd
W Cheyenne Ave
574
15
604
#2
#3
147
Lake Mead Blvd
Bruce Woodbury Beltway
Summerlin Pkwy
595
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592
W Flamingo Rd
E Flamingo Rd
593
S Las Vegas Blvd
564
S Rainbow Blvd
171
562
E Sunset Rd
E Lake Mead Pkwy
160
146
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CLARK COUNTY
DEMOGRAPHIC ANALYSIS

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Pioneer Technology & Arts Academy

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ATTACHMENT 17

Insurance Coverage

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Hibbs ♦ Hallmark & Company
Insurance Agency

July 2, 2020

To Whom it may concern:

Re: PTAA - Nevada

Per your request, I am listing below the estimated cost of the following:

- General Liability $1,000,000 per occurrence including sexual abuse and molestation, Broad form with the named insured listing the sponsor of the charter, ▪ All employees of the charter school, including, without limitation, former, present and future employees; ▪ Volunteers at the charter school; and ▪ Directors of the charter school, including, without limitation, executive directors.
- Umbrella liability insurance with a minimum coverage of $3,000,000.
- Educators' legal liability insurance with a minimum coverage of $1,000,000.
- Employment practices liability insurance with a minimum coverage of $1,000,000.
- Employment benefits liability insurance with a minimum coverage of $1,000,000.
- Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of $1,000,000.
- If applicable, motor vehicle liability insurance with a minimum coverage of $1,000,000.
- If applicable, liability insurance for sports and athletic participation with a minimum coverage of $1,000,000.

$23,700.00 annual premium

Cynthia Sanders

President

9787 Helms Trail
Forney, Texas 75126

(800) 765-6767
Telephone (972) 564-0934
Fax (972) 564-5736

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ATTACHMENT 18

Budget Narrative

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Attachment 18: Budget Narrative

(1) **As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.** The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). **Include the following:**

(a) Per-Pupil Revenue: Use the figures provided 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. If corporate, foundation, or other entity or individual fundraising estimates are included at $5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

(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.

(g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*

- *How the projected number of students in each applicable subgroup was determined*
- *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
- *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

Narrative:

A detailed and balanced six-year budget is provided as a supplement to this application. This budget has been developed by analyzing the budgets of other charter schools both locally and nationally and through careful consideration of the school's needs and priorities. The assumed PPR rate is used from the formulas in provided spreadsheet. The school has assumed an FRL rate of

65% , which reflects the demographics of the students the school intends to serve and along with proposed weighted lottery to meet this FRL rate.

We believe we have allocated our resources in a prudent manner that will support our educational program and that reflects best practices in the charter school community.

Budget Assumptions

- Revenue calculations assume 100% of PPR and an annual increase of 3%
- PTAA expects to secure start-up grants through the Federal Start-Up program. The school will also seek funding from individuals and foundations to meet the donations income line described in the budget. However, the budget is not dependent on securing any outside support.
- PTAA is not counting on lot of fundraising in the budget outside the incubation period. PTAA is fairly confident of securing these funds during incubation period.
- The intended maximum enrollment of the school is 1404 students
- Administrator and staff salaries will be competitive with market rates, again based on skills and experience.
- The school intends to work with outside food services to provide food service for lunch and anticipates no financial gain or loss from this service.

Projected Population
PTAA projects a long-term maximum enrollment of 1404 students per year. As our balanced budget demonstrates, this population will provide adequate revenue to support the fixed and variable costs the school expects to incur.

Anticipated Funding Sources:
School will have access to following source of funds(amounts are listed with source of funds):

1. CMO 150,000 startup interest free capital injection. Unconditional.
2. 20,000 startup marketing grant available from 180. Unconditional
3. PTAA school will also have access to CMO 150,000 in line of credit. Unconditional.

None of these funds are restricted.

Anticipated Expenditures:
The personnel and operating cost assumptions are directly borrowed from an existing charter school operator in Nevada 100 Academy of Excellence. CMO leaders have operated, recruited and staffed teachers for 100 Academy of Excellence charter school in North Las Vegas and are well connected to ground realities for operating securing and staffing talent.

CONTINGENCY PLAN

In the event that the school does not reach its enrollment targets, the Board and Superintendent will work together to find opportunities to reduced expenses. The minimum number of students

required for the school to successfully open is 180. In the unlikely scenario we are only able to enroll this number of students in our first year, specific cuts to our budget would include staffing and direct and indirect classroom expenses. We would also consider opening with just grades K-6 if 6-8th grade enrollment is low.

In addition, If anticipated revenues are not received or are lower than estimated, the Board of Directors will consider implementing the following contingency plan:

(1) Analyze student enrollment and attendance and identify and address causes for declined enrollment and/or attendance.

(2) Monitor student attendance on a weekly basis and confer with teachers, parents and students to encourage improved attendance.

(3) Review actual and budgeted expenses and identify reductions in planned costs, particularly for high cost instructional goods and services and for non-instructional goods and services.

(4) Refinance accounts payable and lines of credit to long-term debt financing.

(5) Implement a reduction in force.

(6) Implement the cash flow contingency plan described below.

YEAR ONE CASH FLOW CONTINGENCY PLAN

Although disclosed separately here, the cash flow contingency plan for year one addressing a shortfall in revenue projections is an integral component of the contingency plan outlined above.

The Board of Directors will:

(1) Prepare a cash flow projection based on actual and anticipated cash receipts and disbursements.

(2) Review the cash flow projection and identify mission critical, essential and non-essential disbursements.

(3) Limit cash disbursements to mission critical and essential disbursements.

(4) Monitor cash receipts and disbursements on a monthly or weekly basis, as deemed appropriate and necessary, and update cash flow projection at least monthly for submission to the Board of Directors and Superintendent.

(5) Obtain a line of credit from a bank or other lending institution.

(6) Defer essential disbursements by utilizing line(s) of credit.

Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

To reduce our dependence on private fundraising, PTAAN has budgeted a relatively small amount ($150,000) for the incubation period only, and pledges have been obtained in this amount. However, if funding is not received for any reason, we will widen our pool of possible donors to accomplish our goal. PTAAN believes that this strategy, in addition to the contingency plans outlined above, will allow opening of the school without any delays.

How the projected number of students in each applicable subgroup was determined

The proposed number of students in each applicable subgroup was based on the percentage for total enrollment of each subgroup in area schools in the zip codes for school facility.

How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)

The proposed CMO's financial officer, Paul King, has extensive experience ESSA funding including Title I and Title II as well as IDEA. He has taught courses in compliance as part of the Texas Charter School Association Finance Boot Camp, and has obtained the Texas Charter Business Officer Certification.

How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated

If the enrollment targets presented in the Financial Plan workbook are not met, PTAAN will reduce staffing and other costs accordingly and will combine administrative roles to the extent possible. Hiring of any new positions will be restricted; expenses outside of the core instructional program will be limited; and delay purchasing and renegotiate contracts. Additionally, the Board and Superintendent will aggressively pursue other means of funding.

Pioneer Technology & Arts Academy

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ATTACHMENT 19

Financial Plan Workbook

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

FINANCIAL PLAN WORKBOOK INSTRUCTIONS

Thank you for utilizing the Financial Plan Workbook to record your school plan and assumptions before and during the six year contract. This is a protected workbook and data should only be entered into the unprotected cells (yellow cells). To maximize usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

School Inputs

Enter your assumptions in the light yellow cells of the various tabs of this workbook, beginning with the Cover "tab" or "worksheet." Overwrite any placeholder assumptions currently in those cells.

FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less than full time use a decimal to indicate the portion. Contact or inform the State Public Charter School Authority of this if you perceive any issues in the related expennses and other impacts in this budget tool.

Summary tab

No entry needed on this tab

Market tab

Use this tab to show your target market, planned enrollments and potential demand and demographics of the "feeder" schools in your planned service area.

Enrol Staff & Exp tab

Basic Information, Rows 1-76

The Distributive School Account (DSA) funding per student is automatically populated depending on the county where the school is located (Cell F57). If the school will be multi-district (e.g. a virtual school), the applicant must enter an estimated number of students per county in the County DSA tab to generate an appropriate figure. A conservative assumption would be to assume 100 percent of students are from the county with the lowest DSA.

The Inflation Adjuster in 'F46' is designed to account for any increases in the cost of labor and expenses over time. Please be sure to enter a cost of inflation in this cell. An inflation rate of 1.03 is a good rule of thumb for most charter school operators.

Enter your Title 1, IDEA (cost per SPED student) and school level fundraising income per student. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA and school level funding.

Any remaining revenue entries can be manually accounted for in the following subgroups:

Charter Start-Up Funds
Other Start-Up Grant Funds
Student Fees (As allowed by other public schools)
Investment Income
Private fundraising (foundations, corporate)
Private Fundraising

Staffing and Compensation Assumptions, rows 79+ (in above tab)

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:

Instructional Days, rows 105-108 (in above tab)

General Operating Expense Assumptions, rows 1387+ (in above tab)

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school.

Schools should set aside an amount of 4 to 5% of revenues into a general reserve account.

Transportation, rows 1454-1476

Facilities tab

Complete either the Lease or the Purchase section.

Facilities Wkst tab

This sheet is optional. It is provided to help you consider your space requirements. Some schools may seek more/less space is shown in the sample ranges. You do not need to include this tab in your print range but leave it in the working Excel file you

FFE&T (Furniture, Fixtures, Equipment & Technology) tab

See "Note FFE" tab for a note regarding the depreciation approach used in this model.

Marketing tab

Use this tab to show your marketing plan to reach your target market.

FFE&T (Furniture, Fixtures, Equipment & Technology) tab

Insurance tab

Use this tab to show your insurance plan/budget.

Incubation tab

Use this tab to show your pre-opening plan/budget.

EMO-CMO tab

Use this tab to show your plan/budget -- if you use a EMO/CMO.

Cashflow Year 1 tab

Use this tab to "spread" your year 1 expenses out on a monthly basis.

DSA Rates tab

FYI

Other

Questions? Contact:

Mike Dang, 702.486.8879, mdang@spcsa.nv.gov
Michael Hutchins, 775.687.9239, M.Hutchins@spcsa.nv.gov

Cover Sheet

Pioneer Technology & Arts Academy Nevada

Mike Dang

702.486.8879

C:\Users\sxshu\Dropbox\Las Vegas Clark County NV\Final READY\[Copy of PTAA 2020-New-CS-Application-Financial-Plan-Name-Academy-2

Proposed Name of School

Pioneer Technology & Arts Academy Nevada

2021	Planned school year starting in August

SYE 2022

	Name of lead contact(s)	Phone number	email address
1	Shubham Pandey	612-207-6438	shubham@ptaaschool.org
2			

Location(s) under consideration: (Addresses or cross streets, City)(1 minimum, 2 maximum)

1	89030
2	89107 / 89032 / 89027 / 89034 / 89115 / 89081 / 89117

Specific address recommended but not required . Target cross streets required at a minimum.

Supporting documentation attached? (y/n)

	Three sample Listings of buildings in targeted/planned zip code being considered. Listing must show available square footage, lease rates, location. (E.g., Loopnet)
	For start-up funding
	For fundraising

Budget Summary Report

Pioneer Technology & Arts Academy Nevada

Mike Dang

702.486.8879

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			SY 0/Incubatior	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Totals / Max'		2020	2021	2022	2023	2024	2025	2026
			2021	2022	2023	2024	2025	2026	2027
Number of Students	1,404		-	648	1,080	1,182	1,284	1,386	1,404
Number of Employees	77		-	**34**	**57**	**69**	**76**	**77**	**77**
Number of Occupants	1,481		-	682	1,137	1,251	1,360	1,463	1,481
Growth, # students					67%	9%	9%	8%	1%
Number of Teachers (SPED)	9		-	2	4	6	8	9	9
Number of Teachers (ELL)	4		-	1	2	3	4	4	4
Number of Teachers (Grade)	53		-	27	42	49	53	53	53
Number of Teachers (Total)	66		-	30	48	58	65	66	66
Student/Teacher	23			**22**	**23**	**20**	**20**	**21**	**21**
Student/Classroom w/o Teacher				**24**	**24**	**25**	**25**	**26**	**25**
Number of Admin	5		-	2	4	5	5	5	5
Student/Admin ratio	324		-	324	270	236	257	277	281
Teacher/Admin ratio	15		-	15	12	12	13	13	13
Number of Office (non Admin)	3		-	1	2	3	3	3	3
Student/Office ratio	648			648	540	394	428	462	468
Teacher/Office ratio	30			30	24	19	22	22	22
Salaries: Administrator	$67,239			$55,000	$64,375	$67,898	$69,935	$72,033	$74,194
Salaries: Office staff	$37,732			35,000	36,050	37,132	38,245	39,393	40,575
Salaries: Teachers (SPED)	$44,125			46,500	42,745	42,259	42,616	44,645	45,985
Salaries: Teachers (ELL)	$70,074			65,000	66,950	68,959	71,027	73,158	75,353
Salaries/Teachers-Grade Level	$48,377			43,870	45,909	47,730	49,420	50,903	52,430
Title IIA Professional Dev	$443			76	79	71	69	74	74
Revenue/pupil	$8,765			$8,267	$8,481	$8,702	$8,930	$9,165	$9,047
Expenses/pupil	$8,129			7,294	7,491	8,554	8,403	8,570	8,460
Net/p	$3,819			$973	$990	$148	$527	$594	$587
Square Feet (Facility, Conditioned)	125,000			40,000	60,000	100,000	100,000	125,000	125,000
Sq ft / Students	56			62	56	85	78	90	89
Sq ft / Occupants	53			59	53	80	74	85	84
REVENUE	**Total**								
DSA Funding	$55,082,789	89%	$0	$4,693,432	$8,057,058	$9,082,542	$10,162,304	$11,298,678	$11,788,776
DSA Sponsorship Fee	(688,535)	(1.11%)	-	(58,668)	(100,713)	(113,532)	(127,029)	(141,233)	(147,360)
Title I	3,177,720	5%	-	294,840	491,400	537,810	584,220	630,630	638,820
Title IIA	24,444	0%	-	2,268	3,780	4,137	4,494	4,851	4,914
Title III	-	-%	-	-	-	-	-	-	-
Federal Breakfast Program	-	-%	-	-	-	-	-	-	-
Federal Lunch Program	-	-%	-	-	-	-	-	-	-
IDEA	740,304	1%	-	68,688	114,480	125,292	136,104	146,916	148,824
State Special Education Funding	2,444,400	4%	-	226,800	378,000	413,700	449,400	485,100	491,400
Transportation	-	-%	-	-	-	-	-	-	-

			SY 0/Incubatior	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Totals / Max'		2020	2021	2022	2023	2024	2025	2026
R&E start-up funds	-	-%	-	-	-	-	-	-	-
Other start-up funds	-	-%	20,000	-	-	-	-	-	-
Student fees	1,396,800	2%	-	129,600	216,000	236,400	256,800	277,200	280,800
Investment Income	-	-%	-	-	-	-	-	-	-
School level fundraising	-	-%	-	-	-	-	-	-	-
Private fundraising (foundations, corpora	-	-%	-	-	-	-	-	-	-
Private fundraising (individuals)	-	-%	150,000	-	-	-	-	-	-
TOTAL REVENUE	**$62,177,922**	**100%**	**$170,000**	**$5,356,960**	**$9,160,004**	**$10,286,349**	**$11,466,293**	**$12,702,141**	**$12,702,141**

EXPENSES	**Total**		**SY 0/Incubatior**	**SY 1**	**SY 2**	**SY 3**	**SY 4**	**SY 5**	**SY 6**
Personnel	$25,151,490	40%	$ -	$1,959,282	$3,464,889	$4,341,749	$4,932,990	$5,149,254	$5,303,326
EMO Payments	6,713,858	11%	-	642,835	1,099,201	1,234,362	1,146,629	1,270,214	1,320,617
General Operating Expenses	9,621,388	15%	-	992,715	1,491,515	1,603,856	1,743,769	1,879,482	1,910,050
FFE&T	2,861,543	5%	-	334,709	443,348	478,690	514,135	541,781	548,881
Facilities	12,543,606	20%	-	609,601	1,404,001	2,340,001	2,340,001	2,925,001	2,925,001
Marketing	350,000	1%	50,000	100,000	100,000	25,000	25,000	25,000	25,000
Transportation	-	-%	-	-	-	-	-	-	-
Athletic Program	123,000	0%	-	20,500	20,500	20,500	20,500	20,500	20,500
Insurance	402,000	1%	-	67,000	67,000	67,000	67,000	67,000	67,000
Other Pre-approval & Pre-Opening	85,000	0%	85,000						
Other									
TOTAL EXPENSES	**$57,851,886**	**93%**	**$135,000**	**$4,726,643**	**$8,090,453**	**$10,111,158**	**$10,790,024**	**$11,878,232**	**$11,878,232**

SURPLUS/(DEFICIT)	**$4,326,036**	**7%**	**$35,000**	**$630,317**	**$1,069,551**	**$175,191**	**$676,269**	**$823,909**	**$823,909**
Per student				***$973***	***$990***	***$148***	***$527***	***$594***	***$594***
SURPLUS/(DEFICIT)(Cumu')			**$35,000**	**$665,317**	**$1,734,868**	**$1,910,060**	**$2,586,328**	**$3,410,237**	**$4,234,145**
Surplus/(Deficit)-Schl & Pri' Fundraising-S Fees			***$(115,000)***	***$273,917***	***$475,551***	***$(474,909)***	***$(29,931)***	***$61,609***	***$51,709***
Surplus/(Deficit) (Cumu')				***$273,917***	***$749,468***	***$274,560***	***$244,628***	***$306,237***	***$357,945***
Non Revenue Sources of funds			***$ -***						
Surplus/(Deficit)-Schl & Pri' Fundraising-S Fees (Cumu')			***35,000***	***$665,317***	***$1,734,868***	***$1,910,060***	***$2,586,328***	***$3,410,237***	***$4,234,145***

# students > Bkeven				**76**	**126**	**20**	**76**	**90**	**91**
% students > Bkeven				**12%**	**12%**	**2%**	**6%**	**6%**	**6%**
Ending Fund Balance (cumulative)				$630,317	$1,699,868	$1,875,060	$2,551,328	$3,375,237	$4,199,145

			SY 0/Incubatior	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Totals / Max'		2020	2021	2022	2023	2024	2025	2026
PERCENT TOTAL REVENUE									
REVENUE									
DSA Funding	89%	0%		88%	88%	88%	89%	89%	93%
DSA Sponsorship Fee	(1%)	(0%)		(1%)	(1%)	(1%)	(1%)	(1%)	(1%)
State Special Education Funding	4%	0%		4%	4%	4%	4%	4%	4%
Title I	5%	0%		6%	5%	5%	5%	5%	5%
Title IIA	0%	0%		0%	0%	0%	0%	0%	0%
Title III	-%	-%		-%	-%	-%	-%	-%	-%
Federal Breakfast Program	-%	-%		-%	-%	-%	-%	-%	-%
Federal Lunch Program	-%	-%		-%	-%	-%	-%	-%	-%
IDEA	1%	0%		1%	1%	1%	1%	1%	1%
Transportation	-%	-%		-%	-%	-%	-%	-%	-%
R&E start-up funds	-%	-%		-%	-%	-%	-%	-%	-%
Other start-up funds	-%	-%		-%	-%	-%	-%	-%	-%
Student fees	2%	0%		2%	2%	2%	2%	2%	2%
Investment Income	-%	-%		-%	-%	-%	-%	-%	-%
School level fundraising	-%	-%		-%	-%	-%	-%	-%	-%
Private fundraising (foundations, corpora	-%	-%		-%	-%	-%	-%	-%	-%
Private fundraising (individuals)	-%	-%		-%	-%	-%	-%	-%	-%
TOTAL REVENUE	**100%**	**0%**		**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
EXPENSES									
Personnel	40%			37%	38%	42%	43%	41%	42%
EMO Payments Net	11%			12%	12%	12%	10%	10%	10%
Marketing	1%			2%	1%	0%	0%	0%	0%
General Operating Expenses	15%			19%	16%	16%	15%	15%	15%
Transportation	-%			-%	-%	-%	-%	-%	-%
Athletic Program	0%			0%	0%	0%	0%	0%	0%
Facilities	20%			11%	15%	23%	20%	23%	23%
FFE&T	5%			6%	5%	5%	4%	4%	4%
Insurance	1%			1%	1%	1%	1%	1%	1%
Financing Fees & Points	-%			-%	-%	-%	-%	-%	-%
Interest Exp	-%			-%	-%	-%	-%	-%	-%
FFE&T	-%			-%	-%	-%	-%	-%	-%
SURPLUS/(DEFICIT)	**7%**			**12%**	**12%**	**2%**	**6%**	**6%**	**6%**
Per student				*$973*	*$990*	*$148*	*$527*	*$594*	*$594*
Ending Fund Balance	$0		$0	$630,317	$1,699,868	$1,875,060	$2,551,328	$3,375,237	$4,199,145

		SY 0/Incubatior	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Totals / Max'	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
PER PUPIL								
REVENUE								
DSA Funding	$46,850		$7,243	$7,460	$7,684	$7,915	$8,152	$8,397
DSA Sponsorship Fee	(586)		(91)	(93)	(96)	(99)	(102)	(105)
State Special Education Funding	2,100		350	350	350	350	350	350
Title I	2,730		455	455	455	455	455	455
Title IIA	21		4	4	4	4	4	4
Title III	-		-	-	-	-	-	-
Federal Breakfast Program	-		-	-	-	-	-	-
Federal Lunch Program	-		-	-	-	-	-	-
IDEA	636		106	106	106	106	106	106
Transportation	-		-	-	-	-	-	-
R&E start-up funds	-		-	-	-	-	-	-
Other start-up funds	-		-	-	-	-	-	-
Student fees	1,200		200	200	200	200	200	200
Investment Income	-		-	-	-	-	-	-
School level fundraising	-		-	-	-	-	-	-
Private fundraising (foundations, corpora	-		-	-	-	-	-	-
Private fundraising (individuals)	-		-	-	-	-	-	-
TOTAL REVENUE	**$52,952**		**$8,267**	**$8,481**	**$8,702**	**$8,930**	**$9,165**	**$9,165**
EXPENSES								
Personnel	$21,239		3,024	3,208	3,673	3,842	3,715	3,777
EMO Payments Net	5,804		992	1,018	1,044	893	916	941
Marketing	323		154	93	21	19	18	18
General Operating Expenses	8,344		1,532	1,381	1,357	1,358	1,356	1,360
Transportation	-		-	-	-	-	-	-
Athletic Program	113		32	19	17	16	15	15
Facilities	10,237		941	1,300	1,980	1,822	2,110	2,083
FFE&T	2,514		517	411	405	400	391	391
Insurance	370		103	62	57	52	48	48
Financing Fees & Points	-		-	-	-	-	-	-
Interest Exp	-		-	-	-	-	-	-
FFE&T	-		-	-	-	-	-	-
TOTAL EXPENSES	**$48,946**		**$7,294**	**$7,491**	**$8,554**	**$8,403**	**$8,570**	**$8,633**
								$0
SURPLUS/(DEFICIT) Per Pupil	**$4,006 /pp**		**$973 /pp**	**$990 /pp**	**$148 /pp**	**$527 /pp**	**$594 /pp**	**$594 /pp**
Surplus % pp funding			***12%***	***12%***	***2%***	***6%***	***6%***	***6%***

Market Statistics for School

Pioneer Technology & Arts Academy Nevada

Mike Dang

702.486.8879

Location(s) under consideration: (Address or cross street, City, County)

Site 1 **89,030**

Site 2 **89107 / 89032 / 89027 / 89034 / 89115 / 89081 / 89117**

Specific address recommended but not required.

