

# WALLACE STEGNER ACADEMY OF NEVADA



A PROPOSED  
PUBLIC CHARTER SCHOOL  
SERVING **K-8TH GRADE** STUDENTS

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# NARRATIVE

## 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:* Willie Lee Fisher, Jr.

*Mailing address:*

*Street/PO Box:*

*City:*  *State:*  *Zip:*

*Phone Number:* *day*  *evening* -

*Fax Number:* - *Email:*

*Name of team or entity applying:* Wallace Stegner Academy of 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:

<i>Full Name</i>	<i>Current Job Title and Employer</i>	<i>Position with Proposed School</i>
Alexander Assefa	NV Assemblyman (District 42) / NV State Legs.	Proposed Board Member
Don Bernard	English & Literacy Instructor / CCSD	Proposed Board Member
Mark Losee	Assoc. Litigation Attorney / Marshall Injury Law	Proposed Board Member
Willie Lee Fisher, Jr.	Assistant Principal (Retired) / CCSD	Proposed Board Member
Oyaima Calvo	Community Program Technician / City of Las Vegas	Proposed Board Member
Jonathan Pantages	Realtor / Brown & Brown Real Estate	Proposed Board Member

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 ☒ 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? ☒ Yes ☐ No

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

Proposed School Name	City	State	Opening Date
Mater Academy of Nevada, East Campus	Las Vegas	NV	August 2020
Pinecrest Academy of Northern Nevada	Reno	NV	August 2020
CIVICA Nevada	North Las Vegas	NV	August 2021

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Wallace Stegner Academy of Nevada	August 2021	K-5	K-8

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

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>K</b>	78	84	84	84	84	84
<b>1</b>	52	84	84	84	84	84
<b>2</b>	52	84	84	84	84	84
<b>3</b>	26	84	84	84	84	84
<b>4</b>	26	52	84	84	84	84
<b>5</b>	26	26	52	84	84	84
<b>6</b>	-	30	90	90	90	90
<b>7</b>	-	-	30	90	90	90
<b>8</b>	-	-	-	30	90	90
<b>9</b>	-	-	-	-	-	-
<b>10</b>	-	-	-	-	-	-
<b>11</b>	-	-	-	-	-	-
<b>12</b>	-	-	-	-	-	-
<b>Total</b>	<b>260</b>	<b>444</b>	<b>592</b>	<b>714</b>	<b>774</b>	<b>774</b>

### 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
<b>2845 S Lindell Rd, Las Vegas, NV 89146</b>	<b>Clark</b>	<b>89102, 89103, 89107, 89118, 89145, 89146, and 89147</b>

### 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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the name of the EMO or CMO and specify which designation:	<ul style="list-style-type: none"> <li>• <b>Academica Nevada</b></li> <li>• <b>Wallace Stegner Schools, LLC</b></li> </ul>

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

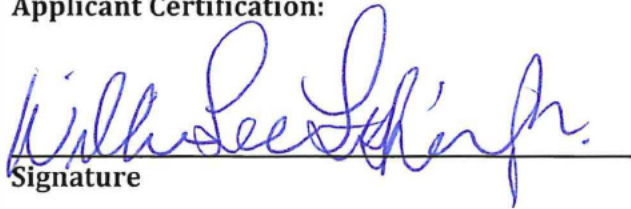
Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, identify the CMO and any affiliated NV non-profit:	

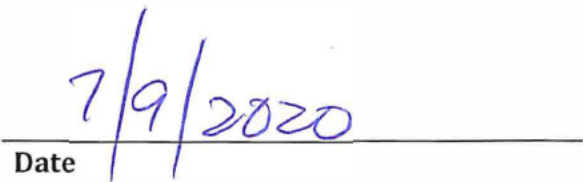
**In accordance with NAC 388A.160(8), if this application was prepared by a person who is not a member of the committee to form the charter school, or by another entity, including, without limitation, an educational management organization, or if such a person or entity**

**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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the name of the person(s) and/or entity(s)?	<ul style="list-style-type: none"> <li>• <b>Adam Gerlach (Wallace Stegner Academy)</b></li> <li>• <b>Anthony Sudweeks (Wallace Stegner Academy)</b></li> <li>• <b>Kyle McOmber (Academica Nevada)</b></li> </ul>
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	<ul style="list-style-type: none"> <li>• <b>Adam Gerlach</b> <ul style="list-style-type: none"> <li>○ <b>Co-Founder of Wallace Stegner Academy (Utah)</b></li> <li>○ <b>2016-Present</b></li> </ul> </li> <li>• <b>Anthony Sudweeks</b> <ul style="list-style-type: none"> <li>○ <b>Co-Founder of Wallace Stegner Academy (Utah)</b></li> <li>○ <b>2016-Present</b></li> </ul> </li> <li>• <b>Kyle McOmber</b> <ul style="list-style-type: none"> <li>○ <b>Schools serviced by Academica Nevada</b></li> <li>○ <b>2016-Present</b></li> </ul> </li> </ul>
Please provide a resume for the person(s) and or entity(s)?	Please see <a href="#">Attachment 25</a> .

**Applicant Certification:**

  
Signature

  
Date

Willie Lee Fisher, Jr.  
Printed Name:

Note: [NAC 388A.260](#) requires that applicants submit a version of the application which excludes or redacts from the application and any related material to be shared with the public. All applicants should be prepared to submit a version of their application that complies with this regulation, if requested.

## **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

#### **Mission**

Wallace Stegner Academy of Nevada will close the academic achievement gap for low-income students and children of color.

#### **Vision**

Wallace Stegner Academy of Nevada (WSAN) will provide a critical and reliable alternative to mainstream education, especially for low-income students, children of color, English learners and students who struggle in a typical classroom. At the conclusion of a student's tenure at WSAN, each student will have gained the skills, and knowledge necessary for success in a post high school educational setting thus empowering entire communities both economically and socially.

WSAN's mission and vision serve as the foundation of everything that occurs at the School, including its educational model, its anticipated outcomes, and the key supporters and resources that will contribute to the School's success. For example, WSAN knows that in order "close the achievement gap" and guide all students towards academic excellence; they must implement a sound and proven educational model. As such, the key components of the School's educational model are built upon the following proven methods and strategies:

- Academically Rigorous Curriculum
- Explicit Instruction
- Implicit and Explicit Academic Vocabulary Development
- Data-Driven Instruction
- Ability-Based Math and Reading Classes
- Positive Learning Environments
- Highly Structured Classrooms and School Culture
- Character Development
- Intensive Teacher Training
- After-School Programming
- System-wide Teacher Data and Planning Meetings

The anticipated outcomes of the School are evident in the School's mission and vision: "close the achievement gap" and that "each student will have gained the skills, and knowledge necessary for

success in a post high school educational setting.” To achieve these mission- and vision-driven outcomes, WSAN will rely on community partnerships (mentioned later in this section) as well as educational support from Wallace Stegner Schools, LLC and operational support from Academica Nevada.<sup>1</sup> WSAN intends to contract with Academica given their proven track record in supporting various schools across Nevada and other states. Wallace Stegner Schools, LLC will provide educational supports to this requested expansion in Las Vegas in order to ensure the educational model is implemented effectively and achieves the same results as the original school in Salt Lake City.

(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.

Wallace Stegner Academy of Nevada’s (WSAN) purposes as set forth in NRS 388A.246 are: “Improving the academic achievement of pupils”, and “Encouraging the use of effective and innovative methods of teaching”.

WSAN’s purpose of improving the academic achievement of pupils is the primary goal of the school’s vision. In order for any student to succeed and thus close the achievement gap, it is necessary that the school improve the academic achievement of its students.

WSAN’s other purpose to encourage the use of effective and innovative methods of teaching is demonstrated throughout this charter. However, the end result is not simply to innovative for the sake of innovation, but rather innovation for the sake of closing the achievement gap and preparing students for a post high school education which is the primary target of the school’s mission and vision.

## **TARGETED PLAN**

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

Wallace Stegner Academy of Nevada’s (WSAN) is proposing to open on the west side of the Las Vegas Valley in the Spring Valley neighborhood (see [Image 2-1](#)<sup>2</sup> below). During its first year of operation, the School will utilize facility space as provided by Mountaintop Faith Ministries located at: 2845 South Lindell Road, Las Vegas, NV, 89146.

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<sup>1</sup> For more information regarding these two organizations and their provided services, please see [Attachment 21](#).

<sup>2</sup>Image obtained from *Downtown Vegas Alliance*. “Maps”. [<https://downtown.vegas/maps>]. Last accessed May 2020.

As a public charter school, WSAAN will be open to all students within the state of Nevada. However, in its proposed community in Spring Valley, WSAAN anticipates serving as a quality educational option primarily for the students and families of the following ZIP codes: **89102, 89103, 89107, 89118, 89145, 89146, and 89147.**

Students attending all public schools<sup>3</sup> within a 3-mile radius of the proposed school site reflect a diverse population with unique and specific needs. As such, WSAAN anticipates serving a student population with the following demographics:

57% Hispanic/Latino, 15% White, 14% Black/African-American, 8% Asian, 5% Multi-Racial, and 2% Native Hawaiian/Pacific Islander.<sup>4</sup> Additionally, data obtained from these same schools shows that 13% of WSAAN's target community are on an Individualized Education Plan (IEP), 24% are identified as English Learners (EL), and 78% qualify for Free-Reduced Lunch (FRL) services.<sup>5</sup>

The averaged Median Household Income of these ZIP codes is approximately \$49,552; \$8,046 less than the state average of Nevada and \$10,741 less than the national average.<sup>6</sup> Data obtained from the US Census Bureau also demonstrates that roughly 13% of people residing in these ZIP codes live below the poverty line.<sup>7</sup> Linked to these measures of poverty, is a lower quality of public education afforded to families residing here.

Academic achievement results obtained from these same public schools demonstrate a need for quality educational options available to all students residing in WSAAN's target community. As demonstrated in [Chart 2-1](#)<sup>8</sup>, elementary students from WSAAN's target community have performed lower than the state average for elementary grades in all subject areas. At the middle school level, students performed at the same level or scored lower than the state average.

**Image 2-1: Proposed Location**



<sup>3</sup> For a list of these public schools, please see [Attachment 19 – Financial Plan Workbook](#).

<sup>4</sup> American Indian/Alaskan Native accounted for less than 1% of the population and therefore were not included in this analysis.

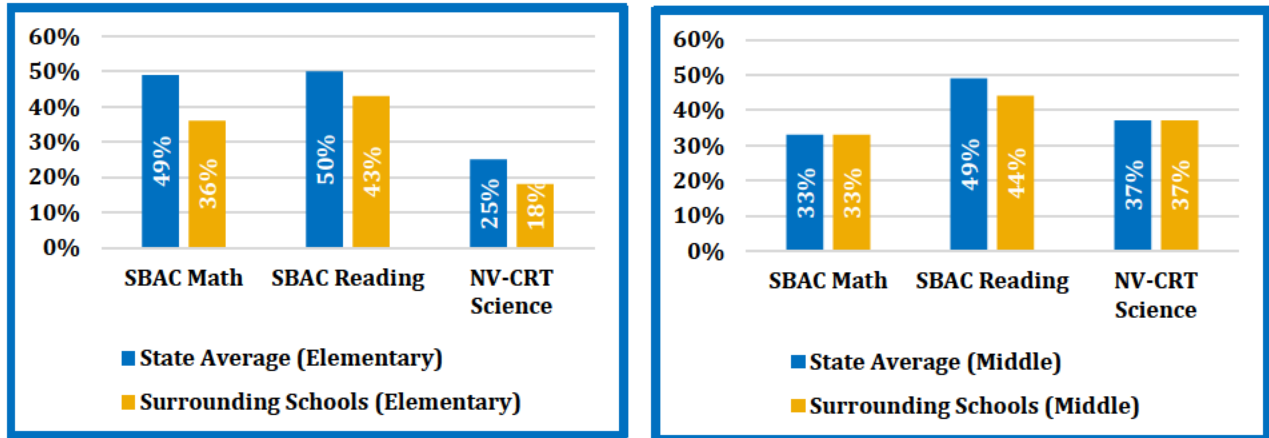
<sup>5</sup> Nevada Report Card

<sup>6</sup> Income By Zip Code. *Nevada – Median Household Income*. [[www.incomebyzipcode.com/nevada/](http://www.incomebyzipcode.com/nevada/)]. Last accessed May 2020.

<sup>7</sup> U.S. Census Bureau. *Quick Facts – United States*. [<https://www.census.gov/quickfacts/fact/dashboard>]. Last accessed May 2020.

<sup>8</sup> Nevada Report Card

Chart 2-1: 2018-19 EOY Assessment Results for Surrounding Schools



As a charter school focused on “providing an opportunity for low-income students and children of color”<sup>9</sup> to achieve academic excellence and to close the achievement gap, Wallace Stegner Academy is the solution to improving educational outcomes for students in this target community.