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	Charter Contract Operations Term						
	SY 0	**SY 1**	**SY 2**	**SY 3**	**SY 4**	**SY 5**	**SY 6**
	2020	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
	SYE 2021	**SYE 2022**	**SYE 2023**	**SYE 2024**	**SYE 2025**	**SYE 2026**	**SYE 2027**
ENROLLMENT							
Number of grade levels	-	9	10	11	12	13	13
Number of classrooms	-	27	45	48	51	54	57
K	-	66	110	110	110	110	110
1st	-	66	110	110	110	110	110
2nd	-	66	110	110	110	110	110
3rd	-	66	110	110	110	110	110
4th	-	66	110	110	110	110	110
5th	-	66	110	110	110	110	110
6th	-	84	112	112	112	112	112
7th	-	84	112	112	112	112	112
8th	-	84	112	112	112	112	112
9th	-	-	84	102	102	102	102
10th	-	-	-	84	102	102	102
11th	-	-	-	-	84	102	102
12th	-	-	-	-	-	84	102
Total Student Enrollment	**-**	**648**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**
Student / Classroom (w/o teachers)		24	24	25	25	26	25

SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
2020	2021	2022	2023	2024	2025	2026
SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027

Potential Site 1 (You only need to submit 1 site)

89,030

	All potential source Public, Private, Charter Schools	NSPF Rtg	Grade Level(s)	Enrollment	Capacity	Over Capacity	Distance fr school
1	Sample nearby school (Overwrite this)	1	K-6	200	100	100	1.0 mi
2	Test			-	-	-	-
3				-	-	-	-
4				-	-	-	-
5				-	-	-	-
6				-	-	-	-
7				-	-	-	-
8				-	-	-	-
9				-	-	-	-
10				-	-	-	-
				200	100	100	1.0 mi

	Ethnicity						Special Population					
		Asians	Black	C-White	Hispanic	I-Native American	Multiple	Pacific Islander	FRL	IEP	ELL	SPED
1	Sample nearby school (O	-	-	-	-	-	-	-	-	-	-	-
2	Test	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-

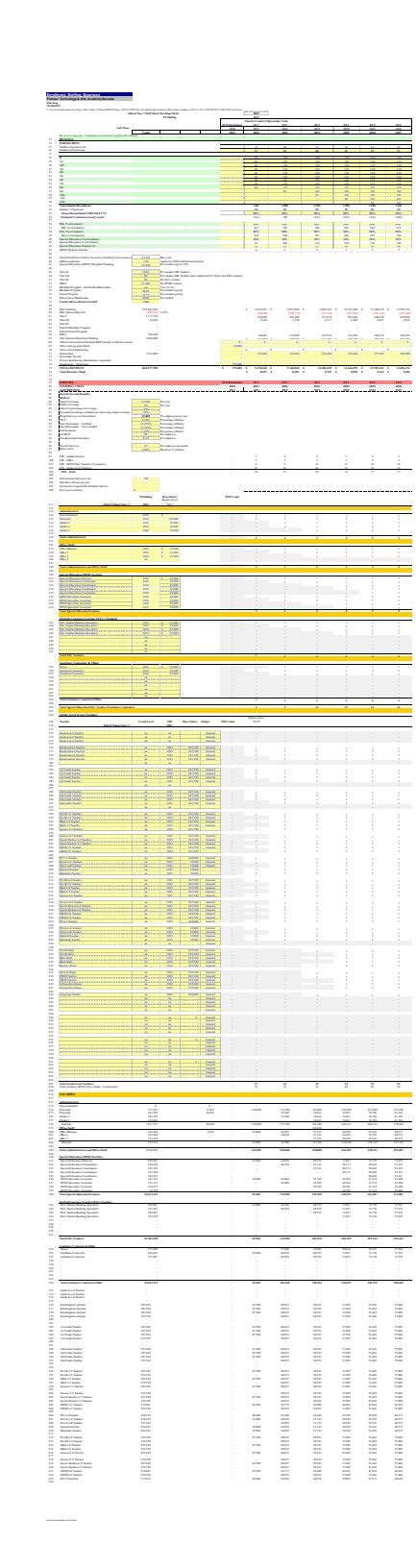
SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
2020	2021	2022	2023	2024	2025	2026
SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027

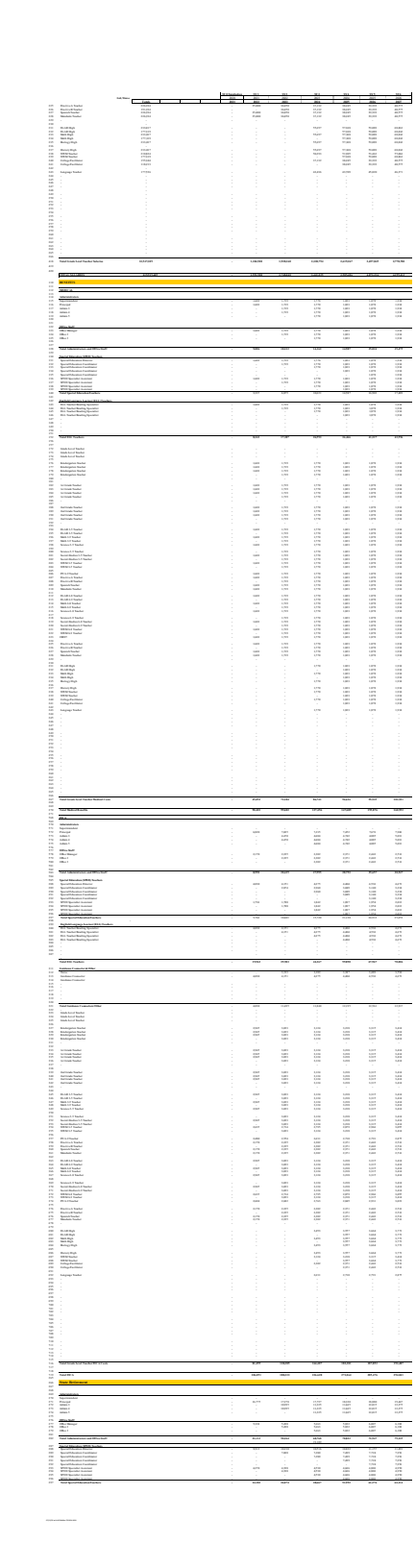
Potential Site 2

89107 / 89032 / 89027 / 89034 / 89115 / 89081 / 89117

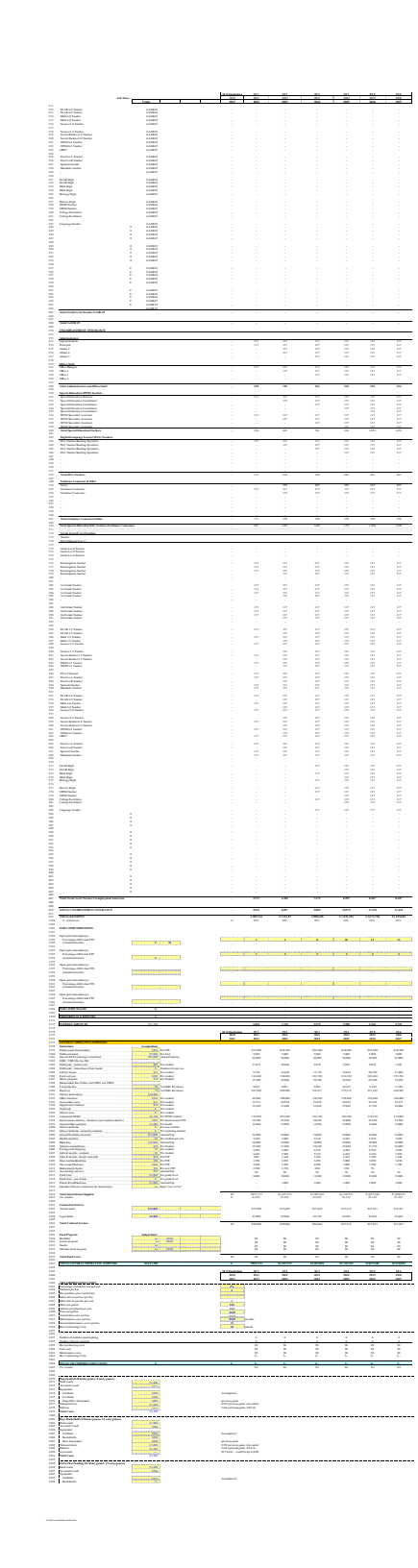
	All potential source Public, Private, Charter Schools	NSPF Rtg	Grade Level(s)	Enrollment	Capacity	Over Capacity	Distance fr school
1	Test			-	-	-	-
2				-	-	-	-
3				-	-	-	-
4				-	-	-	-
5				-	-	-	-
6				-	-	-	-
7				-	-	-	-
8				-	-	-	-
9				-	-	-	-
10				-	-	-	-
				-	-	-	#DIV/0!

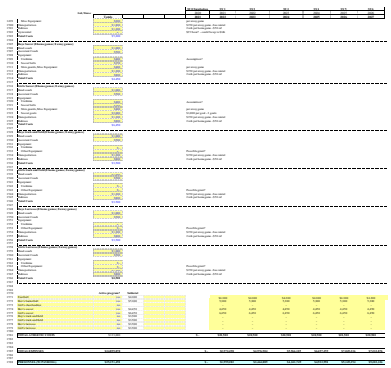
	Ethnicity							Special Population			
	Asians	Black	C-White	Hispanic	I-Native American	Multiple	Pacific Islander	FRL	IEP	ELL	SPED
1 Test	-	-	-	-	-	-	-	-	-	-	-
2 -	-	-	-	-	-	-	-	-	-	-	-
3 -	-	-	-	-	-	-	-	-	-	-	-
4 -	-	-	-	-	-	-	-	-	-	-	-
5 -	-	-	-	-	-	-	-	-	-	-	-
6 -	-	-	-	-	-	-	-	-	-	-	-
7 -	-	-	-	-	-	-	-	-	-	-	-
8 -	-	-	-	-	-	-	-	-	-	-	-
9 -	-	-	-	-	-	-	-	-	-	-	-
10 -	-	-	-	-	-	-	-	-	-	-	-





Staff Name	Grade				Current Salary Step	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
					2022	2023	2024	2025	2026	2027	2028
					2022	2023	2024	2025	2026	2027	2028
Special Education Teacher (BEA Chamblee)					-	52,013	53,574	55,181	56,836	58,541	60,297
Beg. Teacher Meeting Specialists					-	-	50,574	52,091	53,654	55,263	56,921
Int. Teacher Meeting Specialists					-	-	-	50,574	52,091	53,654	55,263
Adv. Teacher Meeting Specialists					-	-	-	-	50,574	52,091	53,654
					-	-	-	-	-	-	-
					-	-	-	-	-	-	-
					-	-	-	-	-	-	-
					-	-	-	-	-	-	-
					-	52,013	53,574	55,181	56,836	58,541	60,297
Assistant Coach (Coach & Other)					-	-	53,574	55,181	56,836	58,541	60,297
Assistant Coach(other)					-	52,013	53,574	55,181	56,836	58,541	60,297
Assistant Coach(other)					-	-	50,574	52,091	53,654	55,263	56,921
					-	-	-	-	-	-	-
					-	-	-	-	-	-	-
					-	-	-	-	-	-	-
					-	-	-	-	-	-	-
Total Special Education Role - Teachers/Coaches/Counselors					-	52,013	53,574	55,181	56,836	58,541	60,297
					-	-	-	-	-	-	-
Grade Level Teacher					-	-	-	-	-	-	-
Grade Level Teacher					-	-	-	-	-	-	-
Grade Level Teacher					-	-	-	-	-	-	-
					-	-	-	-	-	-	-
Kindergarten Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
Kindergarten Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
Kindergarten Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
Kindergarten Teacher					-	-	76,081	78,309	80,571	82,974	85,459
					-	-	-	-	-	-	-
1st Grade Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
1st Grade Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
1st Grade Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
1st Grade Teacher					-	-	76,081	78,309	80,571	82,974	85,459
					-	-	-	-	-	-	-
2nd Grade Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
2nd Grade Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
2nd Grade Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
2nd Grade Teacher					-	-	76,081	78,309	80,571	82,974	85,459
					-	-	-	-	-	-	-
3rd/4th/5th Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
3rd/4th/5th Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
3rd/4th/5th Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
3rd/4th/5th Teacher					-	-	76,081	78,309	80,571	82,974	85,459
					-	-	-	-	-	-	-
4th/5th/6th ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
4th/5th ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
4th/5th ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
Middle ELA Teacher					-	-	76,081	78,309	80,571	82,974	85,459
Newcomer ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
					-	-	-	-	-	-	-
Newcomer ELA Teacher					-	-	76,081	78,309	80,571	82,974	85,459
Newcomer ELA Teacher					-	-	76,081	78,309	80,571	82,974	85,459
Special Education ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
Special Education ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
Special Education ELA Teacher					-	-	76,081	78,309	80,571	82,974	85,459
SIFE ELA Teacher					-	54,893	56,513	58,181	59,896	61,693	63,544
SIFE ELA Teacher					-	-	56,513	58,181	59,896	61,693	63,544
					-	-	-	-	-	-	-
PE/Lit/Math/Sci					-	52,013	53,574	55,181	56,836	58,541	60,297
Physical Ed Teacher					-	-	53,574	55,181	56,836	58,541	60,297
Physical Ed Teacher					-	-	-	53,574	55,181	56,836	58,541
Spanish Teacher					-	52,013	53,574	55,181	56,836	58,541	60,297
Spanish Teacher					-	-	53,574	55,181	56,836	58,541	60,297
Specialty Teacher					-	-	-	53,574	55,181	56,836	58,541
					-	-	-	-	-	-	-
6th/7th/8th ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
6th/7th/8th ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
6th/7th/8th ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
Middle ELA Teacher					-	-	76,081	78,309	80,571	82,974	85,459
Newcomer ELA Teacher					-	-	76,081	78,309	80,571	82,974	85,459
					-	-	-	-	-	-	-
Newcomer ELA Teacher					-	-	76,081	78,309	80,571	82,974	85,459
Newcomer ELA Teacher					-	-	76,081	78,309	80,571	82,974	85,459
Special Education ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
Special Education ELA Teacher					-	73,920	76,081	78,309	80,571	82,974	85,459
Special Education ELA Teacher					-	-	76,081	78,309	80,571	82,974	85,459
SIFE ELA Teacher					-	54,893	56,513	58,181	59,896	61,693	63,544
SIFE ELA Teacher					-	-	56,513	58,181	59,896	61,693	63,544
					-	-	-	-	-	-	-
Physical Ed Teacher					-	52,013	53,574	55,181	56,836	58,541	60,297
Physical Ed Teacher					-	-	53,574	55,181	56,836	58,541	60,297
Spanish Teacher					-	52,013	53,574	55,181	56,836	58,541	60,297
Spanish Teacher					-	-	53,574	55,181	56,836	58,541	60,297
Specialty Teacher					-	-	-	53,574	55,181	56,836	58,541
					-	-	-	-	-	-	-
9th/10th/11th/12th ELA Teacher					-	-	-	-	56,836	58,541	60,297
Algebra I Teacher					-	-	-	-	56,836	58,541	60,297
Biology I Teacher					-	-	-	-	56,836	58,541	60,297
					-	-	-	-	-	-	-
History/Civics Teacher					-	-	-	-	56,836	58,541	60,297
SIFE ELA Teacher					-	-	-	-	56,836	58,541	60,297
Special Education ELA Teacher					-	-	-	-	56,836	58,541	60,297
Special Education ELA Teacher					-	-	-	-	56,836	58,541	60,297
Algebra I Teacher					-	-	-	-	56,836	58,541	60,297
					-	-	-	-	-	-	-
					-	-	-	-	-	-	-
					-	-	-	-	-	-	-
					-	-	-	-	-	-	-





Facilities

Pioneer Technology & Arts Academy Nevada

Mike Dang
702.486.8879

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Potential location(s) under consideration: (Address or cross street, City, County)
89030
89107 / 89032 / 89027 / 89034 / 89115 / 89081 / 89117

FACILITIES	
SELECT "Purchase" or "Lease"	Lease

					SY 0/Incubatio	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
					2020	2021	2022	2023	2024	2025	2026
					2021	2022	2023	2024	2025	2026	2027
LEASE OPTION			Enrollment			648	1,080	1,182	1,284	1,386	1,404
			SF/pupil			**62 sf/p**	**56 sf/p**	**85 sf/p**	**78 sf/p**	**90 sf/p**	**89 sf/p**
Square feet leased	**Per sq ft**		Lease sq ft			**40,000 sf**	**60,000 sf**	**100,000 sf**	**100,000 sf**	**125,000 sf**	**125,000 sf**
			Lease rate no escalator/sf/yr			$12.00	$20.00	$20.00	$20.00	$20.00	$20.00
			Lease rate escalator			2%	2%	2%	2%	2%	2%
			Lease rate /yr w/esca'			$12.24	$20.40	$20.40	$20.40	$20.40	$20.40
			Lease cost/sf/month			$1.02	$1.70	$1.70	$1.70	$1.70	$1.70
			Facility lease cost	$10,893,600		$489,600	1,224,000	2,040,000	2,040,000	2,550,000	2,550,000
Custodial (Non CAM)	$1.00	/sf/yr	Custodial (Non CAM)	550,000		40,000	60,000	100,000	100,000	125,000	125,000
Utilities	$1.00	/sf/yr	Utilities	550,000	-	40,000	60,000	100,000	100,000	125,000	125,000
CAM (Common Area Maintenance & Other)	$1.00	/sf/yr	CAM (Common Area Main	550,000		40,000	60,000	100,000	100,000	125,000	125,000
Campus security	$1	/yr	Campus security	6		1	1	1	1	1	1
Security Deposit(s)(post to Cashflow ("CF Y1 Mc	1		Security Deposit(s)(post to	-	-	-	-	-	-	-	-
	Capital Outlay (building renovations, Tenant Improvements)				-	-					
			Capital Outlay depreciation expense	-	-	-	-	-	-	-	-
	Total cash cost to lease				**$ -**	**$609,601**	**$1,404,001**	**$2,340,001**	**$2,340,001**	**$2,925,001**	**$2,925,001**
	Total lease book expense				**$ -**	**$609,601**	**$1,404,001**	**$2,340,001**	**$2,340,001**	**$2,925,001**	**$2,925,001**
					$ -	$ -	$ -	$ -	$ -	$ -	$ -

If Lease, then facility type: **Retail/shopping, office, industrial, school, church, other_____**
City/County sign off of improvement plans--all required work identified

PURCHASE OPTION

Square feet purchased	100,000										
Purchase price per sq ft	$180.00	Per sq ft									
Purchase price	$18,000,000										
Renovation cost per sq ft	$0.00	Per sq ft									
Total renovation costs	$0										
Purchase price and renovation costs	**$18,000,000**										
Equity	0.00%	% of purchase price									
Amount Financed	**$18,000,000**										
Loan Term (years)	30										
Bank Fees & Points											
Interest Rate	6.00%										
Monthly Debt Service	$107,382										
Annual Debt Service	**$1,288,586**					1,288,586	1,288,586	1,288,586	1,288,586	1,288,586	1,288,586
Estimated annual interest expense	**$380,148**					380,148	380,148	380,148	380,148	380,148	380,148
(based on PV of all interest payments)											
Custodial Services	$1.00	Per sq ft				100,000	100,000	100,000	100,000	100,000	100,000
Utilities	$1.00	Per sq ft				100,000	100,000	100,000	100,000	100,000	100,000
Maintenance	$1.00	Per sq ft				100,000	100,000	100,000	100,000	100,000	100,000
Campus security	$1.00	Per year				1	1	1	1	1	1
Equity (down payment)						-					
Financing costs (6 months during planning year)											
Total cash costs to purchase						**1,588,587**	**1,588,587**	**1,588,587**	**1,588,587**	**1,588,587**	**1,588,587**
Total purchase book expense						**660,001**	**660,001**	**660,001**	**660,001**	**660,001**	**660,001**

TOTAL FACILITIES CASH COSTS	$12,543,606	**$-**	**$609,601**	**$1,404,001**	**$2,340,001**	**$2,340,001**	**$2,925,001**	**$2,925,001**
TOTAL FACILITIES Book Expense	$12,543,606	**$-**	**$609,601**	**$1,404,001**	**$2,340,001**	**$2,340,001**	**$2,925,001**	**$2,925,001**
Total lease book expense	**$12,543,606**	**$-**	**$609,601**	**$1,404,001**	**$2,340,001**	**$2,340,001**	**$2,925,001**	**$2,925,001**
Difference		$-	$-	$-	$-	$-	$-	$-

Facility Specifications - resource worksheet

Pioneer Technology & Arts Academy Nevada

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	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	2021	2022	2023	2024	2025	2026
	2022	**2023**	**2024**	**2025**	**2026**	**2027**
Enrolllment	648	1080	1182	1284	1386	1404
# Classrooms	27	45	48	51	54	57
Students/Classroom	24	24	25	25	26	25

This space planning worksheet may assist you in considering your facility needs. You are not required to complete this. You may need less/more space.

Type of Space	Common Specifics	Low	High	Avg	Example 1		Example 2		Applicant yr1		Applicant yr3	
Enrollment	500 Students				500		400		648		1284	
Grade levels	9th-12th											
Students per CR	25:1				25		25		24		25	
Interior Space PS-full size	Classroom, circulation, other PS	55 sf	100 sf	78 sf	600 s	46,500	800 s	62,000	500 s	38,750	700 s	54,250
Detailed Analysis												
Core classrooms SF	20 cls @ 850 SF each = 17,000 SF	750	1,000	850	20	17,000 sf	16	13,600 sf	27	22,950 sf	51	43,350 sf
Science labs SF	2 cls @ 1000 SF each	850	1,200	1,000	2	2,000	2	2,000	-	-	2.0	2,000
Computer labs / media centers	1 room @ 1000 SF	850	1,200	1,000	1	1,000	1	1,000	-	-	1.0	1,000
SPED Specialty offices / classrooms	SPED, counseling room(s) - 2 @ 400 SF each, 4 @ 100 SF each			400	2	800	2	800	-	-	2.0	800
ELL Specialty offices / classrooms	SPED, ELL, counseling rooms - 2 @ 400 SF each, 4 @ 100 SF each			100	4	400	4	400	-	-	4.0	400
Reception area / offices	Reception area @ 400 SF			400	1	400	1	400	0.3	100	1.0	400
Administrative offices	Four offices at 100 SF each	70	100	100	4	400	4	400	2.0	200	4.0	400
Conference room(s)	400 SF			400	1	400	1	400	1.0	400	1.0	400
Teacher lounge / work room	600 SF			600	1	600	1	600	-	-	1.0	600
Commons / lunch area	1,500 SF			1,500	1	1,500	1	1,500	-	-	1.0	1,500
Kitchen / prep room	200 SF (prep only)			200	1	200	1	200	0.5	100	1.0	200
Bathrooms (students)	Students - 2 @ 400 SF each			400	2	800	2	800	2.0	800	2.0	800
Bathrooms (staff)	Staff 3 @ 100 SF each			100	3	300	3	300	3.0	300	3.0	300
Multi-purpose room / gymnasium (A)	MPR / small gym @ 4,000 SF			4,000	1	4,000	0	-	-	-	-	-
" " (B)	OR--by sf/pupil	7	10	--->	-	-	7 sf/p	2,800	7 sf/p	4,536	7 sf/p	8,988
Elective classrooms	(1) music @1,000 SF			1,000	1	1,000	1	1,000	-	-	1.0	1,000
Storage closets	2 @ 300 SF each			300	2	600	2	600	1.0	300	2.0	600
Custodial closet	150 SF			150	1	150	1	150	0.2	30	1.0	150
Mechanical & IT closet	250 SF			250	1	250	1	250	0.2	50	1.0	250
Other (drama, media, parent room, health, etc.)	Parent room @ 200 SF			200	1	200	1	200	0.5	100	1.0	200
Space requirements pre circulation						32,000		27,400		29,866		63,338
Circulation (hallways)	@15%(up to 20%) total = 4,800			15%		4,800		4,110		4,480		9,501
Total estimated square feet	32,000 + 4,800 = 36,800					**36,800 sf**		**31,510 sf**		**34,346 sf**		**72,839 sf**
Total square feet per student	73.6 SF per student					74 sf/p		79 sf/p		53 sf/p		57 sf/p

Common specifics
Elementary (K-6) 25/classroom
Middle School (7-8) 27/classroom
High School (9-12) 27/classroom

Furnishings, Fixtures, Equipment & Technology

Pioneer Technology & Arts Academy Nevada

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				SY 0/Incubatio	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
				2020	2021	2022	2023	2024	2025	2026
				2021	2022	2023	2024	2025	2026	2027
ASSUMPTIONS										
Copier (monthly lease rate)	$300	Per month								
	300	Students per copier								
Desktop computer costs (faculty and computers for carts)	$499	Per laptop								
Desktop computers	30	Per grade level								
Cart costs	$200	Per cart								
Student enrollment					648	1,080	1,182	1,284	1,386	1,404
Number of copiers needed					3	4	4	5	5	5
Monthly copier lease					10,800	14,400	14,400	18,000	18,000	18,000
Copier - usage fee		Per student			-	-	-	-	-	-
New Laptops - faculty (acquisition cost)	$499	Per new laptop			16,966	11,477	5,988	3,493	499	-
Laptop replacement (acquisition cost)	3 year life							16,966	11,477	5,988
Laptop depreciation expense	per NV Personal Property Manual				5,655	9,481	11,477	12,641	12,808	12,808
Mobile lap top cart and/or student desktops (acquisition costs)	2	Per grade level			271,260	30,140	30,140	30,140	30,140	-
Mobile lap top cart and/or student desktops replacements (acquisition costs)	3 year life							271,260	30,140	30,140
Mobile lap top cart and/or student desktops depreciation expense	per NV Personal Property Manual				90,420	100,467	110,513	120,560	130,607	130,607
FTE cell phone handset (acquisition cost)	$0	Per handset			-	-	-	-	-	-
FTE cell phone handset replacement (acquisition cost)	3 year life							-	-	-
FTE cell phone handset depreciation expense	per NV Personal Property Manual				-	-	-	-	-	-
FTE Cell phones (monthly coverage)	$0	Per month			-	-	-	-	-	-
Internet setup	$1,500	Setup fee			1,500					
Server (acquisition cost)	$8,000	Per server			8,000					
Server replacement (acquisition cost)	5 year life									8,000
Server depreciation expense	per NV Personal Property Manual				1,600	1,600	1,600	1,600	1,600	1,600
Classroom technology (acquisition cost)	$5,000	Per classroom			135,000	90,000	15,000	15,000	15,000	15,000
Classroom technology replacement (acquisition cost)	3 year life							135,000	90,000	15,000
Classroom technology depreciation expense	per NV Personal Property Manual				45,000	75,000	80,000	85,000	90,000	95,000
Educational software/curriculum	$100	Per student			64,800	108,000	118,200	128,400	138,600	140,400
Technology Support Services	$1,000	Per month			12,000	12,000	12,000	12,000	12,000	12,000
Internet and phone monthly service	$2,000	Per month			24,000	24,000	24,000	24,000	24,000	24,000
Other Equipment (security system)(Hardware costs, setup fees) (acquisition cost)	$5,000	Setup cost			1	-	-	-	-	-
Other Equipment replacement (acquisition cost)	$2,000	Expected years			50,000	150,000	50,000	50,000	50,000	50,000
Depreciation expense (please calculate depreciation on a straight line basis)	$50,000				50,000	50,000	50,000	50,000	50,000	50,000
Monthly equipment cost	$0	Per month			-	-	-	-	-	-
Computer Hardware (not already included in prior lines) (acquisition cost)	$0	Per new FTE			-	-	-	-	-	-
Computer Hardware replacement (cost of acquisition)	3 year life							-	-	-
Computer Hardware depreciation expense	per NV Personal Property Manual				-	-	-	-	-	-
Computer Software	$500	Per FTE			17,000	28,500	34,500	38,000	38,500	38,500
Faculty furniture (acquisition cost)	$500	Per new FTE			17,000	11,500	6,000	3,500	500	-
Student furniture (acquisition cost)	$250	Per new student			162,000	108,000	25,500	25,500	25,500	4,500
Furniture depreciation (based on 15 year life, per NV Personal Property Manual)					11,933	19,900	22,000	23,933	25,667	25,967
TOTAL FFE & T COSTS (cash acquisition cost)	**$3,331,215**		**$-**		**$790,327**	**$588,017**	**$335,728**	**$771,259**	**$484,356**	**$361,528**
TOTAL FFE & T COSTS (book expense)	**$2,861,543**		**$-**		**$334,709**	**$443,348**	**$478,690**	**$514,135**	**$541,781**	**$548,881**

Marketing Plan & Implementation

Pioneer Technology & Arts Academy Nevada

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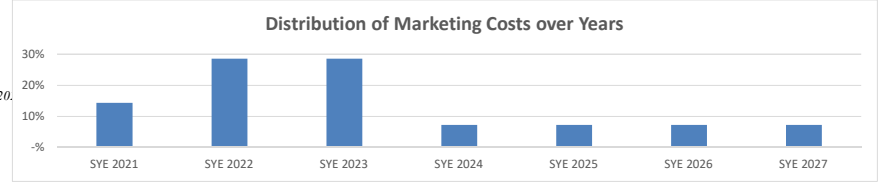
School Year 1 (Fall Start) **2021**
SY Ending (SYE) **2022**



			Charter Contract Operations Term					
		SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
12		2020	2021	2022	2023	2024	2025	2026
13		SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027
14	**ENROLLMENT**							
15	Number of grade levels	-	9	10	11	12	13	13
16	Number of classrooms	-	27	45	48	51	54	57
17								
18	K		66	110	110	110	110	110
19	1st		66	110	110	110	110	110
20	2nd		66	110	110	110	110	110
21	3rd		66	110	110	110	110	110
22	4th		66	110	110	110	110	110
23	5th		66	110	110	110	110	110
24	6th		84	112	112	112	112	112
25	7th		84	112	112	112	112	112
26	8th		84	112	112	112	112	112
27	9th		-	84	102	102	102	102
28	10th		-	-	84	102	102	102
29	11th		-	-	-	84	102	102
30	12th		-	-	-	-	84	102
31	**Total Student Enrollment**		**648**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**
	Student / Classroom (w/o teachers)		24	24	25	25	26	25

STUDENT RECRUITMENT AND MARKETING

Method of Marketing	Schedule estimate	Totals	SY 0 SYE 2021	SY 1 SYE 2022	SY 2 SYE 2023	SY 3 SYE 2024	SY 4 SYE 2025	SY 5 SYE 2026	SY 6 SYE 2027
Marketing complete	Sample two months prior to open enrollment	$350,000	$50,000	$100,000	$100,000	$25,000	$25,000	$25,000	$25,000
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-							
		-							
		-							
Total Cost		**$350,000**	**$50,000**	**$100,000**	**$100,000**	**$25,000**	**$25,000**	**$25,000**	**$25,000**
		100%	14%	29%	29%	7%	7%	7%	7%

Insurance Coverage

Check with your attorney or insurance agent as to what types of insurance you may need.

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	Insurance types (Depending on coverage)	Minimum Coverage	Covered but Bundled? y/n	Annual Cost	Totals 6 yr+0	SYE 0 SYE 2021	SY 1 SYE 2022	SY 2 SYE 2023	SY 3 SYE 2024	SY 4 SYE 2025	SY 5 SYE 2026	SY 6 SYE 2027
1		Premium/SYr			$ -		$ -	$ -	$ -	$ -	$ -	$ -
2	Abuse or Molestation: Aggregate	$ -		2,000	12,000		2,000	2,000	2,000	2,000	2,000	2,000
3	Abuse or Molestation: Per Occurrence	-			-		-	-	-	-	-	-
4	Accident Insurance - For volunteers or students due to accident at school.	-		2,500	15,000		2,500	2,500	2,500	2,500	2,500	2,500
5	Automobile - Coverage for any owned automobiles by the school.				-		-	-	-	-	-	-
6	Building Limit				-		-	-	-	-	-	-
7	Commercial Auto Liability	-		-	-		-	-	-	-	-	-
8	Cyberliability- Coverage due to loss if computer systems hacked.	-		500	3,000		500	500	500	500	500	500
9	Directors & Officers Liability Aggregate	-		2,000	12,000		2,000	2,000	2,000	2,000	2,000	2,000
10	Directors & Officers Liability Per Occurrence	-		-	-		-	-	-	-	-	-
11	Directors and Officers - For director or officers of the school.	-		-	-		-	-	-	-	-	-
12	Educators Legal Liability Aggregate	-		2,000	12,000		2,000	2,000	2,000	2,000	2,000	2,000
13	Educators Legal Liability Per Occurrence	-		-	-		-	-	-	-	-	-
14	Educators' legal liability insurance	-		-	-		-	-	-	-	-	-
15	Employee Benefits Liability Aggregate	-		1,000	6,000		1,000	1,000	1,000	1,000	1,000	1,000
16	Employee Benefits Liability Per Occurrence	-		-	-		-	-	-	-	-	-
17	*Employee Dishonesty/Crime*	-		500	3,000		500	500	500	500	500	500
18	Employment benefits liability insurance			-	-		-	-	-	-	-	-
19	Employment Practices Liability - discrimination, termination, harassment.			500	3,000		500	500	500	500	500	500
20	Employment Practices Liability Aggregate			-	-		-	-	-	-	-	-
21	Employment practices liability insurance			-	-		-	-	-	-	-	-
22	Employment Practices Liability Per Occurrence			-	-		-	-	-	-	-	-
23	Errors and Omissions (of sponsor and governing body of charter school)			-	-		-	-	-	-	-	-
24	Excess/Umbrella Liability			2,000	12,000		2,000	2,000	2,000	2,000	2,000	2,000
25	General Liability Aggregate			24,000	144,000		24,000	24,000	24,000	24,000	24,000	24,000
26	General Liability Per Occurrence			-	-		-	-	-	-	-	-
27	General liability insurance			18,000	108,000	-	18,000	18,000	18,000	18,000	18,000	18,000
28	i. Coverage for molestation and sexual abuse			-	-		-	-	-	-	-	-
29	ii. Broad form policy, with the named insureds as follows:			-	-		-	-	-	-	-	-
30	iii. The sponsor of the charter school;				-		-	-	-	-	-	-
31	iv. All employees: former, present and future				-		-	-	-	-	-	-
32	v. Volunteers at the charter school; and				-		-	-	-	-	-	-
33	vi. Directors, including, without limitation, executive directors.				-		-	-	-	-	-	-
34	Liability - Liability coverage for premises you rent or own.				-		-	-	-	-	-	-
35	Liability insurance for sports and athletic participation				-		-	-	-	-	-	-
36	Motor vehicle liability insurance if applicable				-		-	-	-	-	-	-
37	Personal and Advertising Injury				-		-	-	-	-	-	-
38	Products/Completed Operations Aggregate				-		-	-	-	-	-	-
39	Professional Liability - Coverage for teachers and professional educators				-		-	-	-	-	-	-
40	Property- Coverage for building or personal property you own.				-		-	-	-	-	-	-
41	Student Accident - per accident				-		-	-	-	-	-	-
42	Umbrella - Coverage due to claim exhausting Liability limits.				-		-	-	-	-	-	-
43	Umbrella liability insurance				-		-	-	-	-	-	-
44	Workers Compensation				-		-	-	-	-	-	-
45	Workers Compensation - Coverage for injury or accident for employees.			12,000	72,000		12,000	12,000	12,000	12,000	12,000	12,000
46	(Add other coverages here)				-		-	-	-	-	-	-
47	(Add other coverages here)				-		-	-	-	-	-	-
48	(Add other coverages here)				-		-	-	-	-	-	-
49	(Add other coverages here)				-		-	-	-	-	-	-
50	(Add other coverages here)			-	-		-	-	-	-	-	-
				$67,000	**$402,000**	**$ -**	**$67,000**	**$67,000**	**$67,000**	**$67,000**	**$67,000**	**$67,000**

Worksheet: Incubation Year

Test Academy

Nevada State Public Charter School Authority

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			2019 SYE 2020
Pre-Approval & Pre-Opening			
Position Description	**Number of Staff Per Position (FTE's)**	**Average Salary for Position**	**Uses**
Principal	0.5	$125,000	62,500
Assistant Principal	-	-	-
Deans	-	-	-
Office Manager	0.5	35,000	17,500
Administrative Assistant	-	-	-
Teachers	-	-	-
Teacher Aides	-	-	-
			-
Subtotal			$80,000
FICA Expense	0.0625		5,000
Medicare Expense	-		-
Other		$0	-
Other		$0	-
Subtotal			**$85,000**
Sample items below (erase at will)			$ -
Research and Planning			-
Market Research			-
Public meeting with hosting			-
Curriculum Development			-
Application Costs Consultants:			-
Space Planners			-
Architects			-
			-
Staff Recruitment/Hiring			-
Board Recruitment and Screening			-
Website Development			-
Brochures/Information			-
Nonprofit Incorporation			-
Admissions Lottery			-
TOTAL USES THROUGH PRE-OPENING			**$85,000**
SOURCES OF FUNDS TO COVER PRE-APPROVAL AND PRE-OPENING COSTS			
			$ -
			-
			-
			-
TOTAL SOURCES THROUGH PRE-OPENING			$ -
Sources > Uses (<, less than)			$(85,000)

Attach supporting documentation regarding sources of funds included.

EMO-CMO Budget Worksheet

Pioneer Technology & Arts Academy Nevada

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Consider a cost plus model of hiring specific services you may need, such as accounting/payroll. But also consider the value of full service providers. There can be greater savings from exercising a service cost plus a margin for services providers specializing in specific areas. There can be more peace of mind from "one-stop" providers. Some schools may start with one model and shift to another. Make sure your contracts provide the flexibility you deserve.

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Education Management Organization (EMO)

Charter Management Organization (CMO)

School Year 1 (Fall Start) 2021

SY Ending 2022

				Charter Contract Operations Term					
		SY 0	**SY 1**	**SY 2**	**SY 3**	**SY 4**	**SY 5**	**SY 6**
		2020	2021	2022	2023	2024	2025	2026
	Total	2021	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
Enrollment			**648**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**
Total Revenue	**$62,177,922**		**5,356,960**	**9,160,004**	**10,286,349**	**11,466,293**	**12,702,141**	**13,206,174**
Total Expenses (w/o EMO/CMO Fees)	**$26,111,490**	**$135,000**	**2,146,782**	**3,652,389**	**4,454,249**	**5,045,490**	**5,261,754**	**5,415,826**
EMO/CMO Services / Fee basis/Type Enrollment			9	**10**	**11**	**12**	**13**	**13**
Select applicable structure (if any)								
Flat fee per student per year (Years 1-3, Startup) $ -	$ -	-	-	-	-	-	-	-
Flat fee per student per year (Years 4-6) $ -	$ -	-	-	-	-	-	-	-
OR		-	-	-	-	-	-	-
% fee per revenue per year (Years 1-3, Startup) 12%	$2,976,398	-	642,835	1,099,201	1,234,362			
% fee per revenue per year (Years 4-6) 10%	$3,737,461	-				1,146,629	1,270,214	1,320,617
OR		-	-	-	-	-	-	-
Cost plus (Years 1-3, Startup)(select specific costs) -%	$ -	-	-	-	-	-	-	-
Cost plus (Years 4-6) -%	$ -	-	-	-	-	-	-	-
OR		-	-	-	-	-	-	-
Other fee structure (describe)%		-	-	-	-	-	-	-
Other fee structure (describe)	$ -	-	-	-	-	-	-	-
	$6,713,858	**$ -**	**$642,835**	**$1,099,201**	**$1,234,362**	**$1,146,629**	**$1,270,214**	**$1,320,617**

EMO, CMO ala carte services to charter school	**Incl'd in fee? Y/N**	**Perform Service? Y/N**	**Cost Pass Thru? Y/N**
"Back office" functions (A/P, A/R, Payroll, Inventory, financial, compliance, reporting)	y	y	y
Bond Financing,	y	y	y
Capital Loans,	n	y	y
Cash Advances For Startup Funds,	y	y	y
Computer/Other Leasing	n	n	n
Contract Mgt	y	y	y
Development of Curriculum and Instruction,	y	y	y
Establishment of College Guidance & Counseling Program.	y	y	y
Facility Leasing,	n	n	n
Food Servicing	n	n	n
Furnishings, Fixtures,	n	n	n
HR Management	y	y	y
Internal Control Process Development	y	y	y
Manage or Operate aspects of a charter school	y	y	y
Professional Development and	y	y	y
Purchasing	y	y	y
Supervision of building Design & Remodeling,	y	y	y
Technology Contracting,	y	y	y
Textbooks, Other Transactions,	n	y	y
Transportation	n	n	n
Other (Describe)	y	y	y
Other (Describe)	y	y	y
Other (Describe)	y	y	y

Total EMO-CMO-ESP Planned Expenses

Does the EMO provide the service or do they help you choose the service which you will pay for--separate from the EMO fee?

Year 1 Cash Flow Worksheet

Pioneer Technology & Arts Academy Nevada

Mike Dang

702.486.8879

C:\Users\sxshu\Dropbox\Las Vegas Clark County NV\Final READY\[Copy of PTAA 2020-New-CS-Application-Financial-Plan-Name-Academy-2019-11-15-3-PM 2020 06 29 MD (002).xlsx]Cover

Fall **2021**

Winter, Spring **2022**

Sponsorship Fee **1.25%**

School Operations Year 1

(This is a year 1 budget. It is not a pre-opening budget)

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2022	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
REVENUES															
Distributive School Acct	$4,693,432	$ -	$4,693,432	$391,119	$391,119	$391,119	$391,119	$391,119	$391,119	$391,119	$391,119	$391,119	$391,119	$391,119	$391,119
DSA Sponsorship Fee	(58,668)	-	(58,668)	$(4,889)	$(4,889)	$(4,889)	$(4,889)	$(4,889)	$(4,889)	$(4,889)	$(4,889)	$(4,889)	$(4,889)	$(4,889)	$(4,889)
Title I	294,840	-	294,840	$24,570	$24,570	$24,570	$24,570	$24,570	$24,570	$24,570	$24,570	$24,570	$24,570	$24,570	$24,570
Title IIA	2,268	-	2,268	$189	$189	$189	$189	$189	$189	$189	$189	$189	$189	$189	$189
Title III	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Federal Breakfast Program	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Federal Lunch Program	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
IDEA	68,688	-	68,688	$5,724	$5,724	$5,724	$5,724	$5,724	$5,724	$5,724	$5,724	$5,724	$5,724	$5,724	$5,724
State SPED Funding	226,800	-	226,800	$18,900	$18,900	$18,900	$18,900	$18,900	$18,900	$18,900	$18,900	$18,900	$18,900	$18,900	$18,900
Charter Start up funds	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other start-up grant funds	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
School level fundraising	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Student Fees	129,600	-	129,600	$10,800	$10,800	$10,800	$10,800	$10,800	$10,800	$10,800	$10,800	$10,800	$10,800	$10,800	$10,800
Investment Income	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Private Fundraising (w/Ltr of	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fundraising Donations (w/Ltr	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenues	**$5,356,960**	**$ -**	**5,356,960**	**$446,413**	**$446,413**	**$446,413**	**$446,413**	**$446,413**	**$446,413**	**$446,413**	**$446,413**	**$446,413**	**$446,413**	**$446,413**	**$446,413**
Total Revenues Y-T-D		-		446,413	892,827	1,339,240	1,785,653	2,232,067	2,678,480	3,124,893	3,571,306	4,017,720	4,464,133	4,910,546	5,356,960
% Revenue YTD				**8%**	**17%**	**25%**	**33%**	**42%**	**50%**	**58%**	**67%**	**75%**	**83%**	**92%**	**100%**
OPERATING EXPENDITURES & OTHER CASH OUTLAYS															
Salaries	$1,552,500	$ -	$1,552,500	$129,375	$129,375	$129,375	$129,375	$129,375	$129,375	$129,375	$129,375	$129,375	$129,375	$129,375	$129,375
Benefits	405,762	-	405,762	$33,814	$33,814	$33,814	$33,814	$33,814	$33,814	$33,814	$33,814	$33,814	$33,814	$33,814	$33,814
Part-Time Wages	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Performance Bonuses	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Payroll Services	1,020	-	1,020	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85
Instructional Supplies	972,715	-	972,715	$81,060	$81,060	$81,060	$81,060	$81,060	$81,060	$81,060	$81,060	$81,060	$81,060	$81,060	$81,060
Contracts	20,000	-	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667
Food Costs	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Transportation	-	-	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Athletics	20,500	-	20,500	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708
Marketing	100,000	-	100,000	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333
Lease/Mortgage	489,600	-	489,600	$40,800	$40,800	$40,800	$40,800	$40,800	$40,800	$40,800	$40,800	$40,800	$40,800	$40,800	$40,800
Custodial	40,000	-	40,000	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333
Utilities	40,000	-	40,000	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333
CAM/Maintenance	40,000	-	40,000	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333
Campus Security	1	-	1	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital Outlay (TI)	-		-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Security Deposits (Site Lease)	-		-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
FFE&T	790,327	-	790,327	$65,861	$65,861	$65,861	$65,861	$65,861	$65,861	$65,861	$65,861	$65,861	$65,861	$65,861	$65,861
Insurance	67,000	-	67,000	$5,583	$5,583	$5,583	$5,583	$5,583	$5,583	$5,583	$5,583	$5,583	$5,583	$5,583	$5,583
Total Expenditures	**$4,539,426**	**$ -**	**$4,539,426**	**$378,285**	**$378,285**	**$378,285**	**$378,285**	**$378,285**	**$378,285**	**$378,285**	**$378,285**	**$378,285**	**$378,285**	**$378,285**	**$378,285**
Net Change in cash from operations		-	$817,534	$68,128	$68,128	$68,128	$68,128	$68,128	$68,128	$68,128	$68,128	$68,128	$68,128	$68,128	$68,128
Total Expenses Y-T-D				378,285	756,571	1,134,856	1,513,142	1,891,427	2,269,713	2,647,998	3,026,284	3,404,569	3,782,855	4,161,140	4,539,426
% Budget YTD				**8%**	**17%**	**25%**	**33%**	**42%**	**50%**	**58%**	**67%**	**75%**	**83%**	**92%**	**100%**

Fall	**2021**	**School Operations Year 1**
Winter, Spring	**2022**	***(This is a year 1 budget. It is not a pre-opening budget)***
Sponsorship Fee	**1.25%**	

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2022	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
YTD (Rev > Exp)				1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

FINANCING ACTIVITIES

	SY1 Ending 0	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
Loans/Financing Acquired	$ -	-	-	-	-	-	-	-	-	-	-	-	-
Loans/Financing Repaid	$ -	-	-	-	-	-	-	-	-	-	-	-	-
Loan Balance		-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense (assumes 24% APR)	$ -	-	-	-	-	-	-	-	-	-	-	-	-
Net change in cash from financing	$ -	-	-	-	-	-	-	-	-	-	-	-	-

Projected Cash Balance Statement

Net change in Cash (F/B)	817,534	68,128	68,128	68,128	68,128	68,128	68,128	68,128	68,128	68,128	68,128	68,128	68,128
Begin Cash Balance(F/B)		0	68,128	136,256	204,383	272,511	340,639	408,767	476,895	545,023	613,150	681,278	749,406
End Cash Balance (F/B)	**817,534**	**68,128**	**136,256**	**204,383**	**272,511**	**340,639**	**408,767**	**476,895**	**545,023**	**613,150**	**681,278**	**749,406**	**817,534**
Cash/Expense X			**0.2**	**0.4**	**0.5**	**0.7**	**0.9**	**1.1**	**1.3**	**1.4**	**1.6**	**1.8**	**2.0**

Percentage of Revenue

REVENUES

Distributive School Acct	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%
DSA Sponsorship Fee	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)
Title I	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%
Title IIA	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Title III	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Federal Breakfast Program	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Federal Lunch Program	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
IDEA	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
State SPED Funding	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
Charter Start up funds	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Other start-up grant funds	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
School level fundraising	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Student Fees	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Investment Income	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Private Fundraising	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Fundraising Donations	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Total Revenue	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Revenues Y-T-D		8%	17%	25%	33%	42%	50%	58%	67%	75%	83%	92%	100%

Percentage of Expense

EXPENDITURES

Salaries	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%
Benefits	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
Part-Time Wages	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Performance Bonuses	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Payroll Services	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Fall	**2021**	**School Operations Year 1**
Winter, Spring	**2022**	***(This is a year 1 budget. It is not a pre-opening budget)***
Sponsorship Fee	**1.25%**	

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2022	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
Instructional Supplies			21%	21%	21%	21%	21%	21%	21%	21%	21%	21%	21%	21%	21%
Contracts			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Food Service			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Transportation			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Athletics			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Marketing			2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Lease/Mortgage			11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%
Utilities			1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Custodial			1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
CAM			1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Capital Outlay			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
FFE&T			17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%
Insurance			1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Total Expenditures			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Expenses Y-T-D				8%	17%	25%	33%	42%	50%	58%	67%	75%	83%	92%	100%
% of available cash at start of month				0.00%	555.26%	277.63%	185.09%	138.81%	111.05%	92.54%	79.32%	69.41%	61.70%	55.53%	50.48%
% of available cash at end of month				555.26%	277.63%	185.09%	138.81%	111.05%	92.54%	79.32%	69.41%	61.70%	55.53%	50.48%	46.27%
Projected Cash Balance Statement															
Net change in Cash (F/B)			0	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
Begin Cash Balance(F/B)					0	0	0	1	1	1	1	1	1	2	2
End Cash Balance (F/B)			**0**	**0**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**2**	**2**	**2**
Benefits/Salaries Exp				26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%
# Employees				57	57	57	57	57	57	57	57	57	57	57	57
Benefits/Employee				$593	$593	$593	$593	$593	$593	$593	$593	$593	$593	$593	$593
Salaries/Employee				$2,270	$2,270	$2,270	$2,270	$2,270	$2,270	$2,270	$2,270	$2,270	$2,270	$2,270	$2,270

DSA Rates

DRAFT

Pioneer Technology & Arts Academy Nevada

Mike Dang
702.486.8879

County District	SYE-20 Rates DSA	Outside Revenue	Total	Planned Enrollment	Subtotal	Pmt Freq	Index OSRev/Tot	Index Rev/CCSD	Pd Pmt Amounts Qrtr	Pd Pmt Amounts Mon
Carson City	$ 7,184	$ 1,245	$ 8,429	0	$ -	-	15%	116%	$ -	$ -
Churchill	7,006	1,320	8,326		-	-	16%	115%	-	-
Clark	**6,067**	**1,176**	**7,243**	**278**	**2,013,540**	Mo	**16%**	**100%**	-	167,795
Douglas	6,086	3,254	9,340	-	-	-	35%	129%	-	-
Elko	7,891	1,529	9,420	-	-	-	16%	130%	-	-
Esmeralda	20,750	9,469	30,219	-	-	-	31%	417%	-	-
Eureka	11,032	20,036	31,068	-	-	-	64%	429%	-	-
Humboldt	7,431	2,258	9,689	-	-	-	23%	134%	-	-
Lander	3,517	8,536	12,053	-	-	-	71%	166%	-	-
Lincoln	12,131	1,685	13,816	-	-	-	12%	191%	-	-
Lyon	7,724	1,043	8,767	-	-	-	12%	121%	-	-
Mineral	10,152	1,654	11,806	-	-	-	14%	163%	-	-
Nye	7,967	1,827	9,794	-	-	-	19%	135%	-	-
Pershing	9,691	3,203	12,894	-	-	-	25%	178%	-	-
Storey	6,136	10,216	16,352	-	-	-	62%	226%	-	-
Washoe	**6,034**	**1,417**	**7,451**	**-**	**-**	-	**19%**	**103%**	-	-
White Pine	8,512	2,604	11,116	-	-	-	23%	153%	-	-
Multi-District	$ 7,243			278	$2,013,540					
Avg/St					$7,243 /st					

Generic Facilities and FFE narrative

New to this application is built in capitalization and depreciation/amortization. This applies to capital outlays on leases (such as tenant improvements) and several categories of FFE&T. Capital outlays are depreciated based on a 15-year schedule. The FFE&T tab states what depreciation schedule is being used for each category. These schedules are based on the Nevada Personal Property Manual's expected life for each category. You can access the version of the NV Personal Property Manual used here: https://tax.nv.gov/LocalGovt/PolicyPub/ArchiveFiles/PersonalPropertyManual/2020-2021_Personal_Property_Manual_rev_03282019/ . The values used come from the Information Systems section on page 11, and the Office Furniture, Retail Sales Equipment, Other section on page 16.

The primary purpose of these additions is to give a better picture of what an audited full accrual basis Statement of Activities will look like for an applicant while still allowing for an analysis of the cash cost and cash flow outlook of operating the proposed school. With the exception of the rows for "Other Equipment", these calculations will all be done automatically for you and require no additional inputs.

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 20

Resume of Proposed Regional Director

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

Regional Director Candidate

Shubham Pandey has more than 20 years of experience in education, technology, construction, and business. He holds Masters of Computer Science – University of NSW, Australia 1999. He is a leader of several high performing charter schools in Texas whose goal is to prepare all students to be technology literate and successful in College. Resume attached under leadership attachment 8.

As a leader he currently manages 10 schools in Texas with a total student enrollment of 3200 students. As an education entrepreneur his experience includes PTECH and STEM classroom curriculum, school technology, assessment, college alliances and policy implementation. Additionally, his extensive finance and business background has resulted in the implementation of effective administration, new business concepts, balanced budgets and securing finances for school construction. He has a track record of academic and financial success in the schools he leads in Texas.

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 21

CMO/EMO Services Agreement

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

MEMORANDUM OUTLINING RESPONSIBILITIES DURING INCUBATION PERIOD

This MEMORANDUM details services to be provided by SSS Education Corp. ("SSS Education") prior to the opening of Pioneer Technology & Arts Academy dba PTAA Nevada (the "School") to ensure the School is ready for a successful launch in fall 2021. It is intended that SSS Education will continue to have a role in the planning and development of the School subsequent to the application submittal prior to a formal management agreement or similar document being executed ("Incubation Period").

The categories of service to be provided by SSS Education during the Incubation Period, specific details regarding such services and the individuals responsible for the same are detailed in the table below. All of the individuals identified in the table are employees of SSS Education with the exception of Derrick Love. Dr. Love is the intended Head of School for one of the School campuses planned for Nevada.