Wallace Stegner Academy of Nevada (WSAN) is a college preparatory school that is specifically designed to help students achieve academic excellence by utilizing rigorous and scientifically proven techniques. Furthermore, this mission- and vision-lead educational model has already seen success in Utah, where Wallace Stegner Academy first began. WSAN will be a replication of the successful Wallace Stegner Academy located in Salt Lake City, Utah. Founded in 2016 by Adam Gerlach and Anthony Sudweeks, Wallace Stegner Academy is a public K-8 charter school initially designed after two other high-performing charter networks: Uncommon Schools and Success Academy; both located in the New York region. These two school systems were chosen because of their extremely high impact on low-income students. Uncommon and Success are empirically amongst the highest performing school systems in New York and New Jersey despite having more than 90% of their students receiving free or reduced lunch. Wallace Stegner (Utah), where roughly 83% of its student population is deemed “economically disadvantaged,”<sup>10</sup> has had similar success and proven that the Uncommon and Success educational models are replicable outside of their systems.

For instance, Wallace Stegner ranks #1 in Language Arts, Math, and Science among 20 nearby charter and district schools with similar population demographics.<sup>11</sup> In terms of annual student growth, students at Wallace Stegner are outperforming the state average in each subject area (see [Chart 2-1](#)<sup>12</sup> below).

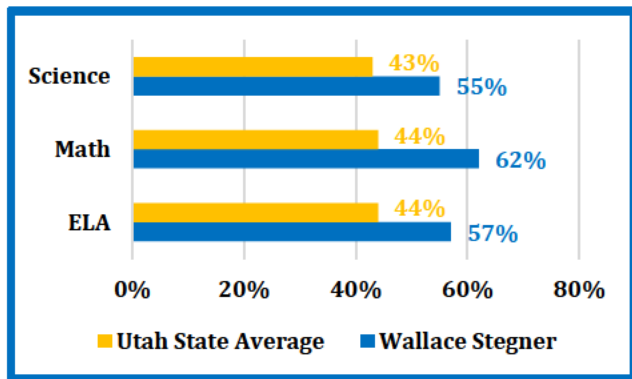
<sup>9</sup> Wallace Stegner Academy. [www.wsacharter.org]. Last accessed June 2020.

<sup>10</sup> Utah State Board of Education. *Profile: Wallace Stegner Academy*. [<https://utahschoolgrades.schools.utah.gov/>].

<sup>11</sup> Based on the 2019 RISE Assessment results.

<sup>12</sup> Utah State Board of Education.

Chart 2-1: Wallace Stegner Growth Comparison



For example, prior to entering Wallace Stegner only 17% of students were proficient in math. Since opening three years ago, 49% of Wallace Stegner students are now proficient in math. Despite the School's very high rates of free/reduced lunch, student proficiency rates were on par with state averages in all three tested subject areas.

WSAN's target community will achieve similar success by replicating Wallace Stegner's educational model, school culture, and other best practices. Both Wallace Stegner (Utah) and

its proposed replication here in Nevada comprise similar student demographics and grade levels (see Table 2-1<sup>13</sup>, below).

Table 2-1: Wallace Stegner Comparative Ethnic Demographics

	FRL/ Eco. Dis.	Students with Dis.	ELL	Hisp./ Latino	White/ Cauc.	Multi-Racial
WSA (UT)	83%	10%	12%	64%	20%	3%
WSA (NV)	78%	13%	24%	57%	15%	5%

Wallace Stegner Academy has proven that despite a neighborhood's adverse poverty, a high-performing school can still thrive and change the lives of thousands of students. Similar to Wallace Stegner Academy of Utah, WSAN's number one goal will be to ensure every student attends and graduates from at least a four-year college. As such, this model, its commitment to the community, and its selected grade levels will meet both district and community needs and align to the mission of the Nevada State Public Charter School Authority (SPCSA). The vision of the Clark County School District's (CCSD) *FOCUS: 2024* plan is that "all students progress in school and graduate prepared to succeed and contribute in a diverse global society."<sup>14</sup> The three goals established by the SPCSA in their Growth Management Plan are to: 1) Provide families with access to high quality schools; 2) Ensure that every SPCSA student succeeds – including those from historically underserved student groups; and 3) Increase the diversity of students served by SPCSA schools. As shown above, WSAN will meet all of these goals and is aligned to the vision of the CCSD.

(2) 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.

<sup>13</sup> Utah State Board of Education; Nevada Report Card.

<sup>14</sup> Clark County School District. *FOCUS: 2024* Plan. <https://sites.google.com/nv.ccsd.net/focus2024/the-plan?authuser=0>. Last accessed June 2020.

- (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.

### **Demographic Needs**

WSAN will meet the various needs of their anticipated population by replicating the successful Wallace Stegner Academy in Salt Lake City, UT. Both WSAN and the original model from Utah share similarities in their student populations as previously demonstrated in **Table 2-1** above. Additionally, as described above, the school has a strong history of improving academic outcomes for students that the SPCSA identifies as “persistently underperforming.” While there are many factors that WSAN will replicate to achieve this same success, a few significant plans are identified below:

- Teachers will receive over 100 in-class training sessions and evaluations per year (compared to just 1 to 2 at a traditional school); and will also receive over two weeks of in-service training days per year compared to 2-4 days at a traditional school.
- Personalized Math and Reading classes focused on where each child is ready to start.
- Students in each grade receive daily science instruction.
- Students are taught how to stay organized with daily learning planners and binders.
- The school provides daily study hall/ tutoring / library time/music program from 3:30-4:30 p.m. This creates a culture of reading, and studying and homework time that will be vital for our students in their future college years.
- All students (including Kindergartners) attend P.E. and Art classes taught by trained teachers in those fields.
- The School will encourage parents to be partners in ensuring their child’s academic success. This includes checking student’s learning planners every night and reading to their children for 30 minutes every night.
- Fostering a culture of high expectations:
  - Classrooms operate with a sense of urgency.
  - Students are called-on randomly throughout every lesson.
  - Homework is provided daily.

- Quizzes and studying are part of the school's culture.
- Students are taught to speak and answer questions in complete and grammatically correct sentences.
- Teachers and parents will have each other's cell phone numbers and teachers will hand out business cards with their cell phone numbers to all parents as this type of communication is vital to student success.

### Academic Needs (Geographic)

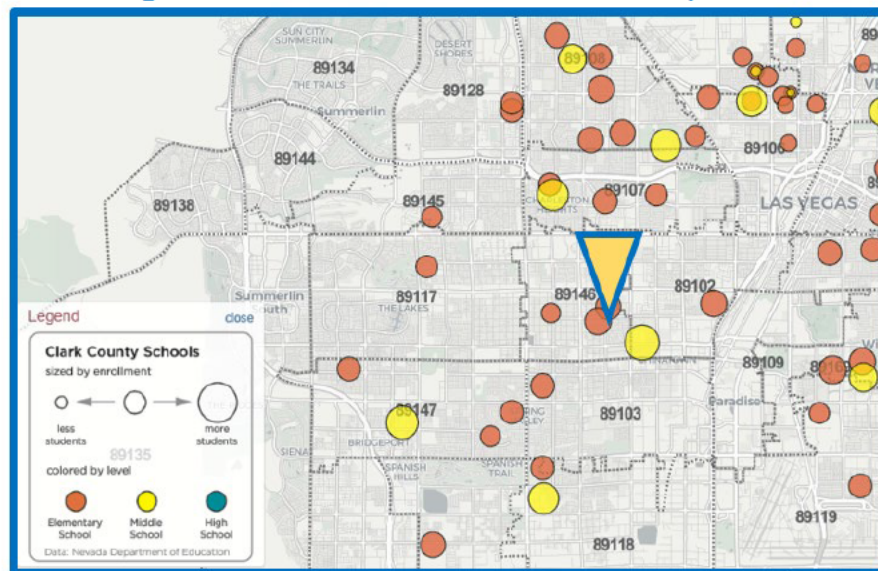
The Nevada SPCSA has provided the following analysis of WSA's targeted ZIP codes in their 2020 *Academic and Demographic Needs Assessment*:

**Table 2-2: Surrounding School Analysis**

ZIP Code	Total Enrollment	Total # of Schools	#1-2 Star Schools
89102	6,239	4	2
89103	3,351	5	2
89107	10,361	10	6
89117	1,777	3	1
89145	2,654	3	1
89146	7,065	9	4
89147	7,638	8	4

As demonstrated in **Table 2-2**<sup>15</sup> above, close to half (48%) of the public schools available to families residing within these ZIP codes are classified as 1- or 2-Star Schools (otherwise deemed as schools which do not meet the state's standards for performance). **Image 2-2**<sup>16</sup> below also shows the locations of these schools in relation to the proposed site:

**Image 2-2: Location of 1- and 2-Star Schools Near Proposed Site**



<sup>15</sup> State Public Charter School Authority. 2020 *Academic and Demographic Needs Assessment*. "Appendix A: District Summaries". (December 2019).

<sup>16</sup> Opportunity 180. *Interactive School Map*. [<https://opportunity180.org/school-map.html>]. Last accessed June 2020.

As a newly proposed school, WSA has yet to receive a Star Rating as distributed by the Nevada School Performance Framework. However, as a charter school focused on “providing an opportunity for low-income students and children of color”<sup>17</sup> to achieve academic excellence and to close the achievement gap, Wallace Stegner Academy is the solution to improving educational outcomes for students in this target community.

In Utah, student proficiency at Wallace Stegner has moved from amongst the lowest performing student groups to the top 25% in the state. In fact, out of the more than 1,100 public schools in Utah, Wallace Stegner Academy is ranked number 261 in proficiency despite having a student population that has 83% of students receiving free/reduced lunch. During the 2018/2019 school year (most frequent statewide assessments due to COVID 19 pandemic), Wallace Stegner was the one of highest performing school-wide Title I schools in the state of Utah.

When student growth is analyzed (how much students learn in a single year), Wallace Stegner is 31st in math and 32nd in English language arts in growth out of more than 1,100 schools. That ranks Wallace Stegner’s student growth in the top 5% of all schools in Utah.

### **Academic Needs (At-Risk)**

Wallace Stegner Academy employs numerous facets to keep students engaged and prevent students from dropping out of school. Indeed, since opening in the fall of 2016, the school has achieved a continually increasing Consistent Attendance Percentage.<sup>18</sup> Currently at 80.9%<sup>19</sup>, this percentage is projected to continue increasing.

In an effort to not only prevent students from dropping-out but to keep them continually improving and growing academically, Wallace Stegner has designed and implemented programs focused on the individual student. A few of these programs include:

- A curriculum driven by data and focused on student needs.
- Data Teams and Re-teaching Plans that meet weekly to plan student assessments and focus on ensuring no student falls through the cracks.
- Professional development on effective teaching methods and classroom management techniques that ensure 100% student participation.
- After-School Hour available for all students to review and receive extra help in various subjects where needed.
- Inclusive Curriculum that allows all students to recognize themselves in the curriculum.

## **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.

WSA views parental and community involvement as a vital component of student success. In the creation of the school’s Committee to Form (CTF) WSA has complied with *NRS 388A.320* by ensuring at least one of its members is a “parent or guardian” and that the majority of its members consist of local, committed, and engaged citizens who want to improve the community. More specifically, all of WSA’s CTF members are from the Las Vegas community and proposed board member Jonathan Pantages would fulfill the role of “parent or guardian” per *NRS 388A.320*.

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<sup>17</sup> Wallace Stegner Academy. [www.wsacharter.org]. Last accessed June 2020.

<sup>18</sup> Utah State Board of Education.

<sup>19</sup> Ibid.

Given the recent events of the COVID-19 pandemic and its subsequent quarantine restrictions, WSAN has had to adjust its previously intended community outreach plan. Despite these restrictions, however, WSAN has adapted to alternative community engagement methods to both gather parent and community feedback as well as to keep stakeholders involved and informed in the development of the school.

For example, on May 25, 2020 and July 6, 2020 members of the WSAN applicant team, including Co-Founder Adam Gerlach, participated in a call with community members and constituents of Assemblyman and Committee to Form member Alexander Assefa. Assemblyman Assefa’s District (District 42) overlaps a large portion of WSAN’s targeted area and therefore these calls, which typically involve approximately 4,000 people each week, provided an opportunity for the community to not only learn about the proposed school but to provide important feedback about it as well.

- Feedback/input provided by community members included, but were not limited to, the following:
- Assurance school staff would be ready to assist and support students with IEPs
  - Assurance the school will not discriminate against students by race, EL or FRL status, etc.
  - The availability of free/reduced lunch services
  - Understanding school uniform and dress-code
  - Interest in extended day services (such as after-school programs) for students of working families
  - Whether there are fees associated with attending the school
  - What types of teachers would be hired
  - Transportation

With all of these components of feedback and input, Mr. Gerlach and other applicant team members provided assurances and responses that took into account the interests of community stakeholders. For example, in regards to extended day services, Mr. Gerlach described WSAN’s plan to provide an after-school study hall where students would be able to receive additional academic support. This after-school program, described in further detail later on in this application, has been very successfully at the original Wallace Stegner Academy in Utah and the CTF anticipates it will yield the same results here in Las Vegas. Furthermore, clarity was provided to families of students who qualify for FRL, are identified as EL, or have an IEP, in that the school would not discriminate upon such statuses and that the school has worked with their budget to ensure that the necessary supports would be in place to provide a quality education for all students.

(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?