Services to be Provided	**Expectations**	**Person responsible**
INSTRUCTION		
	1. Creating Scope and Sequence 2. Creating Pacing Calendars 3. Finalizing Curriculum Alignments 4. Finalizing Professional Development 5. STEM training Development 6. Procuring curriculum 7. Curriculum Distribution	Shubham Pandey Shannon Houston
TALENT		
	1. Hosting Job Fairs 2. Sourcing sister schools teachers 3. Hosting J1 Visa programs 4. Hosting College Fairs 5.	Derrick Love
OPERATIONS		
	1. Finalizing Facility 2. Applying for any zoning changes 3. Renovations 4. Applying for construction financing 5. Safety and security 6. Food and shared transportations 7. School Schedules 8. After school programs	Shubham Pandey
TECHNOLOGY		
	Server setup Cloud services	Jean Avekoe

	Domain controller setup AP setup Workstations setup LAN and WAN connections	
FINANCE		
	Software setup Procedure setup Bank setup Fiscal Guidance policy setup state and Federal	Paul King
PARENT & COMMUNITY ENGAGEMENT		
	Direct Mailers Online campaigns Open Houses Community seminars	Shubham Pandey
SCHOOL SYSTEMS & CULTURE		
	Student System Website Setup Student policy setup Open Houses Uniform tryouts	Sonya Gracy
OTHER		
	HR Policies HR setup Payroll Setup	Sonya Gracy

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

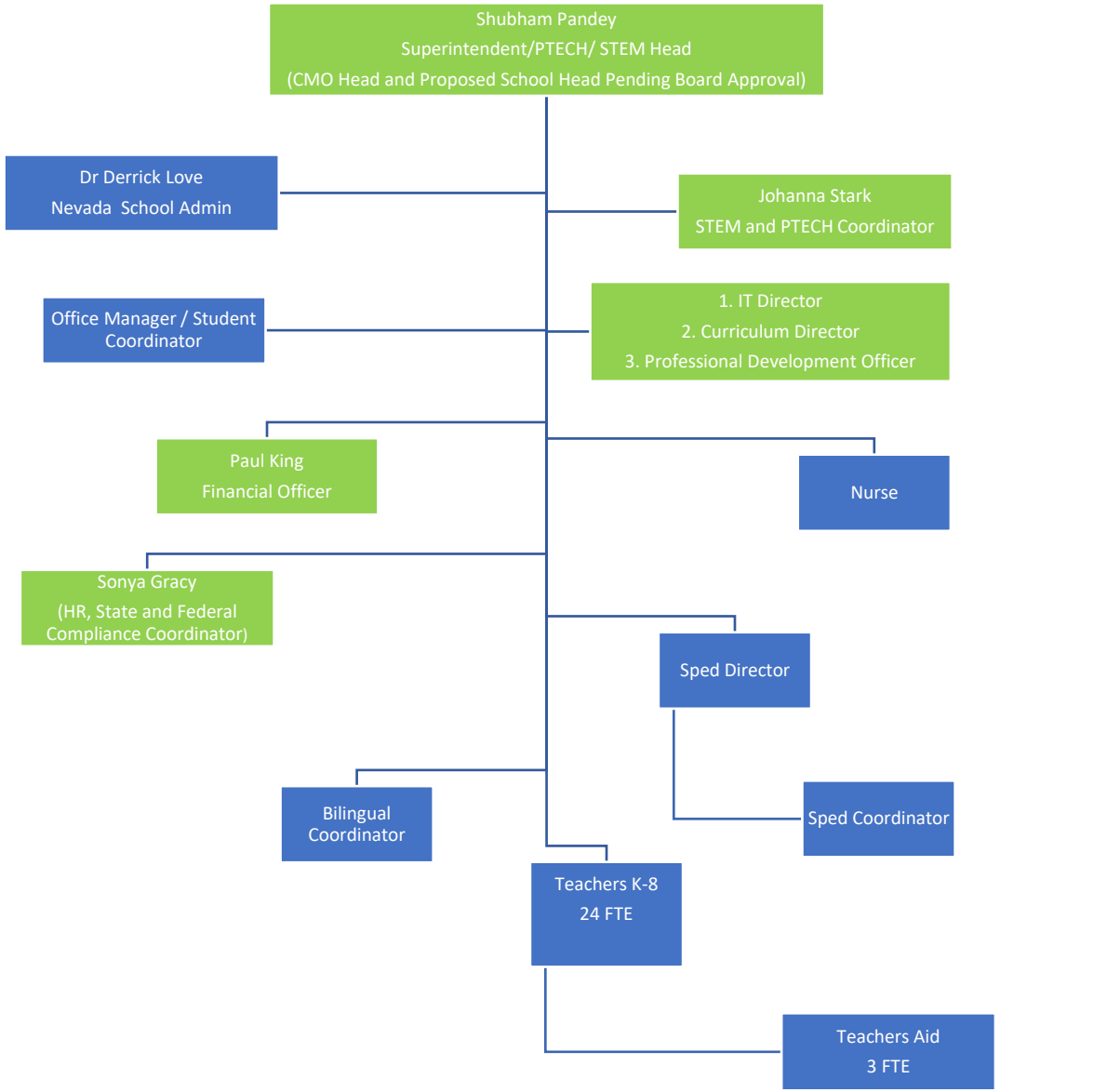
PTAA/Nevada

ATTACHMENT 22

Organizational Charts

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY



Brent Parrott
(Board President)

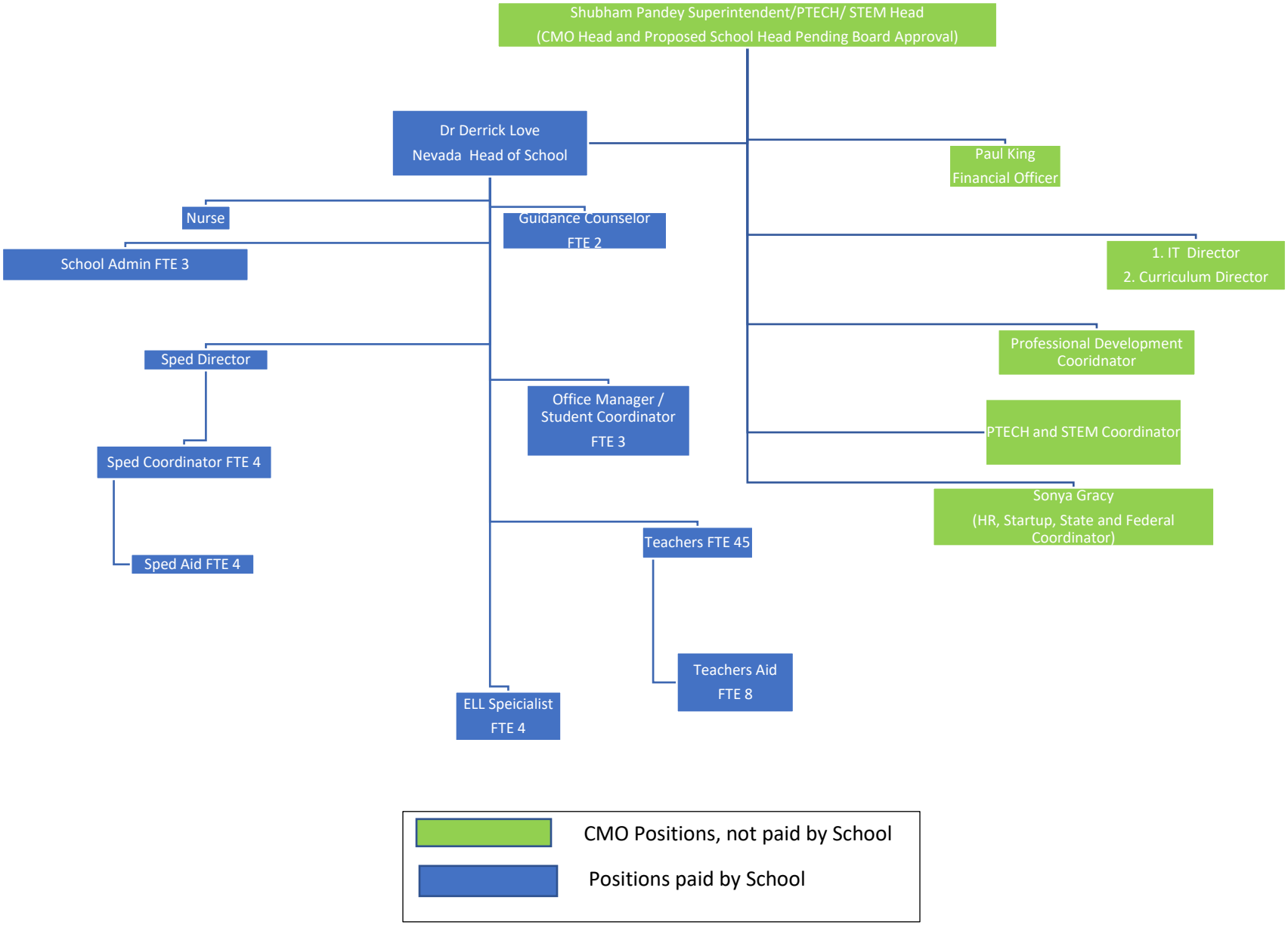
Rudy Pamintuan
(Secretary)

Annie Black
(Board Member)

Shannon Houston
(Treasurer)

Chasidy Kretzer
(Board Member)

Mansoureh Tehrani
(Board Member)


Shubham Pandey Superintendent/PTECH/ STEM Head
(CMO Head and Proposed School Head Pending Board Approval)
Dr Derrick Love
Nevada Head of School
Paul King
Financial Officer
Nurse
Guidance Counselor
FTE 2
School Admin FTE 3
1. IT Director
2. Curriculum Director
Professional Development
Cooridnator
Sped Director
Office Manager /
Student Coordinator
FTE 3
PTECH and STEM Coordinator
Sped Coordinator FTE 4
Sonya Gracy
(HR, Startup, State and Federal
Coordinator)
Teachers FTE 45
Sped Aid FTE 4
Teachers Aid
FTE 8
ELL Speicialist
FTE 4
CMO Positions, not paid by School
Positions paid by School

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 23

CMO/EMO Contract

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

AGREEMENT
By and Between
Pioneer Technology & Arts Academy dba PTAA Nevada and
SSS Education Corp.
to Provide Charter Management and Educational Services

RECITALS

This Agreement (the "Agreement") is made and entered into as of July 1, 2021 (the "Effective Date") by and between **SSS Education Corp.** , a Colorado, Non Profit Corporation ("SSS Education"), qualified to do business in Nevada as a foreign nonprofit corporation ("Contractor"), and the governing body of **Pioneer Technology & Arts Academy dba PTAA Nevada** ("PTAAN"), a Nevada public charter school, (each a "Party" and, collectively, the "Parties"), to provide charter management and educational services.

WHEREAS, PTAAN has been granted a charter contract (the "PTAAN Charter Contract") by the Nevada State Public Charter School Authority (the "Sponsor") for the operation of a charter school. Pursuant to the PTAAN Charter Contract, and in accordance with the relevant Nevada statutes and regulations, PTAAN may enter into an agreement with a contractor to provide charter management and educational services;

WHEREAS, Contractor, a Colorado non profit corporation, that is qualified to do business in Nevada as a nonprofit corporation, is in the business of providing charter management and educational services to charter schools and has the ability to assist with acquiring property and obtaining necessary financing and/or bonds ;

WHEREAS, the Governing Body of PTAAN desires to contract with Contractor to provide charter management, educational services and assistance acquiring land and bond funding as allowed under Nevada law;

WHEREAS, Contractor's mission is to assist PTAAN, in the administration of their businesses in order to create greater efficiencies in their operations and to thereby effectively serve the ever-growing population of at-risk youth underserved by traditional public schools;

WHEREAS, Contractor and PTAAN share a common mission to inspire and engage students, especially underserved and unrepresented populations, through an inquiry-based STEM curriculum that emphasizes creativity, collaboration and innovation. PTAA Graduates will have the skills and knowledge to earn advance degrees, secure fulfilling positions in STEM professions, and become international leaders. PTAAN believes partnering with the SSS Education will maximize the efficient use of limited resources available for serving at-risk student populations;

WHEREAS, the governing body of the PTAAN (the "Governing Body") has final authority over policy and operational decisions for PTAAN;

WHEREAS, pursuant to NRS 388A.393(1)(a) and NAC 388A.525(8), it is understood between the Parties that although the Governing Body delegates certain responsibilities to Contractor, the Governing Body has not given direct control to the Contractor and the Governing Body still maintains overall control and is responsible for the operation of the Charter School pursuant to NRS 388A and NAC 388A;

WHEREAS, based on experiences of other charter schools across the country, the Governing Body believes that it is in the best interest of PTAAN to contract with Contractor to provide services that will maximize the performance and operational efficiency of PTAAN, and that same is prudent and in the best interests of the students who will be served by PTAAN;

WHEREAS, prior to entering into this Agreement the Committee to Form Pioneer Technology & Arts Academy and SSS Education entered into a Memorandum of Understanding by which SSS Education provided services prior to the opening of Pioneer Technology & Arts Academy dba PTAA Nevada (the "School") to ensure the School was ready for a successful launch in fall 2021 ("MOU"). A true and correct copy of the MOU is attached hereto as **Exhibit 1** and is incorporated by reference herein;

WHEREAS, the MOU contemplated that upon receiving approval for a charter to operate Pioneer Technology & Arts Academy in Nevada, that the School Board would enter into a charter management contract with SSS Education by which SSS Education would provide charter management and educational services to the School pursuant to compensation and terms to be further detailed and finalized in a separate agreement;

WHEREAS, SSS Education fully performed its role/responsibilities and provided the services contemplated by the MOU as detailed in Exhibit 1;

WHEREAS, it is the Parties' intention to build on a relationship already based on trust, common educational objectives, and will provide necessary resources for PTAAN to achieve clear accountability, through which they will work together to bring educational excellence to PTAAN, and because of the Parties' shared goals; and

WHEREAS, for and during the Term (as hereinafter defined in Section 9.a) of this Agreement, the Governing Body desires that Contractor provide certain services to PTAAN as set forth herein, and Contractor desires to provide such services to PTAAN in a manner that is fully consistent with the charter of PTAAN and applicable Nevada law.

AGREEMENT

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

a. "Sponsor" refers to the Nevada State Public Charter School Authority ("SPCSA") who has granted PTAAN a Charter Contract to operate the charter school.

b. "Charter School Law" means the laws permitting the creation of charter schools in Nevada and governing the development and operation of charter schools in Nevada including, but not limited to, NRS Chapter 388A and NAC Chapter 388A.

c. "Marks" means all trademarks, service marks, design marks, trade names, domain names, service names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to each Party.

d. "Regulatory Authority" means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body, including the Sponsor.

e. "Services" means all the services provided by Contractor to PTAAN pursuant to, and as described more fully in, this Agreement.

f. "State" means the State of NEVADA.

2. REPRESENTATIONS AND WARRANTIES

a. Representations and Warranties of Contractor.

Contractor represents and warrants as follows:

i. Organization Status. Contractor will be authorized to do business in Nevada. Contractor is, and at all times during the Term will be, duly organized under the laws of Nevada.

ii. Authority. Contractor has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of Contractor, enforceable against Contractor in accordance with its respective terms.

iii. Litigation. Except as otherwise disclosed by Contractor in a separate writing, there is no suit, claim, action or proceeding now pending or, to the knowledge of Contractor, threatened before any Regulatory Authority to which Contractor is a party or which may result in any judgment, order, decree, liability, award or other determination, which will, or may reasonably be expected to have an adverse effect upon Contractor. No such judgment, order, decree or award has been entered against Contractor which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of Contractor, threatened before any Regulatory Authority involving Contractor, which will, or may reasonably be expected to prevent or hamper the fulfillment of the obligations contemplated by this Agreement.

iv. Full Disclosure. No representation or warranty of Contractor herein and no statement, information or certificate furnished or to be furnished by Contractor pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

v. Conduct of Contractor. Contractor has complied, and at all times during the Term will comply, in all material respects, with all local, State, and federal laws and regulations that are applicable to Contractor, which include, but are not limited to, the Internal Revenue Code, as each may be amended, and is registered to do business in the State of Nevada as a foreign-entity and is in good standing with the State of Nevada. Contractor has maintained and will maintain adequate records of the activities and decisions of Contractor to ensure and document compliance with all such laws and regulations. Contractor agrees to provide PTAAN with copies of all such records, and to allow PTAAN, at PTAAN's reasonable discretion, to assist with the preparation and retention of such records.

vi. Contractor acknowledges that PTAAN must comply with the Nevada Public Records Act (NRS Chapter 239) and the Nevada Open Meeting Law (NRS Chapter 241), and Contractor agrees to maintain adequate records and provide necessary documents to PTAAN to ensure and document compliance with those laws.

vii. Contractor acknowledges that although the Governing Body has delegated certain responsibilities to Contractor, the Governing Body has not given direct control to the Contractor and the Governing Body still maintains overall control of the Charter School pursuant to NRS 388A.393(1)(a), NAC 388A.525(8), and other applicable local, State, and federal laws and regulations.

b. Representations and Warranties of PTAAN .

PTAAN represents and warrants as follows:

i. Organization and Tax-Exempt Status. **PTAAN** is authorized to do business in the ***State***. **PTAAN** is, and at all times during the ***Term,*** a public charter school authorized by the Clark County School District, a political subdivision of the State of Nevada and is duly organized under the laws of the ***State.*** **PTAAN** is in the process of seeking exemption from federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code. Should the Internal Revenue Service require changes to this ***Agreement*** in conjunction with the request for tax-exempt status of PTAAN, both ***Parties*** will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

ii. Authority. Subject to the approval of the Sponsor and the last two sentences of clause (i) above, PTAAN has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of PTAAN , enforceable against PTAAN in accordance with its respective terms.

iii. Litigation. Except as otherwise disclosed in a separate writing, there is no suit, claim, action or proceeding now pending or, to the knowledge of PTAAN , threatened before any Regulatory Authority to which PTAAN is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon PTAAN . No such judgment, order, decree or award has been entered against PTAAN which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of PTAAN threatened before any Regulatory Authority involving PTAAN which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

iv. Full Disclosure. No representation or warranty of PTAAN herein and no statement, information or certificate furnished or to be furnished by PTAAN pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

v. Conduct of PTAAN and the Governing Body. PTAAN has materially complied, and at all times during the Term will comply, in all material respects with all local, State and federal laws and regulations that are applicable to PTAAN , which include, but are not limited to, the Internal Revenue Code, the Nevada Public Records Act (NRS Chapter 239), the Nevada Open Meeting Law (NRS Chapter 241), and the Charter School Law, as each may be amended. PTAAN has maintained

and will maintain adequate records of the activities and decisions of PTAAN to ensure and document compliance with all such laws and regulations. PTAAN agrees to provide Contractor with copies of all such records, and to allow Contractor, at Contractor's reasonable discretion, to assist with the preparation and retention of such records.

vi. Due Authorization. PTAAN is authorized to organize and operate the PTAAN Charter Contract. PTAAN has been granted the PTAAN Charter Contract by the Sponsor to organize and operate a public charter school, together with the powers necessary or desirable for carrying out the educational program set forth in the PTAAN Charter Contract. PTAAN shall at all times retain all rights, responsibilities and obligations under the PTAAN Charter Contract and nothing in this Agreement is or shall be interpreted in a manner inconsistent with the PTAAN Charter Contract. PTAAN is authorized to contract with a private entity to provide charter management, educational services and land acquisition and/or bond financing provided that the service agreement shall comply with the PTAAN Charter Contract as well as Nevada statutes and regulations (including NRS 388A and NAC 388A).

vii. Insurance. PTAAN maintains in effect all insurance as required by PTAAN and the PTAAN Charter Contract. Subject to the requirements of the PTAAN Charter Contract, Contractor will assist PTAAN selecting and procuring necessary levels of insurance coverage as required by state regulators including workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. Initial coverage including minimum coverage limits are set forth in **Exhibit 2** hereto.

3. AUTHORITY

a. PTAAN's Fully Retained Duties and Authority. PTAAN hereby authorizes Contractor to undertake the functions specified in this Agreement in regard to Services, it being understood that, at all times, PTAAN remains accountable to the Sponsor and State authorities, as provided for in this Agreement, the PTAAN Charter Contract, and to applicable law. For the sake of clarity, the Parties agree that the Governing Body, and not Contractor, shall maintain the ultimate fiduciary responsibility for PTAAN and the PTAAN Charter Contract. Contractor shall not be required to provide any services to the extent provision thereof: (a) is or becomes impracticable, in any material respect, as a result of a cause or causes outside Contractor's reasonable control, or (b) would require Contractor to violate any law or other binding commitment of Contractor to any Regulatory Authority or as imposed by law.

b. Contractor Authority to Subcontract. Contractor may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge Contractor from any obligation or liability under this Agreement and provided that no such subcontract permitted hereunder shall constitute a majority of Contractor's duties under this Agreement. Nothing in this Section 3.b authorizes Contractor to subcontract in a manner that is not permitted by applicable law or any provisions of the PTAAN Charter Contract. All subcontractors that Contractor desires to perform work at or for PTAAN will first be presented to the Governing Body, and any subcontractor bid over $50,000.00 will require preliminary Governing Body approval.

c. SPCSA Authority. Nothing in this Agreement shall be construed in any way to limit the authority of the Sponsor, including, but not limited to, the authority to take and enforce action pursuant to the PTAAN Charter Contract or Charter School Law.

d. Conflict with Applicable Charter. To the extent there are any conflicts between the terms of the PTAAN Charter Contract and the terms of this Agreement, the terms of the PTAAN Charter Contract shall control.

4. RIGHTS, DUTIES AND OBLIGATIONS OF CONTRACTOR

In addition to the duties and obligations otherwise set forth in this Agreement, Contractor shall have the following rights, duties, and obligations:

a. General Administrative Services. In exchange for the Service Fee described in Section 6 and paid by PTAAN to Contractor, Contractor will provide the Services as and to the extent more specifically described in the balance of this Agreement. Contractor may perform functions off-site, except as prohibited by law or otherwise restricted by the Governing Body. Contractor may utilize web-based systems to provide support and services to PTAAN. Contractor shall provide reports indicating the services Contractor has provided to PTAAN, as contemplated by this Agreement, as and when the Governing Body shall reasonably request, but no less frequently than an annual year-end report. To the extent that PTAAN wishes to contract with a third party unrelated to Contractor for any administrative services not provided by Contractor, or provided by Contractor but that PTAAN reasonably deems would be more efficiently or effectively provided by the third party, it shall consult with Contractor before entering into any agreement to ensure compatibility with Contractor systems and to provide Contractor an opportunity to offer the same services in a more efficient manner (or even to contract with the third-party directly where it is in the best interest of PTAAN).

b. Public Relations and IP. Contractor shall provide public relations services to PTAAN , as determined by further mutual agreement of the Parties, in order to advance the shared mission of Contractor and PTAAN as set forth above in the recitals to this Agreement. PTAAN may provide Contractor a non- exclusive, limited license to use those Contractor Marks or any other Contractor intellectual property as may be owned or under license to PTAAN, as may be requested by Contractor from time to time, whether registered or unregistered, whether subject to application or not (the "Contractor IP"). Without limitation, and subject to consultation with PTAAN , Contractor shall act as PTAAN representative on all matters relating to public relations and public information, including, without limitation, preparing press releases on topics relating to the shared mission of Contractor and PTAANas set forth above in the recitals to this Agreement.

c. Financial Services (Accounting, Bookkeeping, Payroll, Procurement, and other Financial Functions). Subject to the terms of this Agreement and subject to approval by PTAAN's Governing Body, Contractor shall work in conjunction with the Business Manager of PTAAN in carrying out all financial services and functions for the PTAAN and the Business Manager will be trained to operate and run all financial management systems and software utilized by PTAAN and Contractor. Contractor shall be responsible and accountable for all financial functions in respect of PTAAN as approved by the Governing Body, including, without limitation:

i. Preparation and submission of financial reports including all required State financial reporting including but not limited to annual audited financial reports, annual budgets, 1st and 2nd Interims, unaudited actual reportings, and monthly financial statements to PTAAN ;

ii. Coordination and processing of payments of PTAAN' expenditures;

iii. Management of cash balances to cover PTAAN's payroll and payments to vendors;

iv. Coordination and processing of PTAAN's payroll and tax reporting and other filings in accordance with the specific procedures and guidelines as designated and updated from time to time by PTAAN personnel;

v. Coordination and management of the annual independent audit of PTAAN 's financial statements. The cost of the audit will be the sole expense of PTAAN;

vi. Assistance with Sponsor and Independent Auditor financial reviews, when applicable;

vii. Coordination and management of all equipment leasing;

viii. Assistance and monitoring of spending and general administration of grant funding in compliance with specific terms and conditions of said grants and participation in any audits related thereto; and

ix. Acquisition and management of external financing as needed.

x. Contractor acknowledges that pursuant to NRS 388A.393(1)(k) and NRS 388A.411, all money received by PTAAN from the State or the Sponsor must not be transferred to or deposited in a bank, credit union, or other financial institution outside of the State of Nevada, including money controlled by the Contractor.

d. Facilities. Contractor shall assist PTAAN and be responsible for the identification, location and acquisition of learning centers and other required space for PTAAN including without limitation, coordination of construction and planning associated with the development or redevelopment of learning centers and other facilities. Any leases or financings shall be in PTAAN's name and not tied in any way to this Agreement.

i. Contractor will coordinate with all city or local ordinances for the health and safety of PTAAN staff and students.

ii. Contractor will assist in meeting the state and local safety standards during initial acquisition and the day-to-day management of the safety and security of each PTAAN facility. Contractor will assist in the negotiation of all new and renewal facility leases.

e. Governing Body Facilitation. Contractor, in consultation with the Governing Body, shall coordinate the scheduling of and documentation of meetings of the Governing Body, including the preparation of agendas and preparation of minutes consistent with the provisions of NRS 241. Contractor will coordinate the annual Governing Body member training to include training in PTAAN protocols, best practices and legal updates and ensure trainers are Sponsor approved/certified. All training will be for the purpose of supporting PTAAN's education mission and other related official school business.

f. Strategic Planning and Implementation. Contractor will assist PTAAN in the development of key long term goals for PTAAN in meeting its academic, funding, reporting, accountability, growth requirements and in analyzing the political and legislative educational climate. Contractor will assist in setting priorities, focusing resources, strengthening operations, insuring that employees at all levels are working toward common goals, establishing consensuses around intended results, and assessing and adjusting the organizational direction in response to its changing environment for approval by the Governing Body.

g. PTAAN Policies. Contractor may make reasonable recommendations to PTAAN concerning its calendar, policies, rules, regulations, procedures, personnel, and budget, as appropriate and

consistent with the shared mission of the Parties as set forth in the above recitals. For the avoidance of doubt, PTAAN retains sole and complete control over the foregoing calendar, policies, rules, regulations, procedures, personnel, and budget.

h. Human Capital Management.

i. Contractor shall assist in recruiting, screening and recommending certificated and non- certificated individuals for employment by PTAAN. Notwithstanding, the Governing Body is responsible for the hiring and dismissal of an administrator or financial officer of the charter school or proposed charter school;

ii. Contractor shall also provide pre-employment screening services, verify, check and monitor credentials for certificated staff and conduct all state required fingerprinting and criminal background checks for PTAAN as required by state law (including NRS 388A.500 to 388A.524);

iii. Contractor shall coordinate and administer health, life and retirement benefits for PTAAN employees, including certificated and non-certificated staff. PTAAN shall be solely responsible for the costs of these benefits;

iv. Contractor will develop and provide new hire employee orientation, training; onboarding (at the time of hiring) and off-boarding (upon termination). Contractor will also provide all required State and federal mandated training to applicable PTAAN employees. Contractor and PTAAN shall comply with all applicable federal and State laws, concerning employee welfare, safety and health;

v. Contractor will administer and track leave of absence benefits and monitor employee work related injuries;

vi. Contractor will also assist PTAAN with its Sponsor's visits; and

vii. Contractor, on behalf of PTAAN, shall secure and maintain the insurance policies which shall be in the amounts that are no less than the minimum levels required by PTAAN applicable law or both. Liability, casualty, and property insurance for any facility leased directly and/or managed by PTAAN and any capital equipment or furniture leased directly and/or managed by PTAAN, as well as Directors and Officer's Insurance in the amount required by PTAAN or the Sponsor. All premiums and costs will be the responsibility of PTAAN .