*Conceptualization to Application Approval to School Opening*  
 In addition to these community phone calls hosted by Assemblyman Alexander Assefa, WSAN has employed additional community engagement efforts to reach students and families in the target area. A description of these efforts and dates are detailed below in **Table 2-3**:

Table 2-3: Community Engagement Events		
Event	Description	Dates

Informational Tables	Tables arranged outside community locations such as grocery stores to provide information regarding the school and obtain interest forms. These have occurred at nearby Smith's Food & Drug and Walmart locations, and Mariana's Supermarket.	July 1-Present
Mountaintop Faith Ministries	Mountaintop Faith Ministries (MFM) markets the school on their social media outlets, sends out informational emails to church members, and provides a brief promotional video at the end of their church services as well.	June 1-Present
Acelero	Acelero has provided information regarding WSA to Head Start parents and students as well as the opportunity to complete interest forms.	July 7 - Present
Food Line	A food line provided by Three Square and Central Christian Church operates on the property of MFM. WSA has handed out promotional materials and obtained letters of interest.	June 18 - Present
Targeted Text Messaging	A targeted text messaging campaign directed to families in the previously specified ZIP codes provides a quick overview of the school with a link for parents and family members to click and fill-out an interest form online.	July 6 - Present

So far, these marketing efforts have proven successful despite the obstacles imposed by quarantine restrictions. To date, WSA has more than 408 interest forms of intent to enroll in the School, with more than 170 coming from the targeted ZIP codes WSA is seeking to serve. (Please see [Attachment 13 – Evidence of Student Demand](#) for further information). These interest forms have also provided an additional avenue for allowing parents, students, and other stakeholders to be involved in the development of the proposed school. Feedback and input gathered from these interest forms include: teacher to student ratios, classes for special needs students, opening timeline and process, and registration process.

WSA will continue to utilize both the website as well as the previously described marketing methods from now, through the application approval process, and even through the opening of the school. WSA also anticipates implementing their originally planned marketing campaign such as hosting Parent Interest Nights, Raffles/Drawings, and maintaining a presence at community events as quarantine restrictions lessen and such events are permissible. In all of these events, WSA will continue to establish buy-in and to learn parent priorities and concerns.

#### *School Opening and Beyond*

WSA will continue to communicate with parents and community stakeholders on a frequent basis once the school is in operation. Parents are invited to monthly schools assemblies, three parent teacher conferences per year, and multiple parent information nights per year. The school also uses a closed social media platform in which teachers post regularly with information of classroom projects, classroom news, and student recognition. Teachers and parents also regularly direct message each other through this platform. More than 85% of WSA (Utah) families log onto this network daily.

Additionally, parents are notified regularly and in detail through the following methods:

- Bi-Weekly Progress Reports

- Reading Assessments 3Xs per year
- Parent Teacher Conferences 3Xs per year
- Weekly Learning Maps

Lastly, at the end of the school year, WSA will measure the effectiveness of the school culture and implementation by administering parent and student surveys on school culture and with an evaluation rubric (see [Attachment 26](#)) conducted semi-monthly by WSA's Executive Director. The feedback from the surveys, and the specifics of the rubric will be taken into consideration by the administrative team. Adjustments and modifications will be made based on the available data and input that is received.

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

Parental involvement is fundamental to student success. In terms of volunteering, WSA parents will be informed of volunteer opportunities on a regular basis through the previously described communication methods. In all volunteer opportunities however, the school will only encourage, but never require, parents to volunteer at the school. Additionally, WSA will ensure that parents understand that volunteering bears no weight on their child's enrollment at the School.

WSA will strongly encourage parents to be active participants in their children's education through volunteer opportunities at the School and will develop a comprehensive communication plan that will address the needs of the community. This plan will include regularly scheduled communications through e-mail newsletters and calendars. In weekly emails and news bulletins, the Campus Principal will record activities and events that are scheduled to take place on school campuses. Parents will receive this information updating them on campus highlights as well.

Additional events and activities, wherein parents will be notified and invited to attend, include:

- Quarterly Parent/Teacher Conferences: Hosted in the evenings at the school where parents can discuss topics that affect their child's educational progress.
- Open houses, Career Fairs, and Family Day: Events held yearly to recruit new students, maintain communication and involvement between the school and the surrounding community.
- Parent Teacher Student Organization (PTSO). The PTSO will coordinate extra-curricular events involving the community. Through the PTSO and other such committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.
- Volunteering for School Events: Parents will be strongly encouraged, but never required to volunteer at the school. Furthermore, WSA will ensure parents understand that volunteering bears no weight on a child's enrollment. Volunteer opportunities will include: chaperoning field trips, assisting with class projects, helping in the library or office, speaking during career week, family day, lunch and recess monitoring, holiday events, etc.

Lastly, parents will be encouraged to come to the principal to discuss any concerns. WSA staff and parents will work simultaneously to provide the best educational plan possible for each student's learning needs.

### (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.

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

As with community engagement, the recent COVID-19 restrictions have created new and unforeseen challenges for WSA in establishing community partnerships. However, despite these challenges, WSA has worked diligently to establish several partnerships, as found in [Attachment 1](#), and as detailed in the tables below:

Partner Name: Mountaintop Faith Ministries	
Briefly describe this partnership	Marketing and utilization of facility space.
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	Please see <a href="#">Attachment 16(b)</a> for MOU detailing the partnership with Mountaintop Faith Ministries.

Partner Name: ACE Foundation	
Briefly describe this partnership	Financial and community-based resources to supplement programs and additional initiatives at the School.
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	Please see <a href="#">Attachment 1</a> for a copy of this partnership.

Partner Name: Acelero Learning	
Briefly describe this partnership	Providing a transition for Acelero families in to a school in their local community.

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	Please see <a href="#">Attachment 1</a> for a copy of this partnership.
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Partner Name: BEAM For Kids	
Briefly describe this partnership	Providing elementary students with an enjoyable introduction to finance by learning about the importance of saving their money through experiential arts integrated learning.
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	Please see <a href="#">Attachment 1</a> for a copy of this partnership.

Partner Name: College of Southern Nevada (Potential Partnership)	
Briefly describe this partnership	Though not included as part of this application request and would be contingent on whether WSAN eventually amends to provide high school grade levels, WSAN may further their initial partnership discussions with CSN to participate in their Jumpstart Concurrent Enrollment Program.
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	Please see <a href="#">Attachment 1</a> for a copy of this partnership.

Partner Name: GRIT LLC	
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Briefly describe this partnership	Assistance in sports performance training, nutritional education, physical education consulting, and field trips to the GRIT facility.
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	Please see <a href="#">Attachment 1</a> for a copy of this partnership.

Partner Name: Intellatek, Educational Technology Support	
Briefly describe this partnership	Forming a genuine partnership to increase student achievement in our community by providing quality education technology tools and resources. Representatives from our team would be designated to work on this effort through installation, consultation, and maintenance.
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	Please see <a href="#">Attachment 1</a> for a copy of this partnership.

Partner Name: Las Vegas – Clark County Library District	
Briefly describe this partnership	Provide free community resources to bridge the digital divide, promote interest-driven and do-it-yourself learning, and improve literacy in the areas of reading, finance, health, and others as part of their <i>Limitless Learning</i> initiative.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community	Please see <a href="#">Attachment 1</a> for a copy of this partnership.

organizations or individuals that will enrich student-learning opportunities	
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Partner Name: Nevada Health Centers	
Briefly describe this partnership	Providing telehealth services, as well as internships and education on various healthcare jobs/roles.
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	Please see <a href="#">Attachment 1</a> for a copy of this partnership.

Partner Name: School Support Staff	
Briefly describe this partnership	Providing a support system of substitute teachers.
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	Please see <a href="#">Attachment 1</a> for a copy of this partnership.

Partner Name: Three Square	
Briefly describe this partnership	Providing nutrition and meals to students and children in need.
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	Please see <a href="#">Attachment 1</a> for a copy of this partnership.

It should be noted that while WSAN has attempted to create partnerships in addition to those in the tables above, the majority of these organizations are understandably working through their own periods of uncertainty and were not able to commit to establishing partnership details at this time. However, many of these organizations have nonetheless agreed to continue working out the details of these partnerships in the future. In the meantime, their included letters of support are evidence of the demand for opening WSAN in the community. A list of these supportive organizations include:

- B & J Body Shop
- Biz Accountants
- Boys & Girls Club of Southern Nevada (Lied Memorial)
- Bush Construction
- Coldwell Bank
- Dam Good Help
- Jenn Lynn Photography
- Mario's West Side Market
- Marshall Injury Law
- Mutual of Omaha
- Pride In Purity
- Waterford Institute
- YMCA (Bill and Lillie Heinrich Campus)

Additionally, WSAN has made initial contacts with the following organizations and is hopeful to establish further community partnerships in the near future:

- Springs Preserve
- Nevada State Museum
- Vegas Employment (aka Advantage Resume)
- Meadow's Mall
- Olive Crest
- ThinkLaw
- Smith's Food and Drug

(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 Committee to Form of WSAN represents a diverse set of skills and backgrounds and holds ties to the community of Las Vegas. Please see below:

- Willie Lee Fisher, Jr. is the recently retired Assistant Principal of Matt Kelly Elementary School located in Las Vegas. He brings an incredible 41 years of serving students through various educational capacities and has a strong history of involving himself in the community. While as an administrator at Matt Kelly, Mr. Fisher took time to invest in the community by building strong relationships with politicians, community organizations, as well as church congregational leaders.
- Alexander Assefa is a Nevada State Assemblyman representing the 42<sup>nd</sup> District, which encompasses a large part of WSAN's targeted area. While born and raised in Ethiopia, Assemblyman Assefa has called Las Vegas home now for over 14 years. As a small business owner he has created jobs for many working families in the Las Vegas area and serves actively in his church. He is the founder and Chairman of the Clark County Democratic Party, Transport and Tourism Workers Caucus, where he advocates for working families and those

who are otherwise marginalized in our community. He also serves on the board of the ECDC African Community Center, in the organization's mission to impact lives by resettling refugees from every corner of the world. As an Assemblyman his ties and knowledge of the community have increased and continue to serve him well in office.

- Mark Losee has been a resident of Las Vegas since 2013. He currently serves as an Associate Attorney at Marshall Injury Law where he focuses on representing plaintiffs in personal injury cases. In his legal career he has achieved such successes as arguing before the Nevada Supreme Court and being instrumental in the creation of a new case law designed to improve support for victims of work-related injuries. As a parent of five children, three of which attend charter schools, and an attorney representing clients throughout Clark County, Mr. Losee brings a passion for education as well as love for his home and community of Las Vegas.
- Donald Bernard Ph.D. has been an educator with the Clark County School District for over 15 years. During his time as a teacher, Dr. Bernard was one of 21 teachers selected from 820 finalists to win the Heart of Education Award, which is interesting as teaching is a second career to him. As a licensed attorney, Dr. Bernard practiced law in Louisiana for 25 years and was later appointed by Governor Treen as Secretary of Commerce for the State of Louisiana. Aside from his numerous achievements, including several publications, Dr. Bernard has a demonstrable dedication to the community as evidenced in his current and past memberships (including CCSD School Organization Team) as well as his participation various afterschool programs to provide students additional support and enrichment. He has called Las Vegas home for the past 23 years and is excited to be involved in the governance of this quality school.
- Oyaima Calvo currently serves as a Campus Lead for the City of Las Vegas' Isolation and Quarantine Complex for the Homeless at Cashman Field. While not directly from the Spring Valley neighborhood, Mrs. Calvo grew up on the east side of Las Vegas with comparable demographics. As a daughter of immigrants who came to the United States in search of a better life, she can relate to many of the projected families that WSAN will serve. Mrs. Calvo has worked over 23 years for the Clark County School District where she served the community and brings a wide breadth of knowledge of school infrastructure to the board.
- Jonathan Pantages – serves as the Congregational Care Elder at Mountaintop Faith Ministries. In this role he oversees community outreach events and has frequently engaged with potential families of the proposed school. Simultaneously, Mr. Pantages works as realtor where he specializes in residential real estate contract negotiations. Despite his busy schedule in these two capacities, Mr. Pantages also takes time to volunteer in his community, including events and activities with nearby Roundy Elementary School. In this function, he has seen first hand the language and economic barriers that exist and potentially stunt student growth. He understands the importance of having a quality school dedicated to improving educational outcomes for students and families, regardless of their residing ZIP codes. As such, he brings a strong connection and devotion to the community WSAN intends to serve.

### 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:

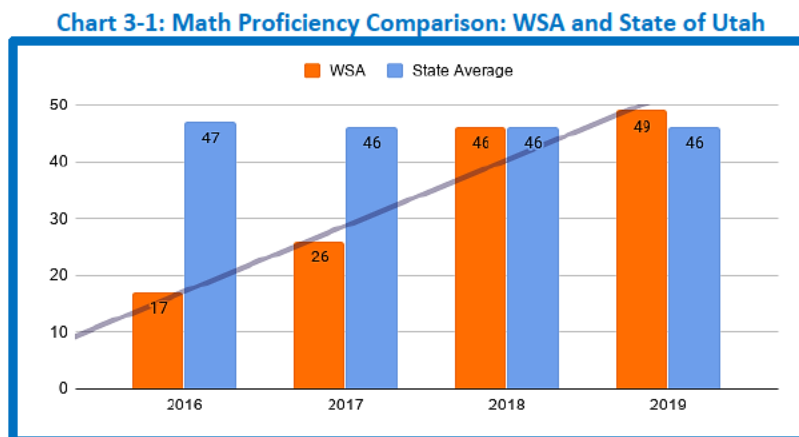
1. Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.
2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups: the SPCSA aims for all sponsored schools to demonstrate strong academic growth,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

Wallace Stegner Academy's school design was initially modeled after two other high-performing charter networks: Uncommon Schools, and Success Academy both located in the New York region. These two school systems were chosen because of their extremely high impact on low-income students. Uncommon and Success are empirically amongst the highest performing school systems in New York and New Jersey despite having more than 90% of their students receiving free or reduced lunch.

Wallace Stegner has proven that these models are replicable outside of their systems. In Utah, Wallace Stegner Academy students entered the school academically years behind. For example, only 17% of WSA students were proficient in math the year prior to entering WSA. Within the first three years of opening, 49% of WSA students are proficient in math. Wallace Stegner has remained on par with state averages in all three tested subjects while having a high rate of free/reduced lunch student population.

As a newly proposed charter school, WSA has yet to be measured by the same Star Rating as used in the NSPF. However, as previously described above in *Meeting the Need*, WSA has proven that a high-performing school can still thrive, and change the lives of students in an impoverished neighborhood. See **Chart 3-1**<sup>20</sup>, below:



<sup>20</sup> 2016 data is WSA student data in the year prior to attending WSA.

Wallace Stegner student academic growth has moved the student proficiency from amongst the lowest performing student groups in the state to the top 25%. In fact, out of the more than 1,100 public schools in Utah, Wallace Stegner Academy is ranked number 261 in proficiency while having a student population that has 83% of students receiving free/reduced lunch. During the 2018/2019 school year (most frequent statewide assessments due to COVID 19 pandemic), Wallace Stegner was the one of highest performing school-wide Title I schools in the state of Utah.

When student growth is analyzed, Wallace Stegner is 31st in math and 32nd in English language arts in growth out of more than 1,100 schools. That ranks Wallace Stegner's student growth in the top 5% of all schools in Utah.

WSAN believes that the successes had by their model school in Utah can and should be replicated in the great state of Nevada.

## **(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?**

Here is a road map of how Wallace Stegner in Utah has been able to start with students who are significantly behind academically and move them forward to a position in which grade level and rigorous content can become mastered by every student *no matter which ZIP code they come from*:

1. Efficient classroom routines and procedures.  
Wasted time results in a loss of learning. WSA trains teachers to be effective classroom managers who conduct the day's lessons with a sense of urgency; every minute matters.
2. Ability-based math and reading groups.  
We can't expect students to skip vital steps, and we should never put students into classrooms where they feel bored because they are too advanced for the content or feel inadequate because the content is too advanced for them. That's why WSA students will participate in math and reading groups every day that begin on their level and quickly move them forward towards more advanced levels of the curriculum. This is explained in greater detail in later sections of this charter.
3. Intensive literacy instruction in grades K-2.  
We know that it is vital to get students caught up in reading by the end of 1st grade. That's why K-2 students who are significantly behind also participate in literacy interventions (this is on top of their on top of the ability based reading classes). Weekly DIBELS progress monitoring is conducted for every K-2 student, and student progress is discussed and evaluated by the data team which includes teachers and administrators each week.
4. Daily exit tickets.  
Every teacher's daily lesson starts with an instructional goal and that goal is evaluated by the daily exit ticket. These exit tickets give teachers instant data about how the students learned the material that was taught for the day. Teachers collect and use this data to address misconceptions and adjust their teaching for the next day.
5. Weekly Data/Planning Meetings.  
Teachers meet with their data team each week. The data team is composed of all teachers in the grade level and a coach or administrator to discuss data and data trends of their students from the previous week. These meetings guide the teachers in their weekly planning and help them adjust their instruction for the coming week.

6. Teacher development and coaching program.

Unlike a district school in which teachers are typically observed no more than twice per year, WSAN teachers will be observed and coached on an extremely regular basis (for new teachers this is typically twice per week and for veteran teachers once per week). The teachers are given a granular action step after each observation to improve their instruction. This enables the teachers to hone their craft as educators. These observations are filmed and tracked in a central database. The administrative team uses this data to plan for future teacher development and for teacher accountability. Under this system new teachers rapidly develop their instructional skills, and gain the knowledge and expertise usually associated with veteran teachers in a short period of time.

7. After-School Programing

The majority of Wallace Stegner students stay for one hour after school Monday-Thursday. During this extra time, teachers review the day's math homework, provide a quiet study hall, and tutor small groups of students who need extra help. This program also helps support working families who may not be able to pick their children up at 3:30.

To summarize, WSAN will build student achievement through these four primary techniques, which are best described above and elsewhere throughout this charter application:

1. Ability-Based Mathematics and Reading Instruction.
2. Data-Driven Instruction and Planning.
3. Intensive and Continuous Teacher Development.
4. Highly Structured Routines, Procedures and Efficient Classrooms.

(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.)

### **Curriculum**

WSAN's curriculum is intensely driven by data. Wallace Stegner has written interim assessments for each subject that are designed to measure roughly 6-8 weeks of learning<sup>21</sup>. These interim assessments are the basis for all of our curriculum and they've been designed to specifically address each of the Nevada Academic Content Standards in mathematics, language arts, and science. The bulk of WSAN's curriculum has been written in-house to match the pacing guidelines and curriculum map outlined by the interim assessments. This data-driven system has enabled the school to be more focused on our students' needs than if we were only using canned curricula that had been purchased from a publisher.

As professionally trained instructional designers, WSAN's leadership team will use the ADDIE model (Assess, Design, Develop, Implement, and Evaluate) to design, deliver, and implement our curriculum and ensure student learning is being maximized.

### **Data Teams and Re-teaching Plans**

WSAN teachers will meet weekly to plan and discuss student exit ticket data, and interim assessment data. In these meetings, teachers learn to analyze the results and work together to develop, plan, and practice re-teaching lessons. This is how WSAN will ensure that no student is allowed to fall through

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<sup>21</sup> It's important to note that only the standards taught during this time period are measured on a single interim assessment, these interims are not designed to measure a full year's worth of standards.

the cracks, and that the class as a whole is making progress towards grade level achievement throughout the year.

### **Professional Development**

The heart of our model is teacher development and training. Wallace Stenger's expertise lies in taking mediocre or new teachers and building their skills until they are truly masters of the craft. Teachers are filmed, coached, and given feedback in the classroom weekly. Teachers are given bite-sized action steps to work on after each coaching session. The school uses "Teach Like a Champion" techniques, and we constantly practice and rehearse these skills until they are second nature.

### **Teaching Methods**

Wallace Stegner Academy has been recognized by the Utah State Charter Board as a "best practices school"<sup>22</sup>. That is because the school's teaching methods are based on what has been documented to work especially with students who are at risk of academic failure. Specifically, the school deploys the work of education researcher, Doug Lemov and his work with the Teach Like a Champion team (TLAC). TLAC teachers use a variety of classroom management techniques that ensure 100% student participation while at the same time they deliver instruction that requires students to use in-depth thinking. This kind of teaching uses fairly common strategies such as "turn and talks", "cold calls", "quick writes", "circulation", "positive narration", "private individual corrections", and "teacher radar". What sets these strategies apart at Wallace Stegner Academy is that the techniques are taught to teachers in extremely effective ways with many opportunities for practice and feedback.

### **After-School**

In order to increase student academic achievement and provide them with further support, WSAN will offer an After-School Program. This program will be four days a week, wherein every student will be invited to stay after school with their teachers for one hour. During this hour, teachers will review the day's math homework so that students can get the help they need, and with the rest of the time students can either get extra help in other subjects or use the time as a quiet study hall. This program has been developed over the years at Wallace Stegner Academy in Utah based on what works best for students as well as constructive feedback from parents.

### **Exit Tickets and Progress Monitoring**

Each week, teacher teams meet to review the previous week's exit ticket data, and the previous week's literacy progress monitoring data. On any given week, teachers can speak to which students know all of the letter sounds, which ones are blending, which ones can read at the expected words per minute benchmark, and which students understood the previous week's language arts and mathematics standards.

### **Inclusive Curriculum**

The school prioritizes the use of an inclusive curriculum. It is vital that all students can recognize themselves in the curriculum. More than 60% of all novels and stories at WSAN will feature protagonists and authors who are people of color and come from a vast variety of backgrounds and geographic locations.

### **Curriculum Details**

WSAN will employ curriculum with the following attributes:

- Highly rigorous college preparatory content

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<sup>22</sup> Utah State Charter School Board. *Public Meeting: October 11, 2018*. [<https://www.utahscsb.org/october-2018>]. Last accessed July 2020.

- Grade level English language arts
- Mathematics and science curriculum that is written in-house to meet specific needs of the students in each class.
- Ability-based reading programs that employ effective phonics instruction
- Ability-based mathematics curriculum that is designed to accelerate student learning to grade level and above
- Science and history curriculum which emphasizes background knowledge and vocabulary acquisition

(b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)

### Academic Rigor

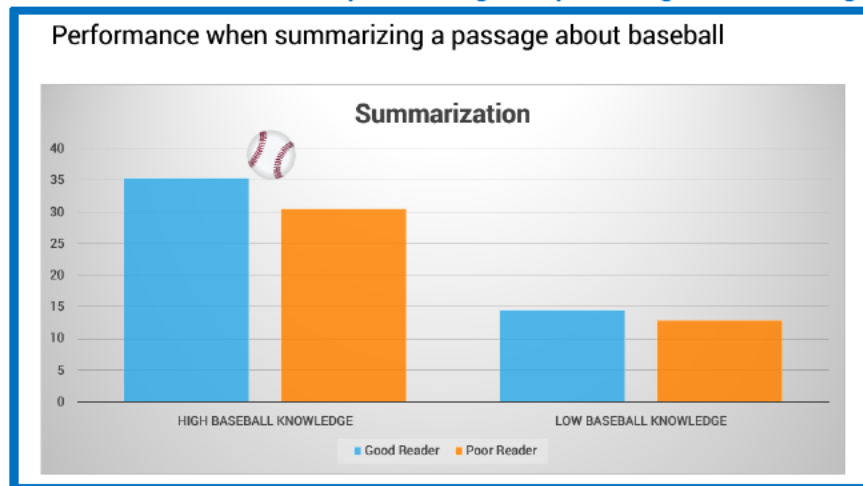
Teachers are trained on an ongoing basis on how to make their classrooms more challenging, rigorous, effective, and efficient. Students are taught to answer questions in complete sentences, defend their answers, agree and disagree and add to the thoughts and writings of their peers, write with purpose and command of the conventions of English language.

### Background Knowledge

Multiple studies have demonstrated the relationship that background knowledge has with reading comprehension. When an author writes, they assume the reader brings with them a certain amount of background knowledge of the subject. This is natural as it would be tedious for an author (and the reader) if every minute detail was required to be written into a piece of writing.

One famous study<sup>23</sup> took two groups of students. One group had been identified through a standardized reading assessment to be high-level readers. The other group had been identified by the same assessment to be low-level readers. Inside of both groups were two additional groups: a group that knew a great deal about baseball and a group that only knew the very basics of the game. In all, there were groups of low and high readers who knew baseball well, and groups of low and high readers who knew only very basic details of the game (see [Chart 3-2](#)<sup>24</sup> below:)

Chart: 3-2: Recht & Leslie Study on Reading Ability vs. Background Knowledge



<sup>23</sup> Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology*, 80(1), 16-20. doi:10.1037/0022-0663.80.1.16

<sup>24</sup> Recht & Leslie (1988) (via RENAISSANCE Learning).

The subjects were then given a reading text and asked specific comprehension questions about the text. Surprisingly, the low level readers who knew a great deal about the sport outperformed the high-level readers who knew only basics of the sport.

This study perfectly illustrates the importance of not teaching reading skills in isolation, but rather teaching reading skills in combination with teaching a wealth of knowledge about the world.

If we expect students to read the great novel, “Bleak House” by Charles Dickens by the time they are in the 10th grade, then they will need to understand some basic facts about life, politics, and economics of Victorian life to truly grasp the importance of the novel.

This is how WSA address the importance of background knowledge:

- Daily science lessons beginning in kindergarten
- Daily history lessons beginning in kindergarten
- Novels that have nonfiction paired texts to build knowledge of the subject while they read
- Implicit and explicit vocabulary instruction every day beginning in kindergarten
- Class discussions, turn and talks, quick writes, etc.

### **Literacy**

WSAN students will participate in several, intensive literacy programs and interventions for students who are behind. We believe that all early literacy programs should be research proven and field-tested phonics-based instruction. This is in contrast to many programs that still exist and are in use that do not focus on the science of learning and ignore phonics altogether. Examples of the proven and field tested literacy programs WSAN will use include the University of Utah’s reading intervention programs<sup>25</sup>, Fountas and Pinnell Leveled Literacy Intervention (LLI)<sup>26</sup>, and Reading Mastery<sup>27</sup>. All three have been extensively research and have been in use at WSA for years with imperial success with Reading Mastery found to be particularly effective with English learners.

(c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

### **Interventions/Ability-based instruction**

WSAN’s ability-based math and reading classes will function with every student being given a placement test to determine their present academic level. The students are then placed into classes that provide the appropriate degree of rigor. These classes are both accelerated and fluid; students are regularly and frequently re-tested to ensure that they are always being challenged to the appropriate degree.

### **Educational Equity**

At WSAN we believe that every student has the right to learn, no matter where they are academically. We meet each student exactly where they are and accelerate them to grade level and beyond. The school accomplishes this through ability-based instruction, a variety of interventions, constant

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<sup>25</sup> University of Utah Reading Clinic. *UURC Research – Empirical Studies*. [<https://uurc.utah.edu/General/Research-EmpiricalStudies.php>]. Last accessed July 2020.