i. Files and Records. Contractor shall supervise (for the joint benefit of PTAAN and Contractor) of all files and records relating to the Services. Contractor acknowledges that all records, data, communications, and other property of PTAAN entrusted to Contractor during the term of this Agreement are PTAAN 's property.

j. Operations Management. Contractor will provide day-to-day operational oversight for PTAAN in all administrative operational areas including without limitation: human capital, facilities (procurement and management), financial matters, and (as appropriate) legal representation. Contractor will work cooperatively with PTAAN on all recommendations and actions.

k. Reporting Requirements to the Governing Body. Contractor shall report to the Governing Body an annual year-end report and more frequently as the Governing Body shall reasonably request on all actions taken or proposed to be taken by Contractor under this Agreement.

l. Educational Program. Contractor will work in collaboration with PTAAN on development and implementation of the educational model provided to PTAAN. Contractor will work with PTAAN to effectuate any necessary change in the educational program, recognizing that an essential principle of this educational program is its flexibility, adaptability and capacity to change in the interest of continuous improvement of efficiency, provided that such changes shall be consistent with the Mission and Purpose of PTAAN .

m. Professional Development. Contractor will provide the resources and plans to the PTAAN staff to enhance their effectiveness to meet and exceed the educational standard established by the State of Nevada or otherwise required by PTAAN.

n. Testing and Assessments. Contractor will assist PTAAN in the administration of all State required testing and other State mandated assessments, including a series of assessments designed to gauge the Student's mastery of core concepts and readiness for the State of Nevada's standardize test or other State mandated testing.

o. Student Recruitment. Contractor shall be responsible for the recruitment of students subject to the provisions of the PTAAN Charter Contract and the policies adopted by the Governing Body. Students shall be selected in accordance with the procedures set forth in the PTAAN Charter Contract and in compliance with the State and other applicable law, including NRS 388A.453, NRS 388A.456, and NRS 388A.459. Contractor shall follow all applicable procedures regarding student recruitment, enrollment, and lottery management, and shall be responsible for publication of appropriate public notices and scheduling of open houses, as may be required.

p. Student Records Support. Contractor will provide maintenance of PTAAN Student Records including digitization of permanent records in accordance with state, local and federal requirements.

q. Technology. Contractor will provide a comprehensive Computer Technology and IT infrastructure solution to PTAAN learning centers, office space and employees which shall include procuring, imaging, delivering, repairing, replacing, warehousing and collection of such Computer Technology, as well as other related comprehensive logistical support services including overseeing school level technicians and other related support positions. PTAAN will pay directly or reimburse Contractor for all technology costs.

r. Services to Special Needs Students. Contractor will assist PTAAN in the development of Special Education, English Language Learner, School Counseling, Student Retention Support, and Student Mentor Protocols which Student services are provided including procuring related service providers to students qualifying as English Language Learners, Traditionally Underserved Students, or At-Risk students requiring counseling or interventions, and with special education needs PTAAN or any students who have, will have or require an Individualized Education Program ("IEP"). All service provider costs will be the sole responsibility of PTAAN; and will provide consultative support and management of the PTAAN day-to-day operations of Student services. Contractor will develop and oversee the academic counseling student support and other related services to the PTAAN students.

s. Instructional Materials. Contractor shall assist in developing curriculum and coordinate the purchase of the curriculum and instructional materials to be used by PTAAN in order to offer rigorous and relevant curricula for the purpose of allowing students to progress as quickly as their capabilities will allow. Materials shall be designed in a language and format that are readily accessible, and students will be allowed to complete course work at their own pace, as the program will be formulated based on an initial assessment of the student's skill levels in reading, math and other core courses. PTAAN

will be responsible for all curriculum and instructional material costs. Contractor shall retain all ownership and copyrights to any curricular material created by Contractor for the use by PTAAN.

t. Marketing/Branding. Contractor will provide PTAAN the design of all branded materials, including promo items, website design, collateral, wearables, print assets including tri-fold brochures, rack cards, newsletters, event fliers, graduation programs, and more subject to PTAAN Governing Body approval. Contractor will establish brand and communication strategies across all channels and promote the brand. Contractor will maintain the PTAAN public website that will contain any information required by PTAAN and applicable state law. Contractor will review and provide a report of all social media properties, which may include Facebook, Twitter, Instagram, and Linkedln and provide refinements to increase traffic. Contractor will coordinate and manage all third party vendors on behalf of PTAAN. PTAAN will be solely responsible for those third party vendor costs.

u. Community Partnerships. Contractor shall coordinate PTAAN's community relationships, including with local non-profits, governmental agencies, local businesses and higher education institutions.

v. Learning Center Furnishings. Contractor will procure and oversee the installation of all necessary furnishing and equipment for each PTAAN facility. PTAAN will be solely responsible for the cost of furniture and equipment.

w. Student Information. Contractor will serve as the liaison between PTAAN and the Student Information System Provider as well as various curricular, instructional and data warehousing/reporting software and resources; perform quality data tracking, including but not limited to student data such as attendance, performance, etc.; and, shall coordinate and manage school data as the technology system is developed and maintained. Contractor shall prepare and submit for approval by the Governing Body, all required State reporting regarding student enrollment, demographics, etc. Contractor will provide periodic reports on student performance, and assessments of whether educational goals and measurements are being achieved. Contractor will comply with the requirements of the Family Educational Rights and Privacy Act as set forth more fully in Section 10 of this Agreement.

x. Athletics Program Development. Contractor will assist in developing, implementing and monitoring an athletics program for PTAAN to assist in student retention and engagement and provide additional opportunities for student involvement, interaction and personal growth with PTAAN .

y. Operations Management. Contractor will provide day-to-day oversight for PTAAN in all educational operational areas including without limitation: special education, community relationships, instructional materials, marketing/branding, professional development, and technology. Contractor will work cooperatively with PTAAN on all recommendations and actions.

z. School Calendar. Contractor will develop the annual multi-track school calendar for approval by the Governing Body to be used by PTAAN .

5. DUTIES AND OBLIGATIONS OF PTAAN

In addition to the duties and obligations otherwise set forth in this Agreement, PTAAN shall have the following duties and obligations:

a. General Principle. To the extent not otherwise specified either as a duty of PTAAN or as a duty of Contractor, all duties applicable to the proper operation of PTAAN and maintenance of applicable academic standards shall remain the duty of PTAAN and the Governing Body.

b. Damage or Loss. PTAAN shall maintain adequate insurance, or otherwise hold Contractor harmless, for damage or loss to PTAAN's property unless such damage is caused by the gross negligence or willful misconduct of Contractor.

c. Annual Audit. PTAAN shall pay for an annual audit of PTAAN to be conducted in compliance with State law and regulations and showing the manner in which funds are spent at and on behalf of PTAAN. The annual audit shall be performed by a certified public accountant selected by the Governing Body. Contractor shall help to identify the certified public accountant.

d. Legal Services. While Contractor may make recommendations to the Governing Body regarding any arrangements for legal services for PTAAN , PTAAN and the Governing Body shall hire legal counsel as PTAAN may deem appropriate and necessary, and PTAAN shall pay for its own legal services out of its PTAAN Accounts (as defined in Section 5.e.).

e. Control of Funds. All funds of PTAAN shall be maintained in PTAAN deposit accounts, or in accounts, which are specifically restricted for the benefit of PTAAN (the "PTAAN Accounts"). ~~The PTAAN Accounts require dual signature authority. A Governing Body designee and a Contractor Officer designated by the Governing Body shall possess signatory authority over the PTAAN Accounts.~~ The Parties shall promulgate specific procedures and guidelines as necessary to further implement the creation, handling and investment of the funds and the PTAAN Accounts described in this Section 5.e, subject to approval by the Governing Body. Contractor recognizes that in the event there is a dispute regarding the Contractor's willingness to sign or approve an item in the PTAAN Accounts, it is the Governing Body that must maintain overall control of the finances of the PTAAN under NRS 388A.393(1)(a) and NAC 388A.525(8).

f. Reporting. PTAAN shall provide Contractor with all financial and other information and reporting that Contractor reasonably requests, within such times Contractor designates in order to enable Contractor to fulfill its duties and exercise its rights under this Agreement, including, without limitation, to ensure PTAAN alignment with the mission of the Parties as set forth in the recitals to this Agreement.

g. Power and Authority. PTAAN shall ensure that Contractor has the requisite power and authority necessary to carry out the duties of Contractor under this Agreement, subject in all respects to the provisions of Section 2.a.ii. of this Agreement, the PTAAN Charter Contract and the Charter School Law.

6. FINANCIAL ARRANGEMENTS

a. PTAAN 's Source of Funding. As set forth in NRS 388A.411, the major source of funding for PTAAN is the apportionments and allowances from the State Distributive School Account ("DSA") pursuant to NRS 387.121 to 387.1245. DSA payments are based upon the number of students enrolled in the PTAAN. PTAAN is also entitled to receive its proportionate share of any other money available from federal, state or local sources that the school or the students who are enrolled in the school are eligible to receive.

b. Funding Eligibility. PTAAN shall be responsible for compliance with applicable requirements for the purpose of receiving or maintaining eligibility to receive from the Sponsor the per pupil allowance to which PTAAN is entitled under applicable law. PTAAN shall apply for all State aid or other monies it is eligible to receive from the Sponsor. PTAAN shall permit Contractor to review any such applications and reports prior to their submission, and Contractor may assume control of the application and report process, if and to the extent PTAAN and its Governing Body reasonably deem appropriate.

c. Donations and Grants. Contractor may solicit and receive, on behalf of PTAAN, grants and donations consistent with the mission and tax-exempt purpose of PTAAN , provided however, that monies raised from such fund-raising activities, which are to create specific funding sources to and for PTAAN shall be deposited in the PTAAN Accounts and used for the benefit of PTAAN.

d. Service Fee and Third Party Costs.

i. Service Fee. As and for the Services provided by Contractor to PTAAN, for each fiscal year, PTAAN will pay to Contractor a service fee (the "Service Fee") in the amount of twelve percent (12 %) of the PTAAN's annual Revenues (the "Service Fee"). Beginning July 1, 2021, the Service Fee shall be paid by PTAAN to Contractor in twelve (12) monthly installments per year with each monthly payment being due no later than the tenth (10th) day of each month in which a payment is due. For purposes of the Service Fee calculation in this Section 6.c.i., the term Revenues shall only include the Revenues received by or on behalf of PTAAN from the State Distributive School Account ("DSA Funding") based on the State's per pupil funding plan. The amount of each monthly installment shall be based upon PTAAN's current school year budget Revenues as defined in this Section 6.c.i. In the event that the total amount of installment payments made by PTAAN for the subject year exceed the total amount due based upon PTAAN's actual Revenues as defined in this Section, Contractor shall refund the total amount of said overpayment to PTAAN within thirty (30) days of the end of the fiscal year. In the event that the total amount of installment payments made by PTAAN for the subject year is less than the total amount due based upon PTAAN's actual Revenues as defined in this Section, PTAAN shall pay the total amount of said underpayment to Contractor within thirty (30) days of the end of the fiscal year.

Pursuant to NRS 388A.393(1)(b), in no event shall any loan, advance, or other monetary charge (including the Service Fee) from the Contractor exceed 15 percent of the total expected funding received by PTAAN from the State Distributive School Account.

Pursuant to NRS 388A.393(1)(i), the Service Fee shall not include any indirect costs incurred by the Contractor. Pursuant to NRS 388A.393(1)(j), the Service Fee shall only include actual services outlined in this Agreement. The amount of the Service ***Fee*** is subject to reduction in a mutually agreeable amount by the Parties in any school year if extenuating circumstances make payment of the entire ***Service Fee*** inappropriate.

ii. Costs. In addition to the ***Service Fee*** provided for herein in Section 6.c.i., **PTAAN** shall also be responsible for all third party costs incurred by Contractor for the benefit of PTAAN, which may include, by way of example, and without limitation, marketing expenses, legal fees, personal property purchases (such as furniture and equipment). All third party costs incurred by Contractor, other than the monthly Service Fee, require prior approval of the Governing Body. All third party costs must be in compliance with the requirements of NRS 388A.393 and other applicable laws.

iii. The Governing Body may not apply to Contractor for financing under Nevada law, but may seek donations, grants and philanthropic support from Contractor. Contractor agrees to guarantee any lease, contract or financing of PTAAN if it is deemed to be in the best interest of students and may result in better terms for PTAAN .

iv. Contractor must seek the approval of PTAAN prior to soliciting any non-governmental grants, donations or contributions on behalf of PTAAN. Any such funds so received shall be used solely in accordance with the purpose(s) for which they were solicited, applicable terms and conditions or donor restrictions, as otherwise approved by the Governing Body. Upon reasonable advanced request, Contractor shall provide evidence to the Governing Body that PTAAN is in compliance with such requirements, and shall provide all reports, data and information reasonably necessary for PTAAN to meet any reporting requirements for such funding. Subject to applicable donor restrictions, the Governing Body shall determine the allocation of any funds subject to this Section 6.c.v. that remain unexpended following completion of the project or purpose for which the funds were originally received.

The Service Fee during any Renewal Term may be adjusted upon the mutual written agreement of the Parties. In the event that the Parties are unable to mutually agree upon the Service Fee payable to Contractor during any Renewal Term, then either Party shall have the ability to terminate this Agreement "for cause".

7. USE OF MARKS

a. Each Party shall use the other Party's Marks only in the manner and for the duration expressly permitted in writing by the other Party. Neither Party shall acquire any interest in the other Party's Marks. Neither Party shall utilize the other Party's Marks in any manner that would diminish their value or harm the reputation of the other Party.

b. Upon termination or expiration of this Agreement, neither Party shall have a right to make any use whatsoever of the Marks belonging to the other Party.

8. INDEMNIFICATION

a. Survival of Representations and Warranties. All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

b. Contractor Not Liable for Operation of the PTAAN Charter School. Contractor agrees to indemnify PTAAN to the extent more specifically described in the balance of this Section 8, provided however, Contractor shall not be liable for any matter applicable to the proper operation of PTAAN and applicable academic standards, which shall be the duty of PTAAN and the Governing Body, as set forth in Section 5.

c. The Parties both acknowledge that the duties of the Sponsor do not establish a private right of action against the Sponsor of PTAAN as set forth in NRS 388A.223(4). The Parties also acknowledge that pursuant to NRS 388A.366(1)(l), the PTAAN must hold harmless, indemnify and defend the Sponsor against any claim or liability arising from an act or omission by the Governing Body of PTAAN or an employee or officer of PTAAN. Further, an action at law may not be maintained against the Sponsor for any cause of action for which PTAAN has obtained liability insurance.

d. Indemnification of PTAAN. To the extent permitted by applicable law, Contractor shall hold PTAAN and its governing body members, officers, directors, successors, assigns, employees, and agents (the "PTAAN Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate as published in The Wall Street Journal, from time to time prevailing (collectively, the "Indemnified Claims"), incurred or to be incurred by any PTAAN Indemnified Persons resulting from or arising out of, directly or indirectly, any breach or violation of Contractor's representations, warranties, covenants, or agreements contained in this Agreement, or as a result of personal injury, criminal acts, property damage, civil penalties, or fines proximately caused, in whole or in part, by the acts or omissions of Contractor and/or its officers, directors, employees, or volunteers conducting activities authorized under or contemplated by this Agreement, except to the extent caused by the gross negligence or willful misconduct of any PTAAN Indemnified Persons.

e. Indemnification of Contractor. To the extent permitted by applicable law, PTAAN shall hold Contractor and its officers, directors, successors, assigns, and agents of each of them (the "Contractor Indemnified Persons"), harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of Contractor Indemnified Persons resulting from or arising out of, directly or indirectly, any breach or violation of PTAAN's representations, warranties, covenants or agreements contained in this Agreement, or as a result of personal injury, criminal acts, property damage, civil penalties, or fines proximately caused, in whole or in part, by the acts or omissions of Contractor and/or its officers, directors, employees, or volunteers conducting activities authorized under or contemplated by this Agreement, except to the extent caused by the gross negligence or willful misconduct of any Contractor Indemnified Persons.

f. Limited Liability and Indemnification following Stay or Termination for Specified Reasons. If the Parties become compelled by subpoena, court order, temporary restraining order, injunction, or other similar process to stay or terminate this Agreement, or any terms, obligations, or portions thereof, or the services to be provided by Contractor hereunder, or which requires that the services to be provided by Contractor be competitively bid pursuant to the requirements of NRS Chapter 332 or otherwise under Nevada law, then Contractor agrees to indemnify, defend, and hold PTAAN , its governing body members, employees, agents, and volunteers, and the Sponsor (the SPCSA), its Board Members, employees, agents, and volunteers harmless from and against any and all liability, loss, and costs arising from the challenge or lawsuit and agrees to terminate or stay this Agreement at the written request of PTAAN or the Sponsor.

g. Limitations on Damages and Warranties.

i. PTAAN EXPRESSLY UNDERSTANDS AND AGREES THAT CONTRACTOR MAKES NO WARRANTIES OF ANY KIND OR TYPE, INCLUDING WITHOUT LIMITATION ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. Notwithstanding anything in this Agreement to the contrary, in no event shall Contractor be liable in any way to PTAAN and the PTAAN Charter School for any Claims related in any way to the quality or the provision of the Services provided by Contractor to PTAAN pursuant to this Agreement, except as provided in Section 8(e)(ii) below.

ii. Notwithstanding anything in this Agreement to the contrary and regardless of the nature of any claim or the form of any action that PTAAN may bring against Contractor as a result of or arising out of actions, errors or omissions of Contractor in failing to provide Services

("Defective Service"), PTAAN's sole remedy shall be: (i) to demand that Contractor provide or arrange for providing the Services in accordance with this Agreement, or (ii) if Contractor cannot comply with (i) and the reason is not because of force majeure as described below, reimbursement of the relevant portion of the Service Fee that PTAAN paid to Contractor for such Defective Service; provided, that with respect to a School Year, in no event shall Contractor be required to reimburse PTAAN an amount in excess of the Service Fee for such School Year. For purposes of this Section 8(e)(ii) the "relevant portion of the Service Fee" shall equal the actual documented costs incurred by PTAAN to retain a third party to provide such Service during the applicable portion of the School Year for which such Service is required. Any reimbursement under this Section 8(e)(iii) must first be reduced by amounts that PTAAN owes to Contractor before the actions, errors or omission of Contractor giving rise to the claims. If PTAAN has not paid the Service Fee for the month the Defective Service occurs, PTAAN's obligation to pay the relevant portion of the Service Fee for the Defective Service shall be cancelled (at which time, the obligation of Contractor to provide such Services shall be cancelled).

iii. Any other term, covenant or condition of this Agreement to the contrary notwithstanding, each of PTAAN and Contractor, and their respective governing body members, officers, directors, employees and agents retain their statutory governmental, official and any other immunity provided pursuant to the laws of the State and do not waive the defenses of governmental and official immunity derived from such laws.

h. Indemnification of Third-Party Claims. The obligations and liabilities of any Party to indemnify the other under this Section 8 with respect to a Claim relating to or arising from third parties (a "Third Party Claim") shall be subject to all applicable law and to the following terms and conditions:

i. Notice and Defense. The Party to be indemnified (the "Indemnified Party") will give the Party from whom indemnification is sought (the "Indemnifying Party") prompt written notice of any such Third Party Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party's duty or obligations under this Section 8, except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Section 8.f with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Third Party Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Third Party Claim, and shall in other respects give reasonable cooperation in such defense.

ii. Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Third Party Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Third Party Claim and fails to defend such Third Party Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Third Party Claim or consent to the entry of a judgment with respect to such Third Party Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.

iii. Indemnified Party's Rights. Anything in this Section 8.f to the contrary notwithstanding, (i) if there is a reasonable probability that a Third Party Claim may materially and

adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Third Party Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Third Party Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Third Party Claim.

i. Payment.

i. With regard to Indemnified Claims between the Parties, Contractor shall promptly pay the PTAAN Indemnified Persons any amounts due under Section 8.c, and/or PTAAN shall promptly pay the Contractor Indemnified Persons any amounts due under Section 8.d. In the event that the Indemnified Claims between the Parties are disputed in whole or in part, then upon judgment, determination, and settlement or comprise of such Indemnified Claims, the Party from whom indemnification is sought shall promptly pay the Party to be indemnified, the amounts so determined by judgment, determination, settlement or compromise.

ii. With regard to a Third Party Claim, the Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Section 8. Upon judgment, determination, settlement or compromise of any Third Party Claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. In the event of any payment under this Agreement, the Indemnifying Party shall be subrogated to the extent of such payment to all of the rights of recovery of any Indemnified Party, who shall execute all papers required and take all action necessary to secure such rights, including execution of such documents as are necessary to enable the Indemnifying Party to bring suit to enforce such rights. The Indemnifying Party may not waive any such subrogation rights in settlement.

j. Adjustment of Liability. In the event an Indemnifying Party is required to make any payment under this Section 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

9. TERM AND TERMINATION

a. Term. This Agreement shall have an initial term commencing on July 1, 2022 (the "***Effective Date***") and ending on June 30, 2024 (the "***Expiration Date***") (collectively the "***Initial Term***"), and may be renewed for an additional renewal term consistent with the school's charter contract with the SPCSA upon the agreement of both Parties and a public meeting to be held by the Governing Body of PTAAN consistent with the provisions of NAC 388A.575.

b. Termination by PTAAN. **PTAAN** may terminate this ***Agreement*** in accordance with the following provisions:

i. Termination for Cause. Subject to the provisions of Section 9.b.ii below, ***PTAAN*** may terminate this ***Agreement*** for cause at any time during the ***Term***. For purposes of this Section 9.b, the term "***for cause***" shall mean:

(A) Contractor becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;

(B) Contractor violates any material provision of law with respect to PTAAN from which PTAAN was not specifically exempted;

(C) Contractor materially breaches any of the material terms and conditions of this Agreement;

(D) The Parties are unable to mutually agree upon the Service Fee payable to Contractor during any Renewal Term;

(E) Contractor's corporate status is revoked or its authorization to conduct business in Nevada is forfeited; or

(F) The enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of PTAAN in conformity with this Agreement or any PTAAN Charter with the Sponsor violates PTAAN's , the Sponsor's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

ii. Contractor Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 9.b.i, PTAAN shall give Contractor written notice of its basis for terminating this Agreement (a "Termination Notice"). If the termination is "for cause", the Termination Notice shall specify the section of this Agreement upon which PTAAN is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, Contractor shall have sixty (60) days to remedy the breach. If the breach is not corrected within the cure period, PTAAN may immediately terminate the Agreement.

c. Termination by Contractor. Contractor may terminate this Agreement in accordance with the following provisions:

i. Termination for Cause. Subject to the provisions of Section 9.c.ii below, Contractor may terminate this Agreement for cause at any time during the Term. For purposes of this Section 9.c.i, the term "for cause" shall mean that:

(A) PTAAN materially breaches any of the material terms and conditions of this Agreement;

(B) PTAAN fails to comply with its Bylaws and such failure materially and adversely affects the ability of PTAAN to operate as contemplated by this Agreement;

(C) PTAAN violates any material provision of law with respect to PTAAN from which PTAAN was not specifically exempted;

(D) PTAAN takes any action which materially interferes with the ability of Contractor to perform under this Agreement;

(E) The Sponsor notifies either Party of its intention to terminate, restart, or non-renew the PTAAN Charter Contract, or does so;

(F) The State notifies either Party of its intention to terminate, restart or non-renew the PTAAN Charter Contract between the Sponsor and PTAAN pursuant to State statute and rule, or does so;

(G) The Parties are unable to mutually agree upon the Service Fee payable to Contractor during any Renewal Term; or

(H) The enactment, repeal, promulgation, or withdrawal of any federal, State, or local law, regulation, or court or administrative decision, or order finding that this Agreement, the operation of PTAAN in conformity with this Agreement, or the PTAAN Charter Contract with the Sponsor, violates PTAAN's, the Sponsor's, or the State's responsibilities, duties, or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

ii. PTAAN Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 9.c.i, Contractor shall give PTAAN a Termination Notice specifying the section of this Agreement upon which Contractor is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, PTAAN shall have sixty (60) days to remedy the breach. If the breach is not corrected within the cure period, Contractor may immediately terminate this Agreement.

d. Termination Upon Agreement of the Parties. This Agreement may be terminated upon written agreement of the Parties.

e. Termination by Loss of Charter Contract. This Agreement shall automatically terminate in the event that the PTAAN no longer possesses the PTAAN Charter Contract to operate a public charter school, including, but not limited to, termination, restart, or non-renewal of the PTAAN Charter Contract by the Sponsor pursuant to NRS 388A.285, NRS 388A.300, or NRS 388A.330.

f. Termination by Reconstitution of Governing Body. This Agreement may be terminated by the PTAAN in the event that the Governing Body of PTAAN is reconstituted by the Sponsor under NRS 388A.330.

g. Avoidance of Disruptions to Students. Notwithstanding the foregoing provisions of this Section 9, each Party shall use its good faith best efforts to avoid a termination of this Agreement that becomes effective during the School Year because of the disruption to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances (including when termination, restart, non-renewal, or reconstitution of the PTAAN Charter Contract requires the Agreement to be terminated during the School Year), the termination will not become effective until the end of the School Year.

h. Payment of ***Service Fee***. Upon termination of this ***Agreement***, **PTAAN** shall pay Contractor any previously due and unpaid portion of the Service Fee for Services performed by Contractor until the time of termination.

i. Assistance Following Termination by Contractor. In the event of termination of this Agreement by Contractor, Contractor shall provide reasonable assistance to PTAAN for the shorter of the remainder of the current School Year or ninety (90) days after the effective date of termination of this Agreement (the "Termination Assistance Period"), to assist in the transition to another service provider. During the Termination Assistance Period, Contractor will be entitled to receive and PTAAN shall continue to pay Contractor's Service Fee and shall reimburse Contractor for all reasonable expenses incurred by PTAAN in providing such transition assistance.

j. Records upon Termination. Upon termination or expiration of this Agreement for any reason, Contractor shall give to PTAAN as soon as practicably possible all student, fiscal, and other PTAAN records.

k. Rights to Property upon Termination. Upon termination of this Agreement, anything purchased with DSA Funding (or other Charter School funds) shall remain the exclusive property of the PTAAN. Contractor shall have the right to reclaim any usable property or equipment (including, but not limited to, desks, computers, copying machines, fax machines, and telephones) that were purchased by Contractor with Contractor funds. Fixtures and building alterations or any kind are the sole property of the PTAAN. The above rights to property upon termination are subject to Nevada law including NRS 388A.306, NAC 388A.355, and NAC 388A.515.