<sup>26</sup> Evidence for ESSA. *Fountas & Pinnell Leveled Literacy Intervention (LLI)*. [<https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli>]. Last accessed July 2020.

<sup>27</sup> What Works Clearinghouse. *Reading Mastery*. [<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417>]. Last accessed July 2020.

differentiated instruction, and the use of school specific interim assessments, which are used to track student mastery and design re-teaching plans for those who did not understand the standards the first time they were taught.

### Instructional Accountability

*"If the students haven't learned, the teacher hasn't taught"*

- Zigfried Engelman, Author of Reading Mastery.

WSAN is not a "no excuses" school when it comes to students or parents. However, we are a no excuses school when it comes to our instructional staff. If our students have failed to learn the content that we taught, that is our problem. WSAN fully embraces accountability in our own practices. When our students fail to learn a concept or achieve mastery at grade-level, or fail to make expected progress, our teams double down in finding solutions. There are many low-income schools that make excuses as to why their students are not succeeding (poverty, lack of parent support, disability, etc). These excuses are easy to make. At WSAN, we do not accept these excuses. We know that the futures of our students depend on us to get this right.

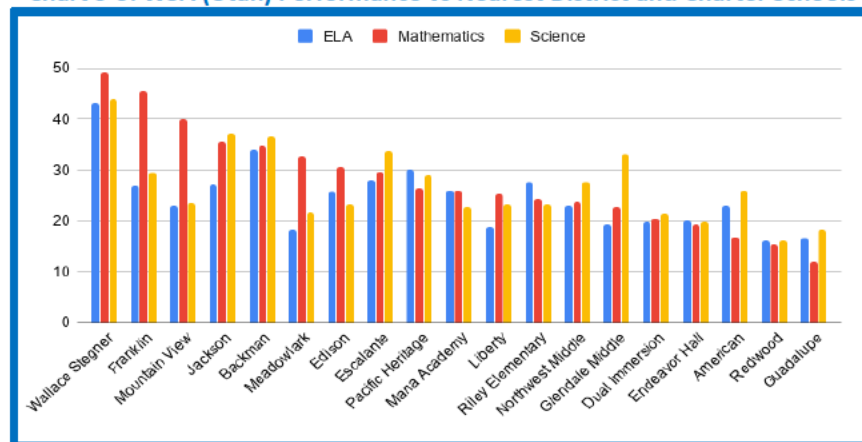
(4) Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

Wallace Stegner Academy (Utah) has a proven track record working with low-income students (more than 80% free/reduced rates), and children of color (more than 80% of Wallace Stegner students identify non-white). When considering Wallace Stegner's math, language arts, and science proficiency rates, it is best to compare them with nearby schools, all of which have similar student demographics. In doing this comparison, it becomes clear that Wallace Stegner's school design, structured classrooms, ability-based groups, and teacher training programs are making a dramatic impact in reducing the achievement gap. See the following **Table 3-1** and **Chart 3-3** for more details:

**Table 3-1: WSA (Utah) Comparative Academic Performance**

	Language Arts	Mathematics	Science
Wallace Stegner Academy (Utah)	43.2%	49.1%	43.8%
Average Performance of 18 Nearby District and Charter Schools (Utah)	23.5%	26.7%	25.8%
Difference	+19.9	+22.4	+18

**Chart 3-3: WSA (Utah) Performance vs Nearest District and Charter Schools**

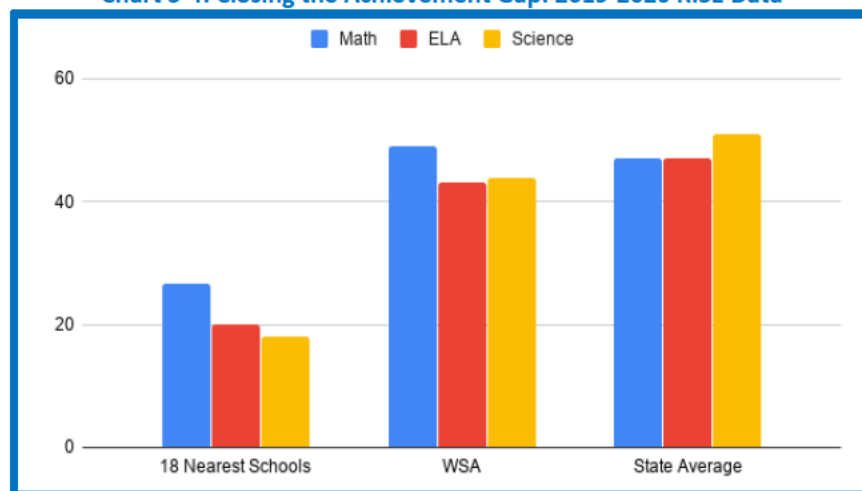


Other notable data points include Wallace Stegner’s student growth. Out of more than 838 school’s that take Utah’s end of year “RISE” assessment, Wallace Stegner is ranked 31st in growth in Math, 32nd in Language Arts, and 57th in science. That puts WSA in the top 5% in growth out of all public schools in Utah.

### The Achievement Gap

WSAN’s mission is to close the achievement gap for low-income and minority students. **Chart 3-4** below best demonstrates this by comparing the average of 18 nearest district and charter schools (all of which have similar demographics and similar percent of students receiving free/reduced lunch), the state average, and Wallace Stegner’s achievement scores.

**Chart 3-4: Closing the Achievement Gap: 2019-2020 RISE Data**



(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.

As previously described above and throughout this application, WSA is a replication of Wallace Stegner Academy in Utah which is a high performing charter system based on other high performing charter systems in other states. These schools include: Success Academy (New York), Uncommon

Schools (New Jersey, New York), and IDEA Academy (Texas). Examples of these modeled portions from these schools are detailed throughout this application.

## **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.

WSAN intends to serve low-income students in Las Vegas that are known to have a high concentration of low-performing schools. WSAN will meet the needs of these students through our proven methodologies, which consist of the following:

### **Teacher Development**

Teachers are routinely and intensely trained to provide positive, rigorous, effective, and efficient classrooms. *Multiple researchers have determined that the number one indicator of student learning is not class-size, but teacher quality*<sup>28</sup>. That is why WSAN invests heavily into this kind of coaching and professional development. Our teacher training model has not only proven to be effective at our flagship campus in Salt Lake City, but it has worked all over the country. Our methods are described in detail in the well-known books written by Uncommon Schools, “Get Better Faster”, “Leverage Leadership”, and “Teach Like a Champion”. Our team has an exceptional degree of experience in successfully implementing these well-documented models of teacher development.

### **Class sizes**

In grades K-2, WSAN strives to provide a paraprofessional in each classroom. These paraprofessionals undergo the same coaching and development that the licensed teachers in which the school participates. This typically brings the teacher to student ratio down to 14 to 1 or lower in these grades.

During the one-hour reading classes and during the one-hour math classes, all instructional staff teach a group of their own including the paraprofessionals and special education staff. The classes with the lowest performing students have the fewest numbers of students. Class sizes during these times are anywhere from 2 students to 25 students depending on the level of instruction and the needs of the students. Students who are the most behind are in the smallest groups with students that are at or above grade level are in larger groups during this time. This ensures that those with the greatest need for individual attention are in the classes that can provide that attention.

In Grades 3-8 class sizes are larger. They are typically 27-29. This is because the school invests heavily in teacher quality and not on lowering class sizes (similar to successful education models such as those in South Korea)<sup>29</sup>. There is a wealth of research that indicates that slightly smaller

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<sup>28</sup> Hattie, J., & Zierer, K. (2019). Visible Learning Insights. doi:10.4324/9781351002226

<sup>29</sup> Alharbi, A. A., & Stoet, G. (2017). Achievement flourishes in larger classes: Secondary school students in most countries achieved better literacy in larger classes. *The International Education Journal: Comparative Perspectives*, 16(2), 16-32.

classes are not more effective. The ultimate success of the class is more dependent upon the quality of the teacher and not the size of the class.

### **School Culture**

Students are greeted every morning by a member of the administrative team upon entering the school with a warm smile and a handshake. Students are greeted every day by a smiling teacher at the door of the classrooms as well. The teachers shake the hand of each student and welcome them into their classroom by name. The halls of WSAN will be adorned with our school character traits such as Grit, Gratitude, Optimism, Curiosity, Self-Control, Social Intelligence, and Zest. These traits are taught and modeled by the staff in the classroom and in monthly character building assemblies. Students are acknowledged for their efforts in front of their peers.

A student culture rubric (see [Attachment 26](#)) is used to analyze school culture on a monthly basis. Results from the rubric are used to address any areas of weakness that need to be remedied.

(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.

### **Teacher Efficacy**

According to the research of John Hattie<sup>30</sup>, the factor with the single largest effect size is teacher efficacy. In other words, the quality of the teacher matters more than anything else. Teacher quality has an effect size that is more than 3Xs greater than that of small group learning (Teacher efficacy: 1.57, Small group learning: 0.47). Most of us already knew this, but a great teacher is a powerful force in any classroom. That's why Wallace Stegner invests so much energy and resources into developing and retaining great teachers.

### **Teach Like a Champion**

Wallace Stegner is a Teach Like a Champion school. There are countless examples of high performing charter schools that have used Teach Like a Champion to close the achievement gap for low income students and children of color. Teach Like a Champion incorporates 49 techniques that are designed to improve classroom instruction by making them more effective, efficient, positive, safe, and rigorous.

### **Ability-Based Groups**

As discussed in other areas of this proposal, Wallace Stegner uses ability-based math and reading classes in order to serve students at every level of development. This system creates an environment of educational equity in which every child has the opportunity to participate in a class that makes them feel challenged and successful without ever feeling bored or overly challenged/frustrated. These groups accelerate learning both for students who are behind and also for students who are ahead and ready to learn more.

### **Response to Intervention**

Students who struggle in language arts or literacy in grades K-2 are placed in additional reading programs such as the Leveled Literacy Intervention program. These interventions have proven to close the gap for poor readers especially for young students in the lower grades when it matters most.

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<sup>30</sup> Hattie, J., & Anderman, E. M. (2019). Visible Learning Guide to Student Achievement. doi:10.4324/9781351257848

Paraprofessionals or special education teachers typically teach these RTI groups to groups of 2-3 students at a time.

Nevada's Read by Three initiative is a mission that we at WSAN also firmly believe in. Our goal is to have 85% or more of our students reading on grade level by the end of 1<sup>st</sup> grade and 95% by the end of 3<sup>rd</sup> grade.

### **Data-Driven Instruction**

Wallace Stegner has spent years developing daily exit tickets in math, science, language arts, writing, and history. These exit tickets are written to complement the school's extensively designed "interim assessments". The interim assessments measure 6-8 weeks of standards taught in each of the three tested subjects, and the exit tickets measure the success of each day's lesson. Each day, teachers review the data from the exit tickets and prepare their lesson for the following day.

After 6-8 weeks of using the exit tickets to measure and achieve mastery, students are given the school's interim assessments. Then those assessments are used to review any concepts for any students who failed to reach mastery. This system is designed to ensure that not a single student falls through the cracks.

Interim assessments and daily exit tickets are reviewed by "data teams" that are composed of coaches, teachers, and administrators. During the data team meetings, the data from these assessments are analyzed for misconceptions, missed concepts, and any lack of expected student learning. A re-teaching plan is then created to address issues discovered in the analyzing process.

(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.

Under other subheadings in this section, WSAN has outlined how their proposed instructional model and curriculum are able to meet the needs of all students, including those that are in need of remediation and those that are intellectually gifted. However, to summarize a few of these points, WSAN utilizes and implements the following in order to meet the needs of all student:

- A data-driven curriculum. This system has enabled the school to be more-focused on the individual needs of each student.
- Data Teams and Re-teaching Plans that meet weekly to plan student assessments and focus on ensuring no student falls through the cracks.
- Professional development on effective teaching methods and classroom management techniques that ensure 100% student participation.
- After-School Hour available for all students to review and receive extra help in various subjects where needed.
- Inclusive Curriculum that allows all students to recognize themselves in the curriculum

(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?

### **Identification**

WSAN students will be assessed periodically throughout the year to determine correct placement in ability based learning environments. Students are identified in need of special learning accommodations with beginning of the year placement tests, daily assessments (exit tickets), interim testing every six weeks, and of course through the recommendation of the general education teachers.

### **Supports**

Students who identify as intellectually gifted can be given unique and tailored learning opportunities through placement in reading and math groups that are based on their level rather than their age. The school is staffed with an adequate number of qualified educators to teach students who are in need of more unique and tailored learning opportunities. General education classrooms differentiate instruction for gifted students by modifying assignments to add rigor, asking what WSAN calls “stretch it” questions, which are more difficult/rigorous questions targeted towards gifted and advanced students.

### **Ability Based Groups and Response to Intervention**

Students are given a placement test at the beginning of the school year and periodically throughout the year to determine the level of support needed. These placement tests will help drive the WSAN RTI Model for ability based groups. Groups and classes are then created for the students based on their individual needs. Every 4-6 weeks the students are re-evaluated to see if they are making the anticipated growth. Students showing anticipated growth will move on to the next level of achievement. Students not showing the anticipated growth will be considered for the next stage of RTI and or possible identification and assessment of disability. Students showing greater need will be placed in a smaller classroom environment either as a pull-out group or a full day setting for more support and attention.