10. PROTECTION OF STUDENT INFORMATION

The Parties each acknowledge that PTAAN is a Nevada public charter school subject to State and federal laws governing education. Contractor shall comply with all federal, state, and local laws, rules, regulations, and ordinances that are now or may in the future become applicable to Contractor with regard to the Services being provided by Contractor and regarding the protection of student records and other personally identifiable and/or confidential information, including but not limited to the federal Family Education Rights and Privacy Act ("FERPA") and the Children's Online Privacy and Protection Act ("COPPA"). As such the Parties agree to the following terms:

a. Contractor and PTAAN agree to protect student education records and other personally identifiable and/or confidential information in accordance with FERPA. 20 U.S.C. §1232g; 34 C.F.R. Part 99; NRS 392.029; NRS 388.272.

b. Ownership and Control of Education Records. The education records shall continue to be the property of and under the control of PTAAN .

c. "Personally identifiable information" or "PII" has the same meaning as defined under FERPA at C.F.R. § 99.3. For purposes of this Agreement, it includes any information that can be used on its own or with other information to (i) distinguish one person from another, or (ii) identify, contact, or locate a single person, or de-anonymize anonymous data.

d. "Education record" has the same meaning as defined under FERPA at C.F.R. § 99.3. For purposes of this Agreement, education record includes both any information directly related to a student that is maintained by PTAAN and information acquired directly from the student through the use of instructional software or applications assigned to the student by a Charter Authority or other PTAAN employee. Education record does not mean de-identified information, including aggregated de-identified information, used by Contractor (i) to improve educational products for adaptive learning purposes and for customizing student

learning, (ii) to demonstrate the effectiveness of Contractor's products in the marketing of those products, or (iii) for the development and improvement of educational sites, services or application.

e. "De-identified information" means information that cannot be used to identify an individual student.

f. "School official" has the same meaning as defined under FERPA at C.F.R. § 99.3(a)(1), and includes contractors, consultants, volunteers, or other parties to which an educational institution has outsourced institutional services or functions.

g. SSS Education Corp. (Contractor) is a contractor or outside service provider with whom PTAAN has outsourced institutional services or functions that it would otherwise use employees to perform, including, but not limited to, the provision of educational services and programs to the charter school and students. 20 U.S.C. § 1232g(b)(1); 34 C.F.R. § 99.31(a)(1). For purposes of FERPA, Contractor constitutes a school official with a legitimate educational interest in obtaining access to education records, and will only have access to those particular education records in which they have a legitimate educational interest. 20 U.S.C. §1232g(b)(1); 34 C.F.R. § 99.31(a)(1).

h. Contractor will be under the direct control of PTAAN with respect to the maintenance and use of personally identifiable information from education records provided under this Agreement. 34 C.F.R. § 99.31(a)(1).

i. Use of Student Records. Contractor shall not collect, use, or disclose any information in the student records for any purpose other than those required or specifically permitted by this Agreement.

j. Contractor is subject to the same conditions on the use and redisclosure of personally identifiable information from education records that govern other school officials, including, without limitation, 20 U.S.C. § 1232g, 34 C.F.R. § 99.31(a)(1), 34 C.F.R. § 99.33(a) and (b), and NRS 388.272.

k. Contractor will not (i) use student personally identifiable information for advertising purposes (including targeted marketing and advertising) (ii) use student personally identifiable information to amass a profile about a student except in furtherance of the services provided under this agreement; or (iii) sell student personally identifiable information.

l. Notwithstanding the foregoing, and consistent with FERPA, Contractor may use and disclose both aggregate and de-identified data; provided, however, that Contractor agrees not to attempt to re-identify the data and not to disclose such data to any third party unless that third party agrees not to attempt to re-identify the data.

m. Ownership and Control of Student-Generated Content. To the extent Services provided by Contractor contain any student-generated content from the students of the PTAAN Charter Schools, the students may retain possession and control of their own student-generated content, or may transfer student-generated content to a personal account. In such case, PTAAN shall promptly notify and forward a copy of any such student request to Contractor, and Contractor will process the written request and work with PTAAN to return the student-generated content in a format acceptable to PTAAN within five (5) business days after Contractor receives PTAAN's request. For purposes of this Agreement, "student-generated content" includes essays, research reports, portfolios, creative writing, music or other audio files, photographs and account information that enables ongoing ownership of student content but

does not include student responses to a standardized assessment where student possession and control would jeopardize the validity and reliability of that assessment.

n. Review of Student Records. A parent or legal guardian, or eligible student (meaning a student who has reached 18 years of age) may review personally identifiable information in the student's records and correct erroneous information by notifying either PTAAN's or Contractor's student services department in writing of such request. PTAAN will meet with the parent, legal guardian or eligible student to review and correct any information in the student's records that can be changed in accordance with PTAAN's policy. PTAAN will notify Contractor of the need to review student records and/or make corrections to any student records in writing. Corrections or changes to student records must follow PTAAN's policies. Contractor shall provide records and/or correct such errors within five (5) business days of receipt of written notice. Contractor shall cooperate with PTAAN to review and/or correct student records.

o. Contractor acknowledges that it provides training for its employees about FERPA and how to protect education records, and that it has appropriate disciplinary policies for employees that violate FERPA.

p. PTAAN has the right to conduct audits or other monitoring activities of the Contractor's procedures and systems, subject to Contractor's agreement for frequency and schedule, not to be unreasonably withheld. 34 C.F.R. § 99.31(a)(1).

q. Security and Confidentiality of Student Records. Contractor also acknowledges that it has a sound data security plan and data stewardship program. Contractor agrees to hold student records in strict confidence. Contractor shall not use or disclose student records received from or on behalf of PTAAN except as permitted or required by this Agreement, as required by law, or as otherwise authorized in writing by PTAAN. Contractor agrees that it will protect the student records it receives from or on behalf of PTAAN according to commercially acceptable standards and no less rigorously than it protects its own confidential information, but agrees that it will protect the student records at least to the level required by FERPA. Contractor will designate and train responsible individuals to ensure the security and confidentiality of student records. Contractor shall develop, implement, maintain, and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted student records received from or on behalf of PTAAN. Student records shall not be stored or transmitted outside of the United States.

r. Unauthorized Disclosure Notification Process. Contractor, within one (1) business day of discovery, shall report to PTAAN any use or disclosure of student records not authorized by this Agreement. Contractor's report shall identify (i) the nature of the unauthorized use or disclosure, (ii) the student records used or disclosed, (iii) who made or is believed to have made the unauthorized use or received the unauthorized disclosure, (iv) what Contractor has done or shall do mitigate any effect of the unauthorized use or disclosure, and (v) what corrective action Contractor has taken or shall take to prevent future similar unauthorized use or disclosure. Contractor shall provide to PTAAN such other information, including written reports as reasonably requested by PTAAN. If the nature of the breach reported to PTAAN involves an unauthorized disclosure of student records, the parties will work together to prepare and send, within five (5) business days, written notification to the parents, legal guardians or eligible student detailing the breach and the next steps to be taken to address the specific unauthorized disclosure. Compliance with these requirements shall not, in itself, absolve Contractor of liability, if any, in the event of an unauthorized disclosure of student records.

s. In the event that PTAAN is compelled by law to furnish information or records in the possession of Contractor, Contractor promptly shall furnish such information and records to PTAAN

and PTAAN shall have the right to release such information and records to the extent that the release is lawfully required.

t. Certification of Non-Retention and Destruction of Student Records. Contractor agrees that it will transfer to PTAAN all student records and personally identifiable information within its possession, custody, or control within sixty (60) days following: (a) the termination, cancellation, expiration or other conclusion of this Agreement; (b) the time that such information is no longer needed for the purposes for which this Agreement was conducted; or (c) upon notice from PTAAN. All records stored electronically must be provided to PTAAN in a format that is compatible with the information technology systems of PTAAN. After transfer of the student personally identifiable information to PTAAN, Contractor must destroy all remaining copies of that information within its possession, custody, or control. However, Contractor shall not destroy any student records without express prior written permission o PTAAN f . Contractor shall comply with all known litigation or orders to preserve student records. All student and school records of PTAAN shall be stored in Nevada and accessible to the Sponsor and charter school as required by Nevada law.

u. Pursuant to NRS 388.272, PTAAN may terminate this Agreement and seek payment of monetary damages for any intentional or grossly negligent noncompliance with the terms of Section 10 of this Agreement.

11. KEY PERFORMANCE INDICATORS

a. Metrics for Evaluation. PTAAN has established various elements to evaluate the performance of Contractor in the provision of its services to the PTAAN . To establish the proper foundation and framework for this evaluation, the following metrics will be considered by PTAAN in evaluating the performance of Contractor: (1) Student Count (the number of students enrolled as of the period of measurement); (2) MAP Growth (a framework and set of methods to individually and with greater period frequency measure the growth and performance of the student in multiple academic areas); (3) ELL Performance (English Language Learner measurement as determined by the WIDA framework; (4) Academic Staff Retention (measured by evaluating the number of returning teachers, coaches and academically specific staff); (5) Attendance (measured by the enrolled student' daily school attendance as of the period of membership; and (6) School Climate & Culture (measured by evaluating the mood and expectations of those interacting with the school on a regular basis).

b. Contractor desires to maximize student performance and achievement through the services, leadership and management it provides to PTAAN. Similarly, the Governing Body desires to see continued growth and achievement in its students through the support and efforts of Contractor. At the end of each academic year, the Governing Body will evaluate the performance of Contractor through an assessment of the six (6) performance metrics identified in Section 11.a. of this Agreement. Contractor agrees that if it does not show documented success as determined by the Governing Body in four (4) or more of the performance metrics identified in Section 11.a., Contractor will provide a Service Fee refund to **PTAAN** at the end of the fiscal year. If three (3) or fewer of the performance metrics are satisfied following Governing Body evaluation, Contractor agrees to provide a refund of 1% of its annual Service Fee to PTAAN at the close of the fiscal year. If two (2) or fewer of the performance metrics are satisfied following Governing Body evaluation, Contractor agrees to provide a refund of 2% of its annual Service Fee to PTAAN at the close of the fiscal year.

c. In addition to the evaluation criteria set forth above, the Governing Body shall, not later than 60 days after the end of the school year, review the performance of Contractor to determine whether Contractor is performing in a manner that satisfies the terms and conditions of the charter contract, including, without limitation, the satisfaction of the goals of the charter school. If the Contractor is not

performing in a satisfactory manner, the Governing Body shall require Contractor to prepare, in consultation with the Governing Body, a plan of corrective action for Contractor. The plan must include the steps which will be taken by Contractor to ensure that it performs in a manner which satisfies the terms and conditions of the charter contract, including, without limitation, the satisfaction of the goals of the charter school.

12. MISCELLANEOUS

a. Governing Law. This ***Agreement*** shall be governed by, construed, interpreted and enforced in accordance with the laws of the ***State of Nevada***, without giving effect to the principles of conflict of laws thereof. The ***Parties*** hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts of the ***State of Nevada*** and hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

b. Alternative Dispute Resolution.

Good Faith Negotiation of Disputes. The ***Parties*** agree to cooperate in good faith in all actions relating to this ***Agreement***, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute arises in connection with this ***Agreement***, either ***Party*** may give notice to the other ***Party*** of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or claim arising out of or relating to this ***Agreement*** or the relationship resulting in or from this ***Agreement*** (a "***Dispute***"), is unable to be resolved by the ***Parties*** (or if one of the ***Parties*** refuses to participate in such negotiations) within twenty (20) days from the notice of intent to negotiate, either ***Party*** may give written notice to the other (in accordance with Section 11.j) that the ***Dispute*** shall be submitted to mediation by a neutral mutually agreed-upon licensed Nevada attorney or retired judge. The ***Parties*** agree to split any mediation expenses. If the ***Parties*** do not agree to a third party neutral within 20 days of notice to the other side of the intent to mediate, either ***Party*** may submit a request to mediate to the Las Vegas, Nevada office of JAMS so that a mediator can be assigned. If mediation is not successful, the ***Parties*** agree to resolve the Dispute *via* arbitration by a neutral mutually agreed-upon licensed Nevada attorney or retired judge. If the ***Parties*** do not agree to a third party neutral within 20 days of notice to the other side of the intent to arbitrate, either ***Party*** may submit a request to arbitrate to the Las Vegas, Nevada office of JAMS so that an arbitrator can be assigned. The ***Parties*** agree to split any arbitration expenses.

i. Notices. All ***Notices*** (defined below), mediation, arbitration and/or dispute claims, responses, requests and documents will be sufficiently given or served if mailed or delivered in the manner described in the notice provision of this ***Agreement***.

ii. Excluded Claims. "***Excluded Claims"*** means (i) any claim by either ***Party*** relating to its intellectual property rights; (ii) any claim by either ***Party*** arising under or related to the ***Charter School Law***, or the Internal Revenue Code of 1986, as both may be amended, and (iii) any claim arising under or related to the protection of student information as detailed in Section 10.

c. Breach and Waiver. No failure on the part of any ***Party*** to enforce the provisions of this ***Agreement*** shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this ***Agreement*** shall (a) be effective unless it is in writing and executed by the ***Party*** charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a

breach of this ***Agreement*** shall constitute a waiver thereof. No waiver of any provision of this ***Agreement*** shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

d. No Third Party Beneficiary Rights. With the exception of the Sponsor, no third party, whether a constituent of PTAAN , a member of the community, a student or parent of a student of PTAAN or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, PTAAN or Contractor in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

e. Negligent, Wrongful or Unlawful Acts of a Party. Nothing in this Agreement shall affect or alter in any way responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's employees, agents or contractors. Nothing herein shall constitute a waiver of PTAAN's governmental and sovereign immunity under Nevada law (including the provisions of NRS Chapter 41).

f. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to Contractor any of the powers or authority of PTAAN or its Governing Body, which are not subject to delegation by PTAAN or the Governing Body under the Charter School Law, applicable State law or the PTAAN Charter Contract.

g. Compliance with Laws. Unless specifically waived by appropriate governmental authority, Contractor shall comply with all applicable laws, rules, regulations, ordinances, orders or other requirements of the State and any governmental authority relating to its delivery of the goods or services specified in this Agreement.

h. Incorporation of Recitals. The recitals to this Agreement are hereby incorporated herein as an integral part of this Agreement.

i. Inspection and Access to Records. Upon reasonable notice, the Parties shall make available to each other and to the Sponsor for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

j. Personnel. Pursuant to NRS 388A.393(1)(a), the Governing Body shall maintain the direct control over the hiring and/or dismissal of an administrator and financial officer of PTAAN. As part of its contracted services, Contractor shall train, coach, develop, and evaluate Charter School based personnel.

k. Sponsor Requirement. Pursuant to NAC 388A.570, Contractor shall inform each employee of its organization who may provide direct services to PTAAN that: (a) Contractor employees are not employees of the Governing Body; and (b) the provisions of NRS 388A.530, NRS 388A.533, NRS 388A.535, NRS 388A.538, NRS 388A.541, and NRS 388A.544 do not apply to an employee of Contractor or any person hired by Contractor to perform a service to PTAAN , including without limitation, the provision governing the status of employees of a charter school and their collective bargaining rights and benefits.

l. Notices. All notices, demands, consents or other communications ("Notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile,

on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

i. SSS Education Corp.
4532 Livingston Ave
Dallas TX 75205

ii. PTAAN :
1412 S Belt Line Rd
Mesquite TX 75149

Any ***Party*** may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a ***Party*** shall be deemed delivered when so received.

m. Defined Terms and Use of Terms. All defined terms used in this ***Agreement*** shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this ***Agreement***.

n. Section Headings. The headings in this ***Agreement*** are for the convenience of the parties only and shall have no effect on the construction or interpretation of this ***Agreement*** and are not part of this ***Agreement***.

o. Exhibits and Schedules. Each exhibit and each schedule to this ***Agreement*** to which reference is made in this ***Agreement*** is hereby incorporated in this ***Agreement*** as an integral part thereof. In the event of a conflict between the terms and provisions of this ***Agreement*** and the terms and provisions of any exhibits or schedules, the terms and provisions of this ***Agreement*** shall control.

p. Entire Agreement. This ***Agreement*** constitutes the entire agreement between the ***Parties*** with respect to the subject matter herein, as of the ***Effective Date***, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the ***Parties***, expressed or implied, written or oral, are superseded hereby.

q. Modifications and Amendments; No Parol Evidence. This ***Agreement*** (including any exhibits and schedules to this ***Agreement***) is the entire agreement between the ***Parties***, and may be altered, changed, added to, deleted from or modified only by agreement in writing by the ***Parties***.

r. Assignment. Subject to Contractor's right to subcontract for any of the Services as set forth in Section 3.b, this Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or involuntarily without the prior written consent of the other Party; provided, however, that with the prior written consent of PTAAN , Contractor may assign its rights and obligations under this Agreement to another nonprofit organization that is (1) related to Contractor by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall

be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

s. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same agreement.

t. No Partnership. This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

u. Further Assurances. The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents, including but not limited to a license in customary form, and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

v. Severability. In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

w. Force Majeure. Neither Party shall be liable to the other Party for any delay or failure of performance of this Agreement, other than the payment of any monies owed by one Party to the other (including the Service Fee), if the delay or failure is caused by an act of God, strike, lockout, or other labor dispute, epidemic, pandemic, weather conditions, earthquake, fire, flood, externally caused transmission interferences, satellite failure, war, riot, acts of terrorism, civil disturbance, or any other cause beyond the control of the non-performing Party. If a delay or failure of performance by a ***Party*** is caused by an event of force majeure, such ***Party*** shall notify the other ***Party*** and shall be released without any liability from its performance under this ***Agreement*** to the extent and for the period of time that such performance is prevented by the event of force majeure.

x. Negotiated Agreement. The provisions of this ***Agreement*** were negotiated by the Parties and this ***Agreement*** shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

SIGNATURES ON NEXT PAGE

IN WITNESS WHEREOF, the Parties have executed and delivered this ***Agreement*** as of the date first written above.

SSS Education Corp.

By:_____
Name:
Title:

Pioneer Technology & Arts Academy *dba* PTAA Nevada

By:_____
Name:
Title:

Exhibit 1
Memorandum of Understanding

Exhibit 2
Insurance Coverage

Prior to opening, the school will secure insurance coverage at the levels of coverage described herein and any additional insurance as deemed necessary by Nevada law or regulation.

- General liability insurance with a minimum coverage of $1,000,000. ▪ including coverage for molestation and sexual abuse ▪ broad form policy, with the named insureds as follows: ▪ The sponsor of the charter school; ▪ All employees of the charter school, including, without limitation, former, present and future employees; ▪ Volunteers at the charter school; and ▪ Directors of the charter school, including, without limitation, executive directors.
- Umbrella liability insurance with a minimum coverage of $3,000,000.
- Educators' legal liability insurance with a minimum coverage of $1,000,000.
- Employment practices liability insurance with a minimum coverage of $1,000,000.
- Employment benefits liability insurance with a minimum coverage of $1,000,000.
- Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of $1,000,000.
- If applicable, motor vehicle liability insurance with a minimum coverage of $1,000,000.
- If applicable, liability insurance for sports and athletic participation with a minimum coverage of $1,000,000.

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

ABOVE SPACE IS FOR OFFICE USE ONLY

Formation - Nonprofit Corporation

☐ NRS 82 - Articles of Incorporation Nonprofit
☐ NRS 81.010 - Formation of Nonprofit Cooperative Corporation With or Without Stock
☐ NRS 81.170-81.270 - Articles of Cooperative Association
☒ NRS 80 - Foreign Nonprofit Corporation
☐ NRS 81.410 - Articles of Incorporation Nonprofit Cooperative Corporation Without Stock

TYPE OR PRINT - USE DARK INK ONLY - DO NOT HIGHLIGHT

1. Name of Entity: (If foreign, name in home jurisdiction)

SSS Education Corp.

2. Registered Agent for Service of Process: (Check only one box)

☒ Commercial Registered Agent (name only below)
☐ Noncommercial Registered Agent (name and address below)
☐ Office or Position with Entity (title and address below)

Capitol Corporate Services, Inc.
Name of Registered Agent **OR** Title of Office or Position with Entity

Street Address | City | Nevada | Zip Code

Mailing Address (if different from street address) | City | Nevada | Zip Code

2a. Certificate of Acceptance of Appointment of Registered Agent:

I hereby accept appointment as Registered Agent for the above named Entity. If the registered agent is unable to sign the Articles of Incorporation, submit a separate signed Registered Agent Acceptance form.

x Krista Abair, Asst. Secretary
Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity | Date

3. Names and Addresses of the Board of Directors, Member, or Trustees

(NRS 81.410 must not be less than three members, see instructions)

1) Shubham Pandey | US
Name | Country
4532 Livingston Avenue | Dallas | TX | 75205
Street Address | City | State | Zip/Postal Code

2) Jyoti Pandey | US
Name | Country
4532 Livingston Avenue | Dallas | TX | 75205
Street Address | City | State | Zip/Postal Code

3) Deependra Chhabra | US
Name | Country
1412 S Belt Line Rd | Mesquite | TX | 75149
Street Address | City | State | Zip/Postal Code

4. Jurisdiction of Incorporation: (NRS 80 only)

4a. Jurisdiction of incorporation: Colorado

4b. I declare this entity is in good standing in the jurisdiction of its incorporation. ☒

5. Authorized Shares:

(Number of shares corporation is authorized to issue NRS 80 and NRS 81.010)

Number of common shares with Par value: | Par value: $
Number of preferred shares with Par value: | Par value: $
Number of shares with no par value:

If a Nonprofit Entity: (NRS 80 only)

☐ This is a nonprofit entity *with* authorized stock, as listed above.
☒ This entity is a nonprofit, non-stock corporation.

This form must be accompanied by appropriate fees.

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
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Formation - Non-Profit Corporation

Continued, Page 2

6. Benefit Corporation: (For NRS 81.010, optional. See instructions.)

By selecting "Yes" you are indicating that the corporation is organized as a benefit corporation pursuant to NRS Chapter 78B with a purpose of creating a general or specific public benefit. The purpose for which the benefit corporation is created must be disclosed in the below purpose field.

Yes ☐

7. Purpose: (Required, see instructions.)

The Corporation is organized exclusively for charitable and educational purposes, specifically the purpose of holding title to real and/or personal property for, and to make the same available for use by, charter schools within and beyond the State of Colorado, including but not limited to, Pioneer Technology and Arts Academy of Colorado (collectively, the "Charter School"), a public charter school approved by El Paso County School District No. 49 ("District"), and to otherwise provide a public building, facilities, and equipment to the Charter School.

8. Member Property Rights: (NRS 81.010, see instructions)

The property rights and interest of each member are:

☐ Equal **OR** ☐ Unequal

9. Member Property Rights: (NRS 81.410, see instructions)

The voting power and the property rights and interest of each member are:

☐ Equal **OR** ☐ Unequal

10. Term: (NRS 81.010, 81.170-81.270, 81.410 may be perpetual)

Latest date upon which the corporation is to exist: (if existence is not perpetual)

11. Equal Interest Rights: (NRS 81.170-81.270)

The interest and right of each member therein is to be equal.

12. Membership Fee: (NRS 81.170-81.270, must be completed)

The membership fee is $ _____ per member.

Each member signing the articles has paid the fee and their interests and rights are equal.

13. Name, Address and Signature of:

NRS 80 Name, title and signature making the statement.

NRS 81.010 Name, address and signature of three or more of the original members, a majority of whom must be residents of this state.

NRS 81.410 and 82 Name, address and signature of the Incorporator(s).

NRS 81.170 Must be signed by the original associates or members.

I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.

Name	Country
Shubham Pandey, President	US

Address	City	State	Zip/Postal Code
4532 Livingston Avenue	Dallas	TX	75205

X _____

Name	Country

Address	City	State	Zip/Postal Code

X _____

Name	Country

Address	City	State	Zip/Postal Code

X _____ (attach additional page if necessary)

AN INITIAL LIST OF OFFICERS MUST ACCOMPANY THIS FILING

Please include any required or optional information in space below:
(attach additional page(s) if necessary)

This form must be accompanied by appropriate fees.

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

Initial List and State Business License Application

Initial List of Officers, Managers, Members, General Partners, Managing Partners, or Trustees:

SSS Education Corp.

NAME OF ENTITY

TYPE OR PRINT ONLY - USE DARK INK ONLY - DO NOT HIGHLIGHT

IMPORTANT: *Read instructions before completing and returning this form.*

Please indicate the entity type (check only one):

☐ Corporation

☐ This corporation is publicly traded, the Central Index Key number is:

☒ Nonprofit Corporation (see nonprofit sections below)

☐ Limited-Liability Company

☐ Limited Partnership

☐ Limited-Liability Partnership

☐ Limited-Liability Limited Partnership (If formed at the same time as the Limited Partnership)

☐ Business Trust

Additional Officers, Managers, Members, General Partners, Managing Partners, Trustees or Subscribers, may be listed on a supplemental page.

CHECK ONLY IF APPLICABLE

Pursuant to NRS Chapter 76, this entity is exempt from the business license fee.

☐ 001 - Governmental Entity

☐ 006 - NRS 680B.020 Insurance Co, provide license or certificate of authority number

For nonprofit entities formed under NRS Chapter 80: entities without 501(c) nonprofit designation are required to maintain a state business license, the fee is $200.00. Those claiming an exemption under 501(c) designation must indicate by checking box below.

☒ Pursuant to NRS Chapter 76, this entity is a 501(c) nonprofit entity and is exempt from the business license fee.
Exemption code 002

For nonprofit entities formed under NRS Chapter 81: entities which are Unit-owners' association or Religious, charitable, fraternal or other organization that qualifies as a tax-exempt organization pursuant to 26 U.S.C. § 501(c) are excluded from the requirement to obtain a state business license. Please indicate below if this entity falls under one of these categories by marking the appropriate box. If the entity does not fall under either of these categories please submit $200.00 for the state business license.

☐ Unit-owners' Association

☐ Religious, charitable, fraternal or other organization that qualifies as a tax-exempt organization pursuant to 26 U.S.C. § 501(c)

For nonprofit entities formed under NRS Chapter 82 and 80: Charitable Solicitation Information - check applicable box
Does the Organization intend to solicit charitable or tax deductible contributions?

☒ No – no additional form is required

☐ Yes – the "Charitable Solicitation Registration Statement" is required.

☐ The Organization claims exemption pursuant to NRS 82A.210 - the "Exemption From Charitable Solicitation Registration Statement" is required

**** Failure to include the required statement form will result in rejection of the filing and could result in late fees.****

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

Initial List and State Business License Application - Continued

Officers, Managers, Members, General Partners, Managing Partners or Trustees:

CORPORATION, INDICATE THE PRESIDENT, OR EQUIVALENT OF: Title: President

Name	Country
Shubham Pandey	US

Address	City	State	Zip/Postal Code
4532 Livingston Avenue	Dallas	TX	75205

CORPORATION, INDICATE THE SECRETARY, OR EQUIVALENT OF: Title: Secretary

Name	Country
Deependra Chhabra	

Address	City	State	Zip/Postal Code
1412 S Belt Line Rd	Mesuite	TX	75149

CORPORATION, INDICATE THE TREASURER, OR EQUIVALENT OF: Title: Treasurer

Name	Country
Jyoti Pandey	US

Address	City	State	Zip/Postal Code
4532 Livingston Avenue	Dallas	TX	75205

CORPORATION, INDICATE THE DIRECTOR:

Name	Country
Shubham Pandey	US

Address	City	State	Zip/Postal Code
4532 Livingston Avenue	Dallas	TX	75205

None of the officers or directors identified in the list of officers has been identified with the fraudulent intent of concealing the identity of any person or persons exercising the power or authority of an officer or director in furtherance of any unlawful conduct.

I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.

Signature of Officer, Manager, Managing Member, General Partner, Managing Partner, Trustee, Member, Owner of Business, Partner or Authorized Signer *FORM WILL BE RETURNED IF UNSIGNED.*

President
Title

Date

Pioneer Technology & Arts Academy

LOVE WHAT YOU LEARN

PTAA/Nevada

ATTACHMENT 24

CMO/EMO Audits and Financial History

P-TECH Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH STEM ACADEMY

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2019

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2019

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and _____approved _____ disapproved for the year ended August 31, 2019, at a meeting of the governing body of said charter school on the 27 day of January, 2020.

_____
Signature of Board Secretary

_____
Signature of Board President

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS
5177 RICHMOND AVE. SUITE 1100
HOUSTON, TX 77056
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INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

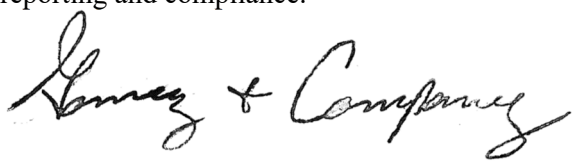
Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 24, 2020, on our consideration of MOEF 's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MOEF's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
January 24, 2020

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2019

ASSETS		
CURRENT ASSETS		
Cash	$	854,743
Grants Receivable		1,492,466
TOTAL CURRENT ASSETS		2,347,209
PROPERTY AND EQUIPMENT		
Building and Improvements		196,339
Furniture and Equipment		1,208,471
Vehicles		73,909
		1,478,719
Less: Accumulated Depreciation		(217,194)
		1,261,525
TOTAL ASSETS	$	3,608,734
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts Payable	$	788,133
Accrued Payroll Liabilities		431,896
Other Liabilities		388,265
Current Portion Notes Payable		743,633
TOTAL CURRENT LIABILITIES		2,351,927
NONCURRENT LIABILITIES		
Noncurrent portion of Notes Payable		110,296
TOTAL NONCURRENT LIABILITIES		110,296
TOTAL LIABILITIES		2,462,223
NET ASSETS		
Without Donor Restrictions		184,783
With Donor Restrictions		961,728
TOTAL NET ASSETS		1,146,511
TOTAL LIABILITIES AND NET ASSETS	$	3,608,734

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEARS ENDED AUGUST 31, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local Support:			
Revenues from local sources	$ 123,055	$ 52,285	$ 175,340
	123,055	52,285	175,340
State Program Revenues		6,105,556	6,105,556
Total State Program Revenues		6,105,556	6,105,556
Federal Program Revenues		991,550	991,550
Total Federal Program Revenues		991,550	991,550
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	6,187,663	(6,187,663)	
Total Revenues	6,310,718	961,728	7,272,446
EXPENSES			
Program Services			
Instruction and Instructional-Related Services	3,282,697		3,282,697
Instructional and School Leadership	186,653		186,653
Ancillary Services	25,993		25,993
Support Services- Student (Pupil)	376,381		376,381
Total Program Services	3,871,724		3,871,724
Support Services			
Administrative Support Services	194,756		194,756
Support Services- Non-Student Based	2,100,402		2,100,402
Debt Service	17,173		17,173
Total Support Services	2,312,331		2,312,331
Total Expenses	6,184,055		6,184,055
CHANGE IN NET ASSETS	126,663	961,728	1,088,391
NET ASSETS, beginning of year	58,120		58,120
NET ASSETS, end of year	$ 184,783	$ 961,728	$ 1,146,511

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2019

	Program Expense	Management and General	Total
Expenses			
Salaries	$ 2,732,750	$ 96,294	$ 2,829,044
Employee benefits	188,253	2,253	190,506
Payroll taxes	44,076	1,396	45,472
Professional fees	433,011	337,184	770,195
Utilities		140,563	140,563
Occupancy		1,319,460	1,319,460
Travel	50,798	11,884	62,682
Interest expense		17,879	17,879
Insurance		47,793	47,793
Depreciation and amortization		123,811	123,811
Supplies	386,752	182,977	569,729
Equipment Lease and maintenance	50		50
Miscellaneous expenses	34,285	10,068	44,353
Repairs and Maintenance	1,749	20,769	22,518
	$ 3,871,724	$ 2,312,331	$ 6,184,055

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENTS OF CASH FLOWS

FOR THE YEARS ENDED AUGUST 31, 2019

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	$ 1,088,391
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation and amortization expense	123,811
Grants receivables	(1,052,285)
Accounts payable	511,690
Accrued payroll liabilities	156,081
Other liabilities	388,265
Total Adjustments	127,562
CASH PROVIDED BY OPERATING ACTIVITIES	1,215,953
CASH FLOWS FROM INVESTING ACTIVITIES	
Cash paid for purchases of fixed assets	(779,327)
CASH PROVIDED BY (USED FOR) INVESTING ACTIVITIES	(779,327)
CASH FLOWS FROM FINANCING ACTIVITIES	
Loan proceeds from related parties	375,000
Principal payments on notes payable	(620,510)
CASH PROVIDED BY (USED FOR) FINANCING ACTIVITIES	(245,510)
NET INCREASE (DECREASE) IN CASH	191,116
CASH AT BEGINNING OF YEAR	663,627
CASH AT END OF YEAR	$ 854,743
Supplemental Disclosures	
CASH PAID DURING THE YEAR FOR:	
INTEREST	$ 17,879

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2019

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

The accompanying general-purpose financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles.

NEW ACCOUNTING PRONOUNCEMENT

In August 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. ASU 2016-14 requires significant changes to the financial reporting model of organizations who follow the not-for-profit reporting model. The changes include reducing the classes of net assets from three classes to two – net assets with donor restrictions and net assets without donor restrictions. The ASU also requires changes in the way certain information is aggregated and reported by MOEF, including required disclosures about liquidity and availability of resources, and increased disclosures on functional expenses. The new standard is effective beginning with MOEF's fiscal year ended August 31, 2019 and must be applied on a retrospective basis. MOEF adopted the ASU effective August 31, 2019. Adoption of the ASU did not result in any reclassifications or restatements to net assets or changes in net assets.

B. Summary of Significant Accounting Policies: (Continued)

CLASSIFICATION OF NET ASSETS

Net assets of MOEF are classified based on the presence or absence of donor-imposed restrictions. Net assets are comprised of two groups as follows:

Net Assets Without Donor Restrictions – Amounts that are not subject to usage restrictions based on donor-imposed requirements. This class also includes assets previously restricted where restrictions have expired or been met.

Net Assets with Donor Restrictions – Assets subject to usage limitations based on donor-imposed or grantor restrictions. These restrictions may be temporary or may be based on a particular use. Restrictions may be met by the passage of time or by actions of MOEF. Certain restrictions may need to be maintained in perpetuity.

Earnings related to restricted net assets will be included in net assets without donor-restrictions unless otherwise specifically required to be included in donor-restricted net assets by the donor or by applicable state law.

On occasion, the governing board may designate a portion of net assets without donor restrictions for a specific purpose. Designated net assets are not governed by donor-imposed restrictions and may be reversed by the governing board at any time.

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as with donor restrictions and without donor restrictions support depending on the existence or nature of any donor restrictions.

B. Summary of Significant Accounting Policies: (Continued)

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 or acquired under budgeted capital asset line items within grant applications are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the assets. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. Donations of assets are recorded as direct additions to net assets at fair value at the date of donation, which is then treated as cost.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest-bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2019, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

B. Summary of Significant Accounting Policies: (Continued)

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF's management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the charter school's multiple functional expenditures.

C. Pension Plan Obligations:

Plan Description

MOEF contributes to the Teacher Retirement System of Texas ("TRS"), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public-school systems of Texas.

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2019 provided the following information (ABO refers to the accumulated benefit obligation):

C. Pension Plan Obligations: (Continued)

Pension Fund	Total Plan Assets 2019	ABO 2019	Percent Funded
TRS	$ 181,800,159,000	$ 209,961,325,000	76.40%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2019, and a state contribution rate of 6.8% for fiscal year 2019. The charter school's employee contributions to the system for the year ended August 31, 2019 were $213,780, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 6.8% totaling $10,509 for the year ended August 31, 2019. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. MOEF's surcharge contribution was $6,119.

D. Liquidity and Availability of Financial Assets:

The following reflects MOEF's financial assets as of the balance sheet date, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year of the balance sheet date:

Financial assets at year-end:	
Cash and cash equivalents	$ 854,743
Grants and other receivables	1,492,466
Total financial assets	2,347,209
Less those unavailable for general expenditures within one year, due to:	
Donor-imposed restrictions as to time or use	-
Financial assets available to meet cash needs for general expenditures within one year	$ 2,347,209

MOEF manages its liquid assets conservatively within standard depository bank accounts at national banks. Cash is managed to provide sufficient funds for meeting program expenditures of the charter school. Excess cash is invested in short-term investments such as certificates of deposit that have maturity dates of less than three months.

E. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

F. Commitments and Contingencies:

MOEF receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. MOEF is economically dependent on these charter school funds.

G. Health Care Coverage:

During the year ended August 31, 2019, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

H. Related Parties:

MOEF has established business relationships with Meadow Oaks Academy ("MOA"), a private educational organization in which MOEF's Superintendent serves as School Administrator, and PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas. MOEF's Superintendent retains equity financial interests in both MOA and PNC.

MOA has allowed MOEF to use a revolving line of credit held by MOA with a bank. MOEF has agreed to repay amounts drawn on the credit facility in accordance with the terms of the line of credit agreement and as described in Note I. The balance on the line of credit at August 31, 2019 was $185,187. MOEF was also indebted to the Superintendent for $375,000 at August 31, 2019.

PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2019, MOEF was indebted to PNC in the amount of $609,051. PNC also serves as a lessor in three properties leased by MOEF as educational facilities. In the year ended August 31, 2019, MOEF incurred expenses related to education expenses leased from PNC totaling $1,319,460.

H. Related Parties: (Continued)

In an effort to finance new construction for the establishment of a third campus located in Fate, Texas, MOEF has supported – through the contracting of legal counsel and other professionals – the establishment of a 501 (c)(3) organization to facilitate charter school campus development projects. The 501(c)(3) is organized in Texas as SSS Education Foundation. MOEF's Superintendent serves on the board of directors of SSS Education Foundation until the permanent board can be appointed.

I. Note Payable:

MOEF's obligations under notes payable consist of the following:

Credit facility structured as a note payable to Meadow Oaks Academy ("MOA"). The note is dated May 10, 2016, and allows MOEF to draw up to $200,000 on an existing line of credit arrangement between MOA and a bank. The terms of the note payable are to follow the terms of the line of credit, a variable interest rate between 4.0% and 4.75%, payable on demand or in equal monthly installments beginning October 1, 2016 and through August 31, 2019. The note is unsecured.	$185,187
Note payable to lessor in the amount of $48,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	48,000
Note payable to lessor in the amount of $84,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due for a second campus. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	84,000
Note payable to limited partnership organization. The note is dated May 6, 2016, and is intended to provide start-up capital. The note payable does not carry a rate of interest, and is payable in equal monthly installments of $5,000 beginning September 1, 2018 with a final lump sum payment $47,051. The date of maturity is August 31, 2019. The note is unsecured.	102,051
Note payable to equipment finance organization. The note is dated August 6, 2018. The note payable carries a rate of interest of 7.98%, and is payable in 54 equal monthly installments of $1,634 beginning September 6, 2018. The date of maturity is December 6, 2022. The note is secured by two transport vehicles.	59,691

I. Note Payable: (Continued)

Note payable to Superintendent. The note is dated August 29, 2019, and is intended to provide operating cash. The note payable does not carry a rate of interest , and is payable in full in a single sum of $375,000 on or before September 30, 2019.	375,000
The balance at August 31, 2019 is	853,929
Less: Current portion of notes payable	(743,633)
Notes payables, net of current portion	$ 110,296

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2020	$ 743,633	$ 14,394	$ 758,027
2021	82,669	2,934	85,603
2022	18,049	1,554	19,603
2023	9,578	224	9,802
2024	-	-	-
Thereafter	-	-	-
Total	$ 853,929	$ 19,106	$ 873,035

J. Net Assets with Donor Restrictions:

Net assets with donor restrictions at August 31, 2019 are restricted as follows:

Subject to expenditure for specified purposes:

State-financed general charter school activities	$ 961,728
Total restricted funds	$ 961,728

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$ 991,550
Texas Education Agency-State	5,196,113
Total restrictions released	$ 6,187,663

K. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending August 31,	Amount
2020	$ 2,693,861
2021	2,134,663
2022	2,161,606
2023	2,201,590
2024	2,229,624
Total	$ 11,421,344

Operating lease expense amounted to $1,319,460 for the year ended August 31, 2019.

L. Evaluation of Subsequent Events:

MOEF has evaluated subsequent events through January 24, 2020, the date which the financial statements were available to be issued.

GOMEZ & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
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HOUSTON, TX 77056
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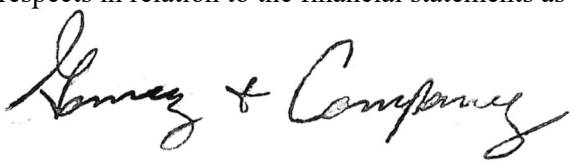
INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2019, and our report thereon dated January 24, 2020, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 17 to 20 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
January 24, 2020

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEARS ENDED AUGUST 31, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 123,055	$ 111	$ 123,166
5750 Revenue from Cocurricular Activities		52,174	52,174
Total Local Support	123,055	52,285	175,340
State Program Revenues:			
5810 Foundation School Program Act Revenues		5,826,395	5,826,395
5820 State Program Revenues Distributed by Texas Education Agency		279,161	279,161
Total State Program Revenues		6,105,556	6,105,556
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Department of Education		991,550	991,550
Total Federal Program Revenues		991,550	991,550
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	6,187,663	(6,187,663)	
Total Revenues	6,310,718	961,728	7,272,446
EXPENSES			
11 Instruction	3,082,352		3,082,352
13 Curriculum Development and Instructional Staff Development	200,345		200,345
21 Instructional Leadership	58,656		58,656
23 School Leadership	127,997		127,997
31 Guidance, Counseling and Evaluating Services	99,493		99,493
33 Health Services	2,633		2,633
34 Student (Pupil) Transportation	1,020		1,020
35 Food Services	241,013		241,013
36 Cocurricular/Extracurricular Activities	32,222		32,222
41 General Administration	194,756		194,756
51 Plant Maintenance and Operations	1,997,176		1,997,176
52 Security and Monitoring Services	7,857		7,857
53 Data Processing Services	95,369		95,369
61 Community Services	25,993		25,993
71 Debt Service	17,173		17,173
Total Expenses	6,184,055		6,184,055
CHANGE IN NET ASSETS	126,663	961,728	1,088,391
NET ASSETS, beginning of year	58,120		58,120
NET ASSETS, end of year	$ 184,783	$ 961,728	$ 1,146,511

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

AUGUST 31, 2019

EXPENSES		
6100 Payroll Costs	$	3,065,022
6200 Professional and Contracted Services		2,252,786
6300 Supplies and Materials		569,729
6400 Other Operating Costs		278,639
6500 Debt		17,879
Total Expenses	$	6,184,055

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

AUGUST 31, 2019

	Ownership Interest		
	Local	State	Federal
1110 Cash	$	$ 854,743	$
1520 Building and Improvements		178,873	17,466
1531 Vehicles		73,909	
1539 Furniture and Equipment		126,149	1,082,322
Total Capital Assets	$	$ 1,233,674	$ 1,099,788

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEARS ENDED AUGUST 31, 2019

	Budgeted Amounts		Actual	Variance from
	Original	Final	Amounts	Final Budget
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 8,468	$ 541,468	$ 123,166	$ (418,302)
5750 Revenue from Cocurricular Activities			52,174	52,174
Total Local Support	8,468	541,468	175,340	(366,128)
State Program Revenues:				
5810 Foundation School Program Act Revenues	6,375,000	5,913,483	5,826,395	(87,088)
5820 State Program Revenues Distributed by Texas Education Agency			279,161	279,161
Total State Program Revenues	6,375,000	5,913,483	6,105,556	192,073
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Department of Education	600,000	1,365,368	991,550	(373,818)
Total Federal Program Revenues	600,000	1,365,368	991,550	(373,818)
Total Revenues	6,983,468	7,820,319	7,272,446	(547,873)
EXPENSES				
11 Instruction	3,000,000	3,580,485	3,082,352	498,133
13 Curriculum Development and Instructional Staff Development	320,835	466,210	200,345	(200,345)
21 Instructional Leadership	311,950	58,854	58,656	198
23 School Leadership	483,184	128,084	127,997	87
31 Guidance, Counseling and Evaluating Servic	102,592	210,545	99,493	111,052
32 Social Work Services	49,979			
33 Health Services	21,304	2,704	2,633	71
34 Student (Pupil) Transportation		1,100	1,020	80
35 Food Services	43,554	263,900	241,013	22,887
36 Cocurricular/Extracurricular Activities	103,334	34,134	32,222	1,912
41 General Administration	341,692	263,992	194,756	69,236
51 Plant Maintenance and Operations	1,375,600	2,021,781	1,997,176	24,605
52 Security and Monitoring Services	9,220	18,300	7,857	10,443
53 Data Processing Services	489,520	369,800	95,369	274,431
61 Community Services	97,218	26,200	25,993	207
71 Debt Service	81,159	31,159	17,173	13,986
Total Expenses	6,831,141	7,477,248	6,184,055	826,983
CHANGE IN NET ASSETS	152,327	343,071	1,088,391	(745,320)
NET ASSETS, beginning of year	58,120	58,120	58,120	
NET ASSETS, end of year	$ 210,447	$ 401,191	$1,146,511	$ 745,320

See accompanying notes to the financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 24, 2020.

Internal Control over Financial Reporting
In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

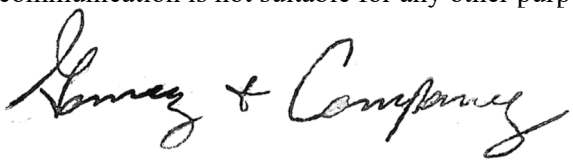
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
January 24, 2020

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on Compliance for Each Major Federal Program

We have audited Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of MOEF's major federal programs for the year ended August 31, 2019. MOEF's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of MOEF's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about MOEF's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of MOEF's compliance.

Opinion on Each Major Federal Program

In our opinion, MOEF complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2019.

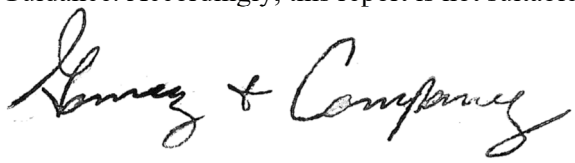
Report on Internal Control over Compliance

Management of MOEF is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered MOEF's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Houston, TX
January 24, 2020

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2019

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. No significant deficiencies or material weaknesses on internal control over financial statements.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. No significant deficiencies or material weaknesses on internal control over major federal award programs.

5. The auditor's report on compliance for the major federal award programs expresses an unmodified opinion on all major federal programs.

6. The audit did not disclose any audit findings which are required to be reported in accordance with 2 CFR section 200.516(a).

7. Major programs:

   U.S. Department of Education
   Passed – Through Texas Education Agency
   Charter Schools — CFDA Number 84.282

8. The threshold used for distinguishing between Type A and Type B programs was $750,000.

9. Meadow Oaks Education Foundation does not qualify as a low-risk auditee.

Current Year Findings	Questioned Cost
No audit findings were noted as per governmental auditing standards and 2 CFR section 200.516 (a).	$-0-

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2019

Findings Relating to the Financial Statements

No prior year audit findings have been noted as per governmental auditing standards for the year ended August 31, 2018.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2019

Federal Grantor/ Pass - Through Grantor/ Program Title	Federal CFDA Number	Pass - Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed - Through Texas Education Agency:			
Idea - B Formula	84.027A	196600010578166000	$ 39,668
Title I, Part A, School Improvement	84.010A	19610101057850	54,421
Charter School	84.282	185901057110012	279,883
Charter School	84.282	1859010571110010	279,052
Supporting Effective Instruction State Grants	84.367A	19694501057850	9,501
Tittle III, Part A, English Language Acquisitions and Language Enhancement	84.365A		6,061
Title IV, Part A, Subpart 1	84.424A	19680101057850	10,000
Total U.S. Department of Education			678,586
U.S. Department of Agriculture			
Passed - Through Texas Education Agency:			
Federal Food Service Reimbursement			
School Breakfast	10.553	71401801	2,121
School Breakfast	10.553	71401901	19,121
National School Lunch	10.555	71301801	14,504
National School Lunch	10.555	71301901	123,524
Total U.S. Department of Agriculture			159,270
U.S. Department of Labor			
Passed - Through Texas Education Agency:			
WIOA Adult Program	17.258	183925027110010	59,913
WIOA Adult Program	17.258	183925017110013	25,000
WIOA Adult Program	17.258	183925027110011	68,781
Total U.S. Department of Labor			153,694
Total Expenditures of Federal Awards			$ 991,550

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2019

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes federal award activity of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") under programs of the federal government for the year ended August 31, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operation of MOEF, it is not intended to and does not present the financial position, changes in net assets, or cash flows of MOEF.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Pass-through entity identifying numbers are presented where available.

Indirect Cost Rate

MOEF has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Subrecipients

MOEF did not provide federal awards to subrecipients.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2018

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2018

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and ___approved___ disapproved for the year ended August 31, 2018, at a meeting of the governing body of said charter school on the 14 day of January, 2019.

Signature of Board Secretary

Signature of Board President

GOMEZ & COMPANY

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INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

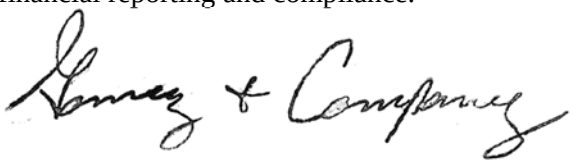
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 21, 2018, on our consideration of MOEF's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MOEF's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
December 21, 2018

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2018

ASSETS		
Current Assets:		
Cash	$	663,629
Grants receivable		440,181
Total Current Assets:		1,103,810
Property, Plant & Equipment		
Vehicles		73,909
Equipment and furniture		625,483
Less: Accumulated depreciation		(93,384)
Total Property, Plant & Equipment		606,008
Total Assets	$	1,709,818
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts payable	$	274,915
Accrued payroll liabilities		277,342
Current portion of long-term debt		907,750
Total Current Liabilities		1,460,007
Long-term Liabilities:		
Notes payable, net of current portion		191,691
Total Liabilities		1,651,698
Net Assets:		
Unrestricted		58,120
Total Liabilities and Net Assets	$	1,709,818

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2018

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 85,604	$	$ 85,604
5750 Revenues from Cocurricular Activities	20,031		20,031
Total Local Support	105,635		105,635
State Program Revenues			
5810 Foundation School Program Act Revenues		2,835,590	2,835,590
5820 State Program Revenue		30,982	30,982
Total State Program Revenues		2,866,572	2,866,572
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		581,815	581,815
Total Federal Program Revenues		581,815	581,815
Net assets released from restrictions:			
Restrictions satisfied by payments	3,452,396	(3,452,396)	
Total Revenues	3,558,031	(4,009)	3,554,022
EXPENSES			
11 Instruction	1,509,136		1,509,136
13 Curriculum Development and Instructional Staff Development	67,313		67,313
23 School Leadership	100,254		100,254
31 Guidance, Counseling, and Evaluation	70,227		70,227
33 Health Services	4,735		4,735
35 Food Services	113,188		113,188
36 Cocurricular/Extracurricular Activities	16,813		16,813
41 General Administration	282,631		282,631
51 Plant Maintenance and Operations	988,902		988,902
52 Security and Monitoring Services	5,564		5,564
53 Data Processing Services	87,766		87,766
61 Community Services	35,350		35,350
71 Debt Services	9,959		9,959
Total Expenses	3,291,838		3,291,838
Total Change in Net Assets	266,193	(4,009)	262,184
Net Assets, Beginning of Year	(208,073)	4,009	(204,064)
Net Assets, End of Year	$ 58,120	$	$ 58,120

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2018

Cash Flows from Operating Activities		
Increase (Decrease) in Net Assets	$	262,184
Adjustments to Reconcile Increase (Decrease) in Net Assets to Net Cash Provided (Used) by Operating Activities		
Depreciation and Amortization		79,575
(Increase) Decrease in Grants Receivables		(356,793)
(Increase) Decrease in Other Receivables		1,500
Increase (Decrease) in Accounts Payable		234,565
Increase (Decrease) in Accrued Payroll Liabilities		196,056
Total Adjustments		154,903
Net Cash Provided (Used) by Operating Activities		417,087
Net Cash Provided (Used) by Investing Activities		
Purchase of Fixed Assets		(474,767)
Net Cash Provided (Used) by Investing Activities		(474,767)
Net Cash Provided (Used) by Financing Activities		
Proceeds from Debt		673,909
Repayment of Debt		(286,607)
Net Cash Provided (Used) by Financing Activities		387,302
NET INCREASE (DECREASE) IN CASH		329,622
CASH AT BEGINNING OF YEAR		334,007
CASH AT END OF YEAR	$	663,629
Cash Paid During the Year For:		
Interest	$	9,959

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2018

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

MOEF reports its financial information based on the *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 205 Presentation of Financial Statements*. Under *FASB ASC 958-205*, an organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted net assets
Unrestricted net assets include unrestricted resources which represent the portion of funds that are available for the operating objectives of MOEF. Board-designated net assets represent amounts MOEF has set aside for a specific purpose.