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

The heart of our model is teacher development and training. Wallace Stenger’s expertise lies in taking mediocre or new teachers and building their skills until they are truly masters of the craft. Teachers are filmed, coached, and given feedback in the classroom weekly. Teachers are given bite-sized action steps to work on after each coaching session. The school uses “Teach Like a Champion” techniques, and we constantly practice and rehearse these skills until they are second nature.

In order to ensure the success of our instructional strategies, WSAN teachers will also undergo intensive training and development programs. During the summer, WSAN teachers will complete 23 online training modules that include video practices of their instructional techniques. When teachers return to the campus to prepare, they participate in a week of pre-service training. Once the school year begins, each teacher receives weekly in-class coaching sessions in which videos are recorded for use during their post-coaching session analysis.

Teachers are routinely and intensely trained to provide positive, rigorous, effective, and efficient classrooms. *Multiple researchers have determined that the number one indicator of student learning is not class-size, but teacher quality*<sup>31</sup>. That is why WSAN invests heavily into this kind of coaching and professional development. Our teacher training model has not only proven to be effective at our flagship campus in Salt Lake City, but it has worked all over the country. Our methods are described in detail in the well-known books written by Uncommon Schools, “Get Better Faster”, “Leverage

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<sup>31</sup> Hattie, J., & Zierer, K. Visible Learning Insights.

Leadership”, and “Teach Like a Champion”. Our team has an exceptional degree of experience in successfully implementing these well-documented models of teacher development.

(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.

WSAN does not intend to include a vocational or career and technical education program at this time; therefore, this question is not applicable.

### **PROGRAMS OF DISTANCE EDUCATION (*Distance Education Applicants Only*)**

*A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.*

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils. 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.

WSAN is not requesting to include a program of distance education at this time; therefore, this question is not applicable.

### **PRE-KINDERGARTEN PROGRAMS**

*A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. 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/](http://www.doe.nv.gov/Early_Learning_Development/). For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.*

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be

informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

(3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.

(4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

WSAN is not requesting to include a pre-kindergarten program at this time; therefore, this question is not applicable.

### **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.*

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

It is anticipated that students would move along with their peers from year to year. Our ability-based methodology is designed to help students achieve anticipated annual progress. In the event where retention would be considered, the decision would be made with input from parents, teachers, and administration. Reasons a student may be considered for retention or demotion may include the following:

- a) Achievement
- b) Ability
- c) Chronic absenteeism
- d) Age
- e) Physical and emotional maturity

(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.

WSAN is not requesting to serve high school grade levels at this time; therefore, this question is not applicable.

(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).

WSAN is not requesting to serve high school grade levels at this time; therefore, this question is not applicable.

(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.

WSAN will implement a strict policy regarding retention. Students must meet specific levels of performance in order to be promoted. For students who are not meeting grade level performance standards and are at risk for retention, the parent/guardian will be notified to provide opportunities for intervention and remediation. At the end of the year, the student's data will be reviewed, in conjunction with the parent/guardian, and a final determination of grade level promotion or retention will be made by administration. If a student reaches twenty (20) absences in a school year, that student may be retained dependent on academic growth. The final determination will be made by administration.

Students who are credit deficient will be placed on a credit retrieval plan. This will be handled on an individual basis. Possible interventions include, but are not limited to:

- Placement testing and credit acquisition in a summer program or school approved online program. The family will fund this option.
- Placement testing, retention and placement in previously attempted grade for a second academic school year.

### **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.*

- (1) Discuss the scope of the services and resources that will be provided by the college or university.
- (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
  - (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
- (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.
- (4) Identify any employees of the college or university who will serve on the governing body of the charter school.
- (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.

WSAN is not requesting to include a dual-credit program at this time; therefore, these questions are not applicable.

### **DRIVING FOR RESULTS**

*The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative*

*performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.*

*Applicants are expected to propose additional mission-specific goals to complement or supplement, but not 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:**

1. Reading: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.
2. Math: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.
3. Science: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.
4. Less than 15% of WSAN students will be chronically absent (missing 10% or more of the school year) within 3 years.

(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.

The baselines for all four goals were set by examining the performance of surrounding Clark County School District (CCSD) elementary and middle schools. NV School Report Cards were used in the examination of state assessment results.

(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.

WSAN will measure and evaluate academic progress during the first three years of operation of all student groups including student groups consisting of subsets of each academic student cohort through the use of internal and external assessments. Internal assessments include: district created interim assessments in ELA, Math and Science, MAP and/or DIBELS. External assessments include SBAC and the NVCRT Science. Internal assessments will be used to monitor student progress throughout the course of the year and aid the teachers in their re-teaching plans for future instruction. External assessments will be utilized to provide periodic and end-of-year feedback on student learning, validity and reliability of interim assessment, shape professional development and student learning targets.

**Table 3-2: Measuring & Evaluating Academic Progress**

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2021-22	2022-23	2023-24
Reading	Both	SBAC	38%	40%	43%	46%
Math	Both	SBAC	26%	28%	33%	38%
Science	Both	NV CRT	15%	17%	22%	27%
Chronic Absenteeism	Both	Opportunity 180	27%	25%	22%	19%

(3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

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

### Interim Assessments

WSAN students will take four assessments per year in math, reading, and science. These assessments are given every 6-8 weeks and they assess the standards taught during those 6-8 weeks. These interim assessments provide a road map not only for *what* teachers will teach, but to what degree of difficulty. After the interim assessments are given, teachers analyze the data, meet with their academic coach, and develop a re-teaching plan to ensure that every standard was taught successfully to every student. WSAN's interim assessments were created by Wallace Stegner in Utah and are based on Nevada's academic standards.

### Daily Exit Tickets

Daily lesson plans include exit tickets in math, reading, and science. The exit tickets represent the day's instructional goals and are based on specific standards that are present in the interim assessments. At the end of each week, each day's exit ticket data is evaluated by the data team (composed of teachers, coaches, and administrators) to determine which standards have been taught successfully and which need more instructional time devoted to them.

### DIBELS progress monitoring

WSAN students in grades K-2 will be progress monitored on a weekly basis to determine their knowledge of phonemic and phonetic awareness and to develop intervention strategies and to monitor growth of individual students.

- (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.

At Wallace Stegner, we've been developing and improving upon our interim assessments since 2015. These assessments are based on the Common Core standards and are editable as needed at each school. Each year Wallace Stegner's interim assessments have been accurate predictors as to what the school's end of year proficiency results would be on the state summative assessments. Each interim is written to specifically address each of the Nevada Academic Content Standards, and after each assessment is given the data is reviewed and a re-teaching plan is designed both for the whole

class, small groups, and individual students. Each year the interim assessments are reviewed, and edited to better address potential weaknesses exposed after students complete state summative assessments.

- (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.

WSAN believes there are only four reasons a school isn't successful: 1) Lack of quality teachers, 2) Lack of quality curriculum, 3) Poor school culture, or 4) Lack of accountable leadership. If the school failed to provide academic excellence, an intensive needs analysis would take place to determine which of the above aspects of the school were not meeting WSAN's high performance expectations.

However, due to WSAN's extremely regular monitoring of academic outcomes through its interim assessments and exit tickets, it is highly unlikely that these types of problems would go unnoticed and unaddressed for long periods of time.

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

Interim assessments are used in the following ways:

- Road map to identify standards and rigor for daily classroom instruction
- Data analysis to identify specific students who are in need of academic interventions and remedies
- Re-teaching plans that address standards not taught to mastery
- Identify student misconceptions
- Instructional accountability that measures teacher performance

Data Driven Instruction Implementation and training: As part of WSAN's pre-service training, teachers are first introduced to the school's model of data driven instruction and the use of the school's interim and exit ticket assessment programs. Unlike typical schools where teachers bear the full responsibility to analyze data, WSAN's data teams work together with their coach and principals. This creates a system in which ongoing training and teacher development occurs specifically around data and the development of re-teaching plans.

- (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.

Table 3-3: Interim Performance Goals & Assessments

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
70% of WSAN students will meet or exceed proficiency goals of WSAN ELA Interims.	WSAN ELA Interims	50% of students at proficiency	70% of students at proficiency	70% of students at proficiency	70% of students at proficiency
70% of WSAN students will meet or	WSAN Math Interims	50% of students at	70% of students at	70% of students at	70% of students at

exceed proficiency goals of WSAN Math Interims.		proficiency	proficiency	proficiency	proficiency
70% of WSAN 5th and 8th grade students will meet or exceed proficiency goals of WSAN Math Interims.	WSAN 5th and 8th Grade Science Interim	50% of students at proficiency	70% of students at proficiency	70% of students at proficiency	70% of students at proficiency

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

**Table 3-4: Collecting & Storing Data**

Tool	Description	Purpose	Frequency
Student Information System	Electronic Student Information System	Manages student data including demographic info, course registration, grades, schedules, attendance, and other student-related data Identifies, tracks, and monitors student concerns to ensure that each student reaches his/her potential through the provision of appropriate supports	Ongoing
Measures of Academic Performance (MAP)	ELA (grades K-3) Read by Grade Three Requirement	Online assessment that measures student growth aligned to the Common Core State Standards	Three times per year
School developed assessments	Formative and summative assessments	Curriculum and need-based teacher designed assessments that provide baseline and ongoing data to drive instruction	Ongoing

In terms of collecting and reporting data across the network of Wallace Stegner Schools, WSAN will monitor, and evaluate academic performance of the School as a whole, student cohorts, and individual students during the course of the School year using interim data. The NV Report Card reporting system measures provide a summative snapshot of the School's progress. These measures include: Student achievement (proficiency scores on SBAC and NV CRT Science), Growth (measuring individual student's growth in learning from year to year), Readiness, and Achievement Gap (the achievement gap between "high needs and non-high needs" students). These measures will be reported to the Board annually and will be shared with the Wallace Stegner school in Utah.

### **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.*

### **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?

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.

WSAN implements a number of methods for identifying students who are at risk of academic failure. These include the following:

- Assessment data from either the state summative assessments, the school's interim assessments, DIBELS, NWEA MAP, ability-based class placement assessments or formative classroom data such as daily exit tickets and teacher observations.
- The presence of a disability or special education classification
- Specific registration data such as the indication of economic disadvantage, other languages spoken at home, etc.
- WIDA, and other language ability screeners

(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.

### **Ability Based Groups and Response to Intervention**

As stated earlier, students are given a placement test at the beginning of the school year and periodically throughout the year to determine the level of support needed. These placement tests will help drive the WSAN RTI Model for ability based groups. Groups and classes are then created for the students based on their individual needs. Every 4-6 weeks the students are re-evaluated to see if they are making the anticipated growth. Students showing anticipated growth will move on to the next level of achievement. Students not showing the anticipated growth will be considered for the next stage of RTI and or possible identification and assessment of disability. Students showing greater need will be placed in a smaller classroom environment either as a pull-out group or a full day setting for more support and attention.

(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?)

### **School Approach and Rationale**

WSAN's approach to help remediate students' academic underperformance is based on the following topics, which have been described in detail throughout the proposal:

- Ability-based groups
- Teacher training and development
- Response to Intervention
- Data driven instruction
- Data-Team development
- Curriculum development
- Tier-three interventions
- Rigorous content
- Vocabulary development

Other research that has led to Wallace Stegner's approaches include the extensive research on the school's instructional approach to early literacy and math: Direct Instruction (not to be confused with the classical teaching method of simply lecturing students).

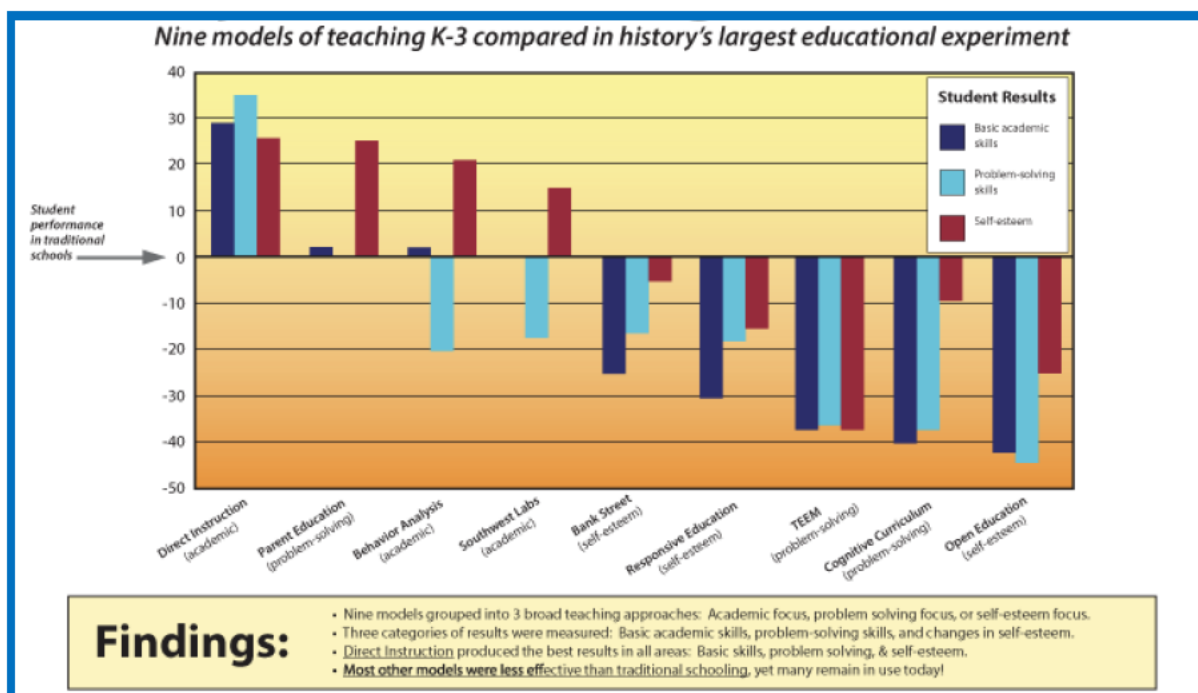
Direct Instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction, while simultaneously eliminating misinterpretations, can greatly improve and accelerate learning. This method was first created as part of the research project called "Project Follow Through"<sup>32</sup> conducted from 1967-1977 as part of the war on poverty initiative. It was specifically started with the goal of finding the best performing educational model for serving low-income and at-risk students. "Project Follow Through" included a number of teaching methods, but one method clearly outperformed others as it related to basic academic skills, problem solving skills, and improved self-esteem: Direct Instruction (see [Chart 3-5](#)<sup>33</sup> below).

#### **Chart 3-5: Project Follow Through, 1967-1977**

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<sup>32</sup> Meyer, L. A. (1984). Long-Term Academic Effects of the Direct Instruction Project Follow Through. *The Elementary School Journal*, 84(4), 380-394. doi:10.1086/461371

<sup>33</sup> Student results from 200,000 participants from K-3 according to existing teaching methods between 1967-1977.



Inasmuch as Direct Instruction is known for being most effective with novice learners, students at WSAAN will move from low-level skills to higher-level skills as the percentage of Direct Instruction decreases and moves towards other types of performance level activities and projects.

In order to address student's needs at different levels of academic proficiencies, the school will employ the use of data-driven instruction (described in detail in several other sections). This specific data-driven technique has been hugely successful in hundreds of schools and has assisted Wallace Stegner students in continuously achieving higher levels of understanding, and in closing the achievement gap.

### Education Management Organization

Wallace Stegner Academy of Nevada is managed by two separate education management organizations (EMOs), Wallace Stegner Schools and Academica Nevada. Each EMO provides different services and brings a separate set of experiences.

Wallace Stegner Schools, LLC will provide the following services:

- School Leadership
- School design and model Implementation
- Teacher training, coaching and development
- Staff hiring and evaluation
- Data-Driven programs and interim assessments
- Math and Language Arts Curriculum with daily formative assessments
- Day to day operations and management of all school programs
- Student discipline
- System-wide collaboration
- Educator and staff evaluations
- School culture
- Parent outreach and engagement

- RTI and ability based group management and design
- Provide Board with accurate and timely information
- Work with board to establish short and long term goals and execution

Academica Nevada will provide the following services:

- Accounting
- Human Resources
- Compliance oversight
- Financial record keeping
- Registration and lottery
- Governmental compliance
- Board Meeting Support
- Budget and financial forecasting
- Procurement
- Facilities maintenance
- Contracts with outside vendors
- Graphics, marketing
- Grant application support

#### **Parent Communication Regarding Remediation**

Parents will be notified regularly and in detail through the following methods:

- Bi-Weekly Progress Reports
- Reading Assessments 3Xs per year
- Parent Teacher Conferences 3Xs per year
- Weekly Learning Maps

#### **Staffing and Gifted Students Programs**

Our ability-based groups are also geared to the advantage of gifted and talented students. While the students that have deficits are having their needs met, the gifted and talented students will have opportunities to be challenged at their ability level. During this time, gifted and talented students will be given instruction that will go into greater depth and rigor so that they are fully engaged throughout the course of the day.

WSAN classrooms will use a variety of differentiated instructional techniques to ensure that all students are being challenged with rigorous content that is accessible to them. In the homeroom setting this includes assignments that are based on academic ability, and more rigorous lines of questioning during class discussions based on regular data gathered by teachers. On the school level students participate in ability-based classes in math and reading whether they are academically behind *or* advanced. This allows students to always be challenged to even greater heights of academics.

Other enrichment activities that are designed to accelerate student growth include our after school activities. All students are invited to participate in after-school programming that includes additional math, science and language arts tutoring conducted by their classroom teachers rather than an un-trained after-school staff.

(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.

1. All students participate in ability-based classes that deliver instruction designed to meet the students where they are academically and accelerate learning to and above grade level. One-hundred percent (100%) of students participate in these classes.
2. Struggling readers in grades k-2 participate in additional literacy based intervention classes. These classes are small groups (1-3 students), and are taught by paraprofessionals. Approximately 35% of students participate in these interventions.
3. Teachers regularly differentiate instruction and curriculum in their classes for students. Students who receive differentiated assignments and instruction represent approximately 10% of students.
4. Students who have been identified as being either qualified for special education or at-risk of being qualified for special education also participate in pull-out or push-in interventions. We anticipate that this would be approximately 13% of students based on projection as described in *Meeting the Need*.
5. Students who failed to reach mastery of all standards on their most recent interim assessment typically participate in after school tutoring groups. This is approximately 20% of students.

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

Often, teachers and school staff are the first people to recognize that a student is having issues including social or emotional needs but also issues of potential abuse or neglect. After teachers are trained in the identification process, they are trained in the referral process which includes the introduction of the response team members. The response team is composed of the campus principal, the counselor or social worker, and the parents of the student (assuming abuse or neglect are not suspected). The team may also include members of the special education team if the student is receiving services under IDEA.

The response team will implement a series of services for the student which may include contacting outside agencies such as social services, a check in/ check out mentoring system, a positive behavior plan and log, weekly or daily sessions with a counselor or social worker, etc.

Parents of students who are identified for any such services are members of the response team and are notified as soon as these students are notified for potential service needs.

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

At WSAAN we have the firm belief that the majority of student misbehaviors stem from three main sources:

1. Classroom work being too easy (boredom),
2. School work being perceived as too hard due to lack of foundational skills (inadequacy), and
3. Lack of clear expectations.

We have already addressed how our ability based methodology works to mediate the first two problems. Lack of clear expectations becomes the next obstacle for schools.

The teachers of Wallace Stegner Academy typically spend 2 weeks in pre-service training. These trainings are designed to give the teachers the tools they need to develop an academically strong culture and reduce negative student behaviors to a minimum. Teachers are trained on how to

develop systems, procedures and routines so that not a minute of class time is wasted while at school. This training helps teach the teachers how to teach the students their classroom expectations and routines that they will need to be successful as students.

Teachers are also trained on implementing least invasive interventions with their students such as: strong voice, nonverbal corrections, private individual corrections, and positive framing. These tools help the teachers correct the students in a way that does not interrupt their teaching while still allowing the student the opportunity to correct their behavior without gaining the attention of their peers.

In the event that these efforts do not work with an individual student, the teachers discuss other possible interventions with their peers and administration. The team will develop a behavior plan for the student using ABC's of behavior modification and may include the following:

- Consulting the Encyclopedia of Behavioral Management,
- Adult mentors who provide check in/ check out supports,
- A paraprofessional assistant who pushes into the general education classroom to assist with emotional regulation, and/or
- Pull out services to teach the student skills that will enable them to successfully navigate the school.

These behavior plans are evaluated in subsequent meetings for their effectiveness and adjustments are made as necessary.

### ***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.

Anthony Sudweeks is the academic director and co-executive director of Wallace Stegner Academy of Utah and Nevada. He has worked with special education students in both the general classroom setting as an elementary teacher, in special education classrooms as an academic coach, and on the IEP team as a school leader. Mr. Sudweeks has graduate degrees in Instructional Design, Educational Technology, and School Leadership, and holds licenses in elementary education and administration.

Adam Gerlach is the operational director, dean of students, and co-executive director of Wallace Stegner Academy in Utah and Nevada. Mr. Gerlach has also served students with disabilities as a classroom teacher and as a school leader for more than 15 years.

Under Mr. Gerlach and Mr. Sudweeks's leadership at Wallace Stegner Academy, students at the bottom 25% of the performance spectrum (most of which are students with disabilities) grew at an exponential rate. The state of Utah classified Wallace Stegner's growth among these students as "commendable" and amongst the highest growth of this sub group in the state of Utah<sup>34</sup>.

Additionally, CTF member Don Bernard taught Special Education for 15 years and served as a mentor and coach to incoming teachers on how to implement best practices and procedures for special needs

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<sup>34</sup> Utah State Board of Education. *School Overall Performance: Wallace Stegner Academy*. [<https://utahschoolgrades.schools.utah.gov/Home/SchoolOverAllPerformance?SchoolID=186424&DistrictID=186423&SchoolNbr=300&SchoolLevel=K8&IsSplitSchool=0>]. Last accessed July 2020.

students; and Willie Fisher oversaw Special Education Teams and Departments as a school administrator. Fundamental to both of these CTF members was ensuring that all students, including those with disabilities, were able to achieve the highest academic outcomes possible.

(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?

WSAN will conduct the following activities to determine appropriate services for students:

- Incoming students are assessed on their math and reading abilities immediately upon enrollment.
- Kindergarten readiness meetings for parents of kindergartners to discuss specific academic benchmarks that are typical for children ages 4-6.
- WSA works in coordination with area preschools, other LEAs, and Head Start centers to obtain necessary information in regards to incoming WSA students.
- After being registered, a student's parents and/or legal guardians must provide any existing IDEA documentation or assessments on file.

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

- WSA works in coordination with other LEAs to obtain necessary information in regards to incoming WSA students.
- After being registered, a student's parents and/or legal guardians must provide any existing IDEA documentation or assessments on file.
- Transition plans are developed for all students leaving WSA's middle school and entering an area high school.

(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?

WSAN will comply with the rules and regulations established by IDEA, ADA, and Title III to assure that all students with disabilities, 504, etc. are guaranteed a free, appropriate public education (FAPE). WSAN guarantees that students seeking admittance into the school will not be rejected on the basis of their special education status. In order to identify students with disabilities the school will first consult with the general education teacher for data on teacher made assessments in reading, math, science, etc. The school will also use prior year's standardized test results and students' records. The listed information will be used to determine the "best education setting" for the student.

The process to identify and admit a student into special education services will begin with a Prior Written Notice to the parent requesting a meeting to go over the accumulated student data and to sign a Consent to Evaluate. As stated above, the data supporting the referral is the RTI information collected by the team, and also a description of the student's strengths and weaknesses as supported by the collected data. The team will consist of the parent, the general education teacher, the school LEA, and other designated specialists. The team will meet to review all the collected data as well as consider any prior interventions or accommodations already in place.

After reviewing this data, the team will determine if further assessment is required to determine the need for special education services

Example of General Process for Special Education Identification and Support:

- The initial referral will include:
  - a. "Prior Written Notice" Written Notice to Parent to Review RTI data
  - b. Sign Consent to Evaluate
  - c. Documented Interventions (RTI, Strengths and Weaknesses)
  - d. Include - Parent, General Education teacher, designated specialists, school psychologists, School LEA
  - e. Review prior interventions, accommodations, modifications

(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.**

Continuum of services offered at WSAN begins in the general education classes. Students are given regular formative and interim assessments to progress monitor each student. Growth of student academics is closely analyzed during weekly data meetings with teachers and administrators. Students who continually underperform expected growth are placed into the school's next level of intervention programming to remedy the lack of expected growth. If lack of growth persists after classroom, after school, and pull-out interventions are performed, students are evaluated for special education services. If students qualify for special education services, a variety of more intensive intervention services is provided.

Students with severe disabilities are included in the general classroom and exposed to grade level content as much as possible. This is done by providing push-in services, pull-out small groups, and after-school supports when needed.

Any student who suffers from extreme behavioral disabilities is provided with a series of supports. These include, but are not limited to: positive behavioral plans, adult mentors who provide check in/check out supports, a paraprofessional assistant who pushes into the general education classroom to assist with emotional regulation, and pull out services to teach the student skills that will enable them to successfully navigate social and emotional difficulties.

(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?**

### **Data Team Meetings**

All Grade level teams will meet at WSAN at least once per week. These meetings include all teachers in the grade level, coaches, administrators, and special education teachers. The team reviews the previous week's exit ticket data, the upcoming interim assessment items, and writes the next week's exit tickets. The special education teachers participate in these meetings and adjust the exit tickets and lessons to better suit their students while at the same time provide their students with the same grade level content.

(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.

WSAN only hires licensed educators and specifically requires educators to be licensed in their specific job assignments.

(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?

WSAN will provide planned staff development and participate in available appropriate professional development trainings to support access for students with disabilities to the general education classroom, curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All WSAN special education staff are required to attend any staff development activities or sponsored training. 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 may 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.

Students with disabilities will follow the same discipline systems as general education students, receiving individualized behavior supports when needed. The campus principal will oversee behavior interventions for students with disabilities. When a student's behavior impedes his or her learning, or that of others, Tier II interventions will begin. The Support Team will meet to institute extra data tracking for the student and develop a Behavior Intervention Plan ("BIP"). For a student with a BIP included in their Individual Education Plan ("IEP"), disciplinary action will always be in accordance with their BIP and IEP. All discipline for students with disabilities will be governed by the federal Individuals with Disabilities Education Act ("IDEA") and NRS 388A.495.