Temporarily restricted net assets
Temporarily restricted net assets consist of donor restricted contributions and grants. Amounts restricted by donors for a specific purpose are deemed to be earned and reported as temporarily restricted revenue, when received, and such unexpended amounts are reported as temporarily restricted net assets at year-end. When the donor restriction expires, that is, when a stipulated time or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "net assets released from restrictions."

Permanently restricted net assets
Permanently restricted net assets consist of donor restricted contributions, which are required to be held in perpetuity. Income from the assets held is available for either general operations or specific purposes, in accordance with donor stipulations.

B. Summary of Significant Accounting Policies: (Continued)

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 or acquired under budgeted capital asset line items within grant applications are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the assets. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

B. Summary of Significant Accounting Policies: (Continued)

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest-bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2018, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF's management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Pension Plan Obligations:

Plan Description

The charter school contributes to the Teacher Retirement System of Texas ("TRS"), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public-school systems of Texas.

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

C. Pension Plan Obligations: (Continued)

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2018 provided the following information (ABO refers to the accumulated benefit obligation):

Pension Fund	Total Plan Assets 2018	ABO 2018	Percent Funded
TRS	$ 176,942,454,000	$ 209,611,329,000	73.74%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2018, and a state contribution rate of 6.8% for fiscal year 2018. The charter school's employee contributions to the system for the year ended August 31, 2018 were $133,499, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 6.8% totaling $1,574 for the year ended August 31, 2018. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. The charter school was not assessed a surcharge.

D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

E. Commitments and Contingencies:

The charter school receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. The school is economically dependent on these charter school funds.

F. Health Care Coverage:

During the year ended August 31, 2018, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

G. Related Parties:

MOEF has established business relationships with Meadow Oaks Academy ("MOA"), a private educational organization in which MOEF's Superintendent serves as School Administrator, and PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas. MOEF's Superintendent retains equity financial interests in both MOA and PNC.

MOA has allowed MOEF to use a revolving line of credit held by MOA with a bank. MOEF has agreed to repay amounts drawn on the credit facility in accordance with the terms of the line of credit agreement and as described in Note H. The balance on the line of credit at August 31, 2018 was $191,481.

PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2018, MOEF was indebted to PNC in the amount of $834,751. PNC also serves as a lessor in three properties leased by MOEF as educational facilities. In the year ended August 31, 2018, MOEF incurred expenses related to education expenses leased from PNC totaling $489,783.

In an effort to finance new construction for the establishment of a third campus located in Fate, Texas, MOEF has supported – through the contracting of legal counsel and other professionals – the establishment of a 501 (c)(3) organization to facilitate charter school campus development projects. The 501(c)(3) is organized in Texas as SSS Education Foundation. MOEF's Superintendent serves on the board of directors of SSS Education Foundation until the permanent board can be appointed. MOEF contributed approximately $8,000 in the form of legal fees paid toward the establishment of SSS Education Foundation.

H. Note Payable:

MOEF's obligations under notes payable consist of the following:

Credit facility structured as a note payable to Meadow Oaks Academy ("MOA"). The note is dated May 10, 2016, and allows MOEF to draw up to $200,000 on an existing line of credit arrangement between MOA and a bank. The terms of the note payable are to follow the terms of the line of credit, a variable interest rate between 4.0% and 4.75%, payable on demand or in equal monthly installments beginning October 1, 2016 and through August 31, 2019. The note is unsecured.	$ 191,481
Note payable to lessor in the amount of $48,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	48,000
Note payable to lessor in the amount of $84,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due for a second campus. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	84,000
Note payable to limited partnership organization. The note is dated August 15, 2018, and is intended to provide operating cash. The note payable does not carry a rate of interest, and is payable in full in a single sum of $600,000 on or before September 30, 2018. The note is unsecured.	600,000
Note payable to limited partnership organization. The note is dated May 6, 2016, and is intended to provide start-up capital. The note payable does not carry a rate of interest, and is payable in equal monthly installments of $5,000 beginning September 1, 2018 with a final lump sum payment $47,051. The date of maturity is August 31, 2019. The note is unsecured.	102,051
Note payable to equipment finance organization. The note is dated August 6, 2018. The note payable carries a rate of interest of 7.98%, and is payable in 54 equal monthly installments of $1,634 beginning September 6, 2018. The date of maturity is December 6, 2022. The note is secured by two transport vehicles.	73,909
The balance at August 31, 2018 is	$ 1,099,441
Less: Current portion of notes payable	(907,750)
Notes payables, net of current portion	$ 191,691

H. Note Payable: (Continued)

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2019	$ 907,750	$ 15,425	$ 923,175
2020	81,395	4,208	85,603
2021	82,669	2,934	85,603
2022	18,049	1,554	19,603
2023	9,578	224	9,802
Thereafter	-	-	-
Total	$ 1,099,441	$ 24,345	$ 1,123,786

I. Temporarily Restricted Net Assets:

Temporarily restricted net assets at August 31, 2018, are available for the following periods:

Periods after August 31, 2018	$ -
Total temporarily restricted	$ -

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$ 585,824
Texas Education Agency-State	2,866,572
Total restrictions released	$ 3,452,396

J. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending June 30,	Amount
2019	$ 1,308,000
2020	1,347,528
2021	1,374,522
2022	1,398,764
2023	1,423,491
Total	$ 6,852,305

Operating lease expense amounted to $489,985 for the year ended August 31, 2018.

K. Evaluation of Subsequent Events:

The Organization has evaluated subsequent events through December 21, 2018, the date which the financial statements were available to be issued.

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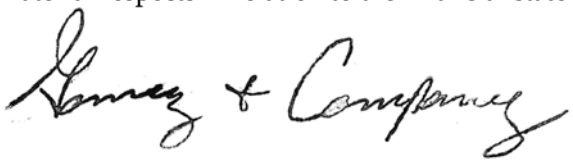
INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2018, and our report thereon dated December 21, 2018, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 14 to 16 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
December 21, 2018

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2018

Expenses	
6100 Payroll Costs	$ 1,660,494
6200 Professional and Contracted Services	1,157,434
6300 Supplies and Materials	240,313
6400 Other Operating Costs	223,638
6500 Debt Service	9,959
Total Expenses	$ 3,291,838

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2018

	Ownership Interest		
	Local	State	Federal
1110 Cash and Temporary Investments	$	$ 663,629	$
1531 Vehicles		73,909	
1539 Furniture and Equipment		79,471	546,012
Total Property and Equipment	$	$ 817,009	$ 546,012

See accomanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2018

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 19,211	$ 105,600	$ 85,604	$ (19,996)
5750 Revenues from Cocurricular Activities			20,031	20,031
Total Local Support	19,211	105,600	105,635	35
State Program Revenues:				
5810 Foundation School Program Act Revenues	2,495,928	2,869,600	2,835,590	(34,010)
5820 State Program Revenues Distributed by Texas Education Agency			30,982	30,982
Total State Program Revenues	2,495,928	2,869,600	2,866,572	(3,028)
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	474,358	575,700	581,815	6,115
Total Federal Program Revenues	474,358	575,700	581,815	6,115
Total Revenues	2,989,497	3,550,900	3,554,022	3,123
EXPENSES				
11 Instruction	1,384,816	1,605,000	1,509,136	95,864
13 Curriculum Development and Instructional Staff Development	35,426	68,000	67,313	687
23 School Leadership	89,400	101,000	100,254	746
31 Guidance, Counseling, and Evaluation Services	57,470	71,000	70,227	773
33 Health Services	9,000	5,000	4,735	265
35 Food Service	88,090	104,000	113,188	(9,188)
36 Cocurricular/Extracurricular Activities	7,700	17,000	16,813	187
41 General Administration	240,290	265,000	282,631	(17,631)
51 Plant Maintenance and Operations	785,175	845,000	988,902	(143,902)
52 Security and Monitoring Services	14,450	6,000	5,564	436
53 Data Processing Services	216,850	88,000	87,766	234
61 Community Services	24,000	36,000	35,350	650
71 Debt Services	36,830	10,000	9,959	41
Total Expenses	2,989,497	3,221,000	3,291,838	(70,838)
Change in Net Assets		329,900	262,184	(67,716)
Net Assets, Beginning of Year	(204,064)	(204,064)	(204,064)	
Net Assets, End of Year	$ (204,064)	$ 125,836	$ 58,120	$ (67,716)

See accompanying notes to financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 21, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

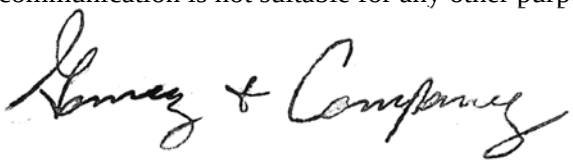
Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
December 21, 2018

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2018

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. No significant deficiencies or material weaknesses on internal control over financial statements.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. An audit of major programs was not required because expenditures of federal awards were less than $750,000.

Findings Relating to the Financial Statements

No audit findings were noted as per governmental auditing standards.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2018

Findings Relating to the Financial Statements

No prior year audit findings have been noted as per governmental auditing standards for the year ended August 31, 2017.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2017

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2017

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and ✓ approved _____ disapproved for the year ended August 31, 2017, at a meeting of the governing body of said charter school on the 16 day of January, 2018.

_____
Signature of Board Secretary

_____
Signature of Board President

GOMEZ & COMPANY

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INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

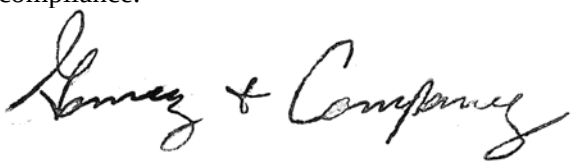
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 22, 2017, on our consideration of MOEF's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
December 22, 2017

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2017

ASSETS		
Current Assets:		
Cash	$	334,007
Grants receivable		83,388
Other receivables		1,500
Total Current Assets:		418,895
Property, Plant & Equipment		
Equipment and furniture		224,625
Less: Accumulated depreciation		(13,809)
Total Property, Plant & Equipment		210,816
Total Assets	$	629,711
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts payable	$	40,350
Accrued payroll liabilities		81,286
Current portion of long-term debt		544,089
Total Current Liabilities		665,725
Long-term Liabilities:		
Notes payable, net of current portion		168,050
Total Liabilities		833,775
Net Assets:		
Unrestricted		(208,073)
Temporarily Restricted		4,009
Total Net Assets		(204,064)
Total Liabilities and Net Assets	$	629,711

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2017

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 33,984	$	$ 33,984
5750 Revenues from Cocurricular Activities	4,712		4,712
Total Local Support	38,696		38,696
State Program Revenues			
5810 Foundation School Program Act Revenues		944,409	944,409
Total State Program Revenues		944,409	944,409
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		457,521	457,521
Total Federal Program Revenues		457,521	457,521
Net assets released from restrictions:			
Restrictions satisfied by payments	1,411,865	(1,411,865)	
Total Revenues	1,450,561	(9,935)	1,440,626
EXPENSES			
11 Instruction	771,791		771,791
13 Curriculum Development and Instructional Staff Development	27,312		27,312
23 School Leadership	107,961		107,961
31 Guidance, Counseling, and Evaluation	42,520		42,520
33 Health Services	2,130		2,130
35 Food Services	17,441		17,441
36 Cocurricular/Extracurricular Activities	825		825
41 General Administration	166,368		166,368
51 Plant Maintenance and Operations	357,742		357,742
52 Security and Monitoring Services	1,444		1,444
53 Data Processing Services	13,999		13,999
61 Community Services	9,424		9,424
71 Debt Services	8,590		8,590
Total Expenses	1,527,547		1,527,547
Total Change in Net Assets	(76,986)	(9,935)	(86,921)
Net Assets, Beginning of Year	(131,087)	13,944	(117,143)
Net Assets, End of Year	$ (208,073)	$ 4,009	$ (204,064)

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2017

Cash Flows from Operating Activities		
Increase (Decrease) in Net Assets	$	(86,921)
Adjustments to Reconcile Increase (Decrease) in Net Assets to Net Cash Provided (Used) by Operating Activities		
Depreciation and Amortization		13,809
(Increase) Decrease in Other Receivables		(84,888)
Increase (Decrease) in Accounts Payable		33,354
Increase (Decrease) in Accrued Payroll Liabilities		81,286
Total Adjustments		43,561
Net Cash Provided (Used) by Operating Activities		(43,360)
Net Cash Provided (Used) by Investing Activities		
Purchase of Fixed Assets		(224,625)
Net Cash Provided (Used) by Investing Activities		(224,625)
Net Cash Provided (Used) by Financing Activities		
Proceeds from Debt		600,462
Repayment of Debt		(11,137)
Net Cash Provided (Used) by Financing Activities		589,325
NET INCREASE (DECREASE) IN CASH		321,340
CASH AT BEGINNING OF YEAR		12,667
CASH AT END OF YEAR	$	334,007

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2017

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

MOEF reports its financial information based on the *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 205 Presentation of Financial Statements*. Under *FASB ASC 958-205*, an organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted net assets
Unrestricted net assets include unrestricted resources which represent the portion of funds that are available for the operating objectives of MOEF. Board-designated net assets represent amounts MOEF has set aside for a specific purpose.

Temporarily restricted net assets
Temporarily restricted net assets consist of donor restricted contributions and grants. Amounts restricted by donors for a specific purpose are deemed to be earned and reported as temporarily restricted revenue, when received, and such unexpended amounts are reported as temporarily restricted net assets at year-end. When the donor restriction expires, that is, when a stipulated time or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "net assets released from restrictions."

Permanently restricted net assets
Permanently restricted net assets consist of donor restricted contributions, which are required to be held in perpetuity. Income from the assets held is available for either general operations or specific purposes, in accordance with donor stipulations.

B. Summary of Significant Accounting Policies: (continued)

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the asset. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

B. Summary of Significant Accounting Policies: (continued)

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2017, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF's management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Pension Plan Obligations:

Plan Description

The charter school contributes to the Teacher Retirement System of Texas ("TRS"), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas.

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

C. Pension Plan Obligations: (continued)

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2017 provided the following information (ABO refers to the accumulated benefit obligation):

Pension Fund	Total Plan Assets 2017	ABO 2017	Percent Funded
TRS	$ 165,379,342,000	$ 179,336,535,000	82.17%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2017, and a state contribution rate of 6.8% for fiscal year 2017. The charter school's employee contributions to the system for the year ended August 31, 2017 were $56,636, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 6.8% totaling $3,211 for the year ended August 31, 2017. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. The charter school was not assessed a surcharge.

D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

E. Commitments and Contingencies:

The charter school receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. The school is economically dependent on these charter school funds.

F. Health Care Coverage:

During the year ended August 31, 2017, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

G. Related Parties:

MOEF has established business relationships with Meadow Oaks Academy ("MOA"), a private educational organization in which MOEF's Superintendent serves as School Administrator, and PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas. MOEF's Superintendent retains equity financial interests in both MOA and PNC.

MOA has allowed MOEF to use a revolving line of credit held by MOA with a bank. MOEF has agreed to repay amounts drawn on the credit facility in accordance with the terms of the line of credit agreement and as described in Note H. The balance on the line of credit at August 31, 2017 was $199,522.

PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2017, MOEF was indebted to PNC in the amount of $513,318. PNC also serves as a lessor in the two properties leased by MOEF as educational facilities. In the year ended August 31, 2017, MOEF paid PNC $180,700 for the leasing of these educational facilities.

H. Note Payable:

MOEF's obligations under notes payable consist of the following:

Credit facility structured as a note payable to Meadow Oaks Academy ("MOA"). The note is dated May 10, 2016, and allows MOEF to draw up to $200,000 on an existing line of credit arrangement between MOA and a bank. The terms of the note payable are to follow the terms of the line of credit, a variable interest rate between 4.0% and 4.75%, payable on demand or in equal monthly installments beginning October 1, 2016 and through August 31, 2019. The note is unsecured.	$ 199,522
Note payable to lessor in the amount of $48,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2017. The date of maturity is August 31, 2019. The note is unsecured.	48,000
Note payable to lessor in the amount of $84,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due for a second campus. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2017. The date of maturity is August 31, 2019. The note is unsecured.	84,000
Note payable to limited partnership organization. The note is dated August 15, 2017, and is intended to provide operating cash. The note payable does not carry a rate of interest, and is payable in full in a single sum of $278,567 on or before September 30, 2017. The note is unsecured.	278,567
Note payable to limited partnership organization. The note is dated May 6, 2016, and is intended to provide start-up capital. The note payable does not carry a rate of interest, and is payable in equal monthly installments of $5,000 beginning September 1, 2018 with a final lump sum payment $47,051. The date of maturity is August 31, 2019. The note is unsecured.	102,050
The balance at August 31, 2017 is	$ 712,139
Less: Current portion of notes payable	(544,089)
Notes payables, net of current portion	$ 168,050

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2018	$ 544,089	$ 9,477	$ 553,566
2019	168,050	-	168,050
Thereafter	-	-	-
Total	$ 712,139	$ 9,477	$ 721,616

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2017

I. Temporarily Restricted Net Assets:

Temporarily restricted net assets at August 31, 2017, are available for the following periods:

Periods after August 31, 2017	$	4,009
Total temporarily restricted	$	4,009

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$	457,521
Texas Education Agency-State		954,344
Total restrictions released	$	1,411,865

J. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending June 30,		Amount
2018	$	476,783
2019		506,513
2020		532,596
2021		541,308
2022		550,194
Total	$	2,607,394

Operating lease expense amounted to $185,366 for the year ended August 31, 2017.

K. Evaluation of Subsequent Events:

The Organization has evaluated subsequent events through December 22, 2017, the date which the financial statements were available to be issued.

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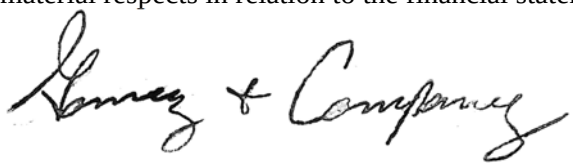
INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2017, and our report thereon dated December 22, 2017, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 14 to 16 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
December 22, 2017

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2017

Expenses	
6100 Payroll Costs	$ 889,372
6200 Professional and Contracted Services	497,893
6300 Supplies and Materials	74,511
6400 Other Operating Costs	54,109
6500 Debt Service	11,662
Total Expenses	$ 1,527,547

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2017

	Ownership Interest		
	Local	State	Federal
1110 Cash and Temporary Investments	$	$ 334,007	$
1539 Furniture and Equipment			224,625
Total Property and Equipment	$	$ 334,007	$ 224,625

See accomanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2017

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 2,000	$ 21,312	$ 33,984	$ 12,672
5750 Revenues from Cocurricular Activities			4,712	4,712
Total Local Support	2,000	21,312	38,696	17,384
State Program Revenues:				
5810 Foundation School Program Act Revenues	875,935	897,095	944,409	47,314
Total State Program Revenues	875,935	897,095	944,409	47,314
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	842,902	847,753	457,521	(390,232)
Total Federal Program Revenues	842,902	847,753	457,521	(390,232)
Total Revenues	1,720,837	1,766,160	1,440,626	(325,534)
EXPENSES				
11 Instruction	1,165,078	1,171,762	771,791	399,971
13 Curriculum Development and Instructional Staff Development	36,425	25,937	27,312	(1,375)
23 School Leadership	126,226	119,541	107,961	11,580
31 Guidance, Counseling, and Evaluation Services	38,500	42,520	42,520	
33 Health Services	1,000	2,130	2,130	
35 Food Service	8,000	17,441	17,441	
36 Cocurricular/Extracurricular Activities	1,500	1,625	825	800
41 General Administration	147,732	212,835	166,368	46,467
51 Plant Maintenance and Operations	352,481	404,546	357,742	46,804
52 Security and Monitoring Services	1,200	1,549	1,444	105
53 Data Processing Services	108,120	114,713	13,999	100,714
61 Community Services		9,424	9,424	
71 Debt Services		10,000	8,590	1,410
Total Expenses	1,986,262	2,134,023	1,527,547	606,476
Change in Net Assets	(265,425)	(367,863)	(86,921)	280,942
Net Assets, Beginning of Year	(117,143)	(117,143)	(117,143)	
Net Assets, End of Year	$ (382,568)	$ (485,006)	$ (204,064)	$ 280,942

See accompanying notes to financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 22, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

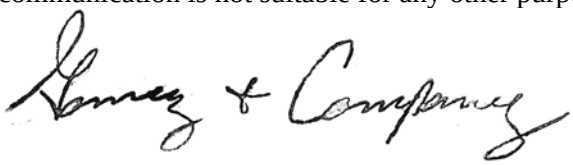
Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
December 22, 2017

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2017

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. No significant deficiencies or material weaknesses on internal control over financial statements.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. An audit of major programs was not required because expenditures of federal awards were less than $750,000.

Findings Relating to the Financial Statements

No audit findings were noted as per governmental auditing standards.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2017

Findings Relating to the Financial Statements

No prior year audit findings have been noted as this is an initial audit year.

Charter School Name	Name of Campus (if more than one)	Year Opened	Year EMO Began Mgmt	City	State	School Contact Info				Authorizer Contact Information				
						Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
PTAA Texas	Pioneer Technology & Arts Academy Mesquite MS and HS	2016	2016	Mesquite	TX	Tonia Haddox	Principal	thaddox@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9290
PTAA Texas	Pioneer Technology & Arts Academy Greenville	2016	2016	Greenville	TX	Tonia Haddox	Principal	thaddox@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9291
PTAA Texas	Pioneer Technology & Arts Academy Fate	2017	2016	Fate	TX	Tonia Haddox	Principal	thaddox@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9292
PTAA Texas	Pioneer Technology & Arts Academy Mesquite Elementary	2019	2016	Mesquite	TX	Tonia Haddox	Principal	thaddox@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9293
PTAA Texas	Pioneer Technology & Arts Academy Royse City	2019	2016	Royse City	TX	Tonia Haddox	Principal	thaddox@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9294
PTAA Texas	Pioneer Technology & Arts Academy North Dallas	2020	2016	Dallas	TX	Tonia Haddox	Principal	thaddox@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9295

Entity Description Data										Student Demographic Information								Math							Reading/Language Arts							Science					
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Grades Served	Grades Tested	Total # Students Enrolled	Total # FRL	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students	Total # Native American Students	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced
		Pioneer Technology & Arts Academy Mesquite MS and HS	Middle and High	Charter	2019	STAAR	B+	6 thur 10	6 thur 10	345	74%	30.70%	4.60%	14.50%	67.50%	0%	345	0%	5%	95%	58%	20%		345	0%	10%	90%	60%	27%		345	0%	5%	95%	55%	15%
		Pioneer Technology & Arts Academy Greenville	K-12	Charter	2019	STAAR	A	K thru 10	3 thru 10	425	47%	7.80%	5.20%	6.50%	33%	1.30%	230	0%	4%	96%	66%	26%		230	0%	2%	98%	70%	30%		230	0%	3%	97%	64%	28%
		Pioneer Technology & Arts Academy Fate	6 thru 7	Charter	2019	STAAR	A	6 thru 7	6 thru 7	43	20.90%	4.70%	7.00%	14.00%	18.60%	0.00%	43	0%	0%	100%	69%	31%		43	0%	3%	97%	64%	28%		43					
		Pioneer Technology & Arts Academy Mesquite Elementary	K-5	Charter	2020	No Test Due to Covid		K-5		310							290													0					
		Pioneer Technology & Arts Academy Royse City	K-5	Charter	2020	No Test Due to Covid		K-5		285							285													0					
		All CMO Schools	K-12	Charter	2019	STAAR	A	K-10	3 thru 10	1408	59.90%	20.40%	5%	11.50%	51.30%	0.50%	618	0%	4%	96%	61%	23%		618	0%	7%	93%	63%	28%		618	0%	5%	95%	64%	26%

OTHER INFORMATION
- Fill in the yellow cells with any additional notes necessary to explain the data

Please use this space to include any additional information you would like SPCSA to know about the data you are submitting: No data is available for 2019-20 School year due to Covid.

INDEPENDENT AUDIT DATA

- Supply the requested data from each independent audit performed for the organization or a school in the past four years
- Please check the calculated values below and make sure they correspond with internal records
- Discrepancies between published data and reported data must be thoroughly explained on next tab

						Independent Audit Data																								
State	Entity ID	School ID	School/Entity Name (As it appears on Independent Audit)	First Fiscal Year of Operation	Fiscal Year	Cash	Total Current Assets	Non Current Assets	Total Assets	Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding	Expenditures			Change in Net Assets	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Surplus Margin	Cash Flow	Net Position (Beginning of Year)	Net Position (End of Year)
			PTAA Texas		2019	$ 854,743.00	$ 2,347,209.00		$ 3,608,734.00	$ 2,351,927.00	$ 110,296.00	$ 2,462,223.00	$ 1,146,511.00	$ 7,272,446.00	$ 6,184,855.00			$ 1,088,391.00						$ 58,120.00	$ 1,146,511.00
			PTAA Texas		2018	$ 663,629.00	$ 1,103,810.00		$ 1,709,918.00	$ 1,460,007.00		$ 1,651,698.00	$ 58,120.00	$ 1,554,022.00	$ 3,291,898.00			$ 262,184.00						$ (204,064.00)	$ 58,120.00
			PTAA Texas		2017	$ 334,007.00	$ 418,895.00		$ 629,711.00	$ 665,725.00		$ 833,775.00	$ (204,064.00)	$ 1,440,626.00	$ 1,527,547.00			$ (86,921.00)						$ (117,143.00)	$ (204,064.00)
			School 4		2016																				
			School 5		2014																				
			CMO		2014																				
			School 1		2013																				
			School 2		2013																				
			School 3		2013																				
			School 4		2013																				
			School 5		2013																				
			AECMO Schools		2013																				
			AECMO Schools		2013																				
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			School 3		2012																				
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			School 5		2012																				
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OTHER INFORMATION
- Fill in the yellow cells with any additional notes necessary to explain the data

Please use this space to include any additional information you would like SPCSA to know about the data you are submitting: All PTAA texas schools are audited as one entity.