To ensure compliance with all state and federal laws and regulations, we will maintain written records of all suspensions and expulsions of students with a disability. This will include: student name, behavior description, disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. For students with an IEP, we will ensure that we meet all necessary requirements to comply with IDEA in regards to student discipline. Prior to a student being suspended for more than 10 days or prior to an expulsion recommendation, the Director will conduct a Manifestation Determination meeting by convening a Review Committee consisting of the Director, General Educator, Special Educator, and other related services providers included in the student's case (i.e. social worker or psychologist). The purpose of this meeting will be to determine whether the student's misconduct was a manifestation of his or her disability, whether the student was appropriately placed and receiving the appropriate services at the time of misconduct, and/or whether behavior intervention strategies were in effect and consistent with the student's IEP.

If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the

misconduct, and that behavior intervention strategies were in effect and consistent with the IEP. The student will be eligible for suspension beyond 10 days and/or expulsion. Students removed for a period of fewer than ten (10) days will receive all classroom assignments during the time of suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of the suspension. The school will provide the student with additional alternative instruction for the first ten (10) days of suspension so that the student is given full opportunity to complete assignments and master the curriculum. Alternative instruction might include additional instructions, phone assistance, and/or computer instruction.

If there is further removal, equal to ten or more school days during the year, that does not constitute a change in placement, services will be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and achieve the goals of his or her IEP. In these cases, the Director, in consultation with the SPED Team, will make a service determination.

**(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?**

Compliance - WSAN will adhere to the provisions of IDEA and ADA to assure that all students with disabilities are provided services pursuant to FAPE. Services related to special education include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team.

Progress Monitoring - For students with learning disabilities, WSAN will conduct weekly progress monitoring in reading, and mathematics, and conduct periodic progress monitoring assessments in occupational therapy, and speech language therapy if required in a student's IEP. Other required evaluations are conducted annually or semi-annually as per state and federal law. Results and trends from these evaluations are carefully monitored to determine appropriateness of special education services and goals. Should any major changes or trends in assessments results occur, the IEP team may meet more than annually to make adjustments to the IEP's stated services and goals.

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

Parents of students with disabilities are valuable members of both the school community and the IEP team. These parents participate in the analysis of evaluation results, the determination of services, and the goals of their children. Special education parents also participate in every other school parent activity that happens at the school.

WSAN goes to great lengths to integrate students with disabilities into the larger school community and their parents are also invited just as frequently as the parents of students in the general education program. This includes monthly school assemblies, parent nights, field trips, three parent teacher conferences per year, etc.

**(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.***

WSAN is not seeking for approval of a distance education program at this time; therefore, this question is not applicable.

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

WSAN accepts students regardless of their status as a special education student. Typical special education rates are 10-15%.

### ***English Language Learners***

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

WSAN identifies English learners through the following processes:

- Student registration forms
- Previous school files and assessments
- Teacher monitoring
- Initial reading evaluations
- WIDA screener assessments
- DISE (Direct Instruction for Spoken English) screening assessments

WSAN will work to avoid misidentification through a process of confirmation. For example, if a student's parent indicates that their student is an English Learner on their initial registration paperwork, a WIDA screening assessment is conducted to confirm a student's ability level.

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

Individual reports are sent to each student's parents annually, and school results are posted on the school's website and on the school's physical information board.

(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.

WSAN primarily offers inclusive instruction for ELs; however, those with extremely limited English skills are pulled out for thirty-minute sessions each day by the EL coordinator during the first year of operation and later by teachers who hold a TESL endorsement to build a basic understanding of the language. These pull outs use several different programs based on student needs and current language ability levels. Typically, the students participating in these programs have extremely low levels of oral language proficiency and therefore the classes are structured around language acquisition, and oral language practice. WSAN will follow all Nevada laws in hiring teachers with the appropriate licensure and endorsements.

(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?

WSAN uses the following practices to ensure that each student receives the appropriate instruction required to attain a high level of academic accomplishments:

- Scaffolded instruction
- Sheltered Instruction Observation Protocol
- Practice and application
- Implicit and explicit academic vocabulary instruction
- Explicit language instruction through content studies
- Language rich instructional strategies that include class discussions, turn and talks, quick writes, and cold calls

(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?

The majority of services offered to ELs are offered to all WSA students because good ESL programs are also just plain good teaching. Students continue to work in a content, and language rich environment with a constant emphasis on academic vocabulary acquisition and application. Student data is tracked daily with lesson exit tickets and quarterly with school interim assessments.

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

Parents are invited to monthly schools assemblies, three parent teacher conferences per year, and multiple parent information nights per year. The school also uses a closed social media platform in which teachers post regularly with information of classroom projects, classroom news, and student recognition. Teachers and parents also regularly direct message each other through this platform. More than 85% of WSA families log onto this network daily. All communications will also be translated or made available in native languages for families, such as Spanish.

(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.

WSAN is not seeking for approval of a distance education program at this time; therefore, this question is not applicable.

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

The number of students who qualify will be dependent on which students register at the school. The school will be prepared for any number of students who require these services. Currently WSAN's EL student population is approximately 30% of the total.

### ***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?

WSAN will use parent registration documents to determine which students are experiencing homelessness and therefore qualify for McKinney-Vento services. To avoid misidentification, the

principal calls the parent and asks questions about their current situation. This is also done to determine the level of need.

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

Families who are homeless and in need of services are given top priority. Wallace Stegner has a track record of assisting families within a very short time frame once the school has received information about the family's situation.

(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.*

WSAN is not seeking for approval of a distance education program at this time; therefore, this question 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.

*"Not only is a strong disciplinary climate consistently and strongly associated with better performance in mathematics across most countries, but improving the disciplinary climate seems to be a universally effective strategy to improve achievement. Looked at another way, an orderly environment negates the impact of income level on achievement."*

-PISA International Assessment Report 2013

WSAN's school culture is built on highly structured routines, and positive instructional techniques such as:

- School leaders meet and shake the hands of students at the front door of the building each morning.
- Precise praise is used to encourage students and to reinforce school expectations.
- Proximity is used to encourage positive student behaviors.
- Directions are given using "positive framing". For example instead of saying "Jose, stop turning around," a teacher might say "We have our feet flat on the floor and we are writing in our journals". This gives specific directions to help a student get to work without being negative or giving vague directions such as "pay attention".
- Teachers meet and make personal contact with each student upon entering the classroom at the beginning of each period. This practice is called "threshold" and it builds relationships while also giving the teacher a moment to have check-in conversations with students who may need a reminder or just a warm interaction with a grown up.
- Each month the school holds a student of the month assembly that recognizes student traits rather than academics. WSAN will teach the following character traits that build onto the mission and culture of the school: grit, gratitude, curiosity, zest, social intelligence, self-control, and optimism.
- Teachers use non-verbal corrections when possible.

- Teachers use private individual corrections instead of displaying a student's behavior failure publically.
- Classroom procedures are taught, demonstrated, and practiced until they become routines. This saves weeks of instructional time later in the year and builds a culture of purpose and of excellence.
- Teachers and school leaders use positive narration to give groups of students directions without being negative such as "I love that Sarah is adding as many details as she can from the text." (The opposite would sound something like this, "Brandon, I told you to cite evidence when you write.")
- Teachers and school leaders are trained on all of the above methods and provided with opportunities for practice and feedback.

Furthermore, positive student behavior will be reinforced initially in the homeroom classes. The teachers will use various methods to achieve this. One class might have a token economy; another might use classroom points towards a class reward goal. The teachers at WSAN will be encouraged to maintain a 7:1 positive to negative ratio. This helps to promote positive classroom environments.

On a school-wide level, teachers are given raffle tickets. These tickets are distributed to the students as they exhibit good behavior and reinforce the school-wide character traits for a weekly drawing. On Monday of each week, the principal announces the 10 winners to the weekly drawing of the intercom system. Students then have the opportunity to spin a wheel for a prize.

Each month the school holds a student of the month assembly that recognizes student traits rather than academics. WSAN will teach the following character traits that build onto the mission and culture of the school: grit, gratitude, curiosity, zest, social intelligence, self-control, and optimism. The entire school community acknowledges the students of the month.

**(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.**

Culture starts small. It starts with procedures, expectations, and routines. The school leader sets these and is an example of these; however, in order to kick it all into motion a two-week pre-service training is required for new teachers. WSAN's pre-service is based around the idea that no matter which techniques we train, if we do not practice and provide feedback it will not be effective.

WSAN uses the "Teach Like a Champion" method of training and provides each session in 4 hour sittings. Here is a list of the trainings offered in the first two weeks that contribute to enculturating students:

- Systems, routines, and procedures
- Radar: Be seen looking
- Positive framing
- Strong start (threshold)
- Circulate
- Joy Factor
- Positive narration and Live in the now
- Least intrusive Interventions
- Data-Driven Instruction
- Precise praise

- Private individual corrections
- What to do
- Everyone Writes
- Implicit Vocabulary
- Explicit Vocabulary
- Cold Call
- Turn and Talk

(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.

At the end of the school year, WSAN will measure the effectiveness of the school culture and implementation by administering parent and student surveys on school culture and with an evaluation rubric (see [Attachment 26](#)) conducted semi-monthly by WSAN's Executive Director. The feedback from the surveys, and the specifics of the rubric will be taken into consideration by the administrative team. Adjustments and modifications will be made based on the available data and input that is received.

Additionally, WSAN will hold multiple parent information nights and public round tables where parents and community members will have the opportunity to discuss and brainstorm positive school culture ideals. The professional educators of WSAN will listen and participate in these meetings to determine what aspects of a positive school culture are most needed and most desired in the specific proposed neighborhood.

(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.

The first phase of WSAN's efforts to meet the social/emotional needs of students begins with training the school faculty and staff in the process of identifying students who have additional needs. Often, teachers and school staff are the first people to recognize that a student is having issues including social or emotional needs but also issues of potential abuse or neglect. After teachers are trained in the identification process, they are trained in the referral process, which includes the introduction of the response team members. The response team is composed of the campus principal, the counselor or social worker, and the parents of the student (assuming abuse or neglect are not suspected). The team may also include members of the special-education team if the student is receiving services under IDEA.

The response team will implement a series of services for the student which may include contacting outside agencies such as social services, a check in/ check out mentoring system, a positive behavior plan and log, weekly or daily sessions with a counselor or social worker, etc.

Parents of students who are identified for any such services are members of the response team and are notified as soon as these students are notified for potential service needs.

The school tracks the data of students who are referred to the response team. The data is analyzed at the end of each year to determine A) How many students were able to successfully leave the program after improvement occurred. B) How many students, with supports, were demonstrably improving

academically and socially, and C) how many students had made no apparent improvements in any category.

After this data has been analyzed necessary changes may be made to improve the overall efficacy of the services. Changes may include additional staff training, additional social workers, additional programs, or outside assistance.

### **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.

WSAN believes in holding all students to a high standard and believes that all students can achieve a high standard. The use of positive classroom environments and high expectations will be clearly communicated in a proactive stance to prevent any disproportionate penalization of students. The administration will have latitude to adjust the School's discipline policy to accommodate specific student needs on a case by case basis.

It is the School's policy to provide equal educational and employment opportunity for all individuals. Therefore, the School prohibits all discrimination on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national origin, disability, or veteran status. Complaints of discrimination or unfair application of this policy should be submitted pursuant to the School's Grievance Policy.

WSAN will utilize the following practices to promote good discipline:

- The teachers and staff at WSAN will abide by the NV Code of Student Code of Conduct.
- Teachers use non-verbal corrections when possible.
- Teachers use private individual corrections instead of displaying a student's failure publicly.
- Classroom procedures are taught and practiced until they become routines. This saves weeks of instructional time later in the year and builds a culture of purpose and of excellence.
- Teachers and school leaders use positive narration to give groups of students directions without being negative such as "I love that Sarah is adding as many details as she can from the text." (The opposite would sound something like this, "Brandon, I told you to cite evidence when you write").
- Teachers and school leaders are trained on all of the above methods and provided with opportunities for practice and feedback.
- Both in class and school-wide rewards and incentives are used regularly to recognize excellent student behavior.

Student discipline is handled in a way that allows the student to learn from their mistakes and understand how to correct them and/or prevent reoccurrence. Staff members that issue the consequence will notify the guardians of the students. WSAN will be in compliance with the State of Nevada Bullying Law (NRS 388) so that the school can be a free and safe learning environment for all students. For more severe offenses the discipline will vary according to the nature of the offense but may include out of school suspension and or/expulsion.

Teachers will work with their homeroom classes to build a classroom culture and reward their students with special privileges for achieving their classroom goals. The school uses a school-wide reward system throughout the year and recognizes students over the PA system on a weekly basis.

Students are also rewarded with free dress days based on good behavior. Each month the school holds a student of the month assembly that recognizes student traits rather than academics. WSAN will teach the following character traits that build onto the mission and culture of the school. They are grit, gratitude, curiosity, zest, social intelligence, self-control, and optimism.

(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.

In the event that a student is recommended for expulsion, all students will be treated with dignity and respect as they go through correction procedures. The administration will see to it that their rights are protected through the process. If parents feel their student has not been treated fairly, they may request a hearing with the School's Board of Directors (the "Board"), and WSAN's Executive Director in accordance with the School's Grievance Policy. Parents will be notified when students are involved in situations that are deemed to be serious. Parents and students will be notified of the expectations, possible consequences, and the procedures involved at the beginning of each school year.

If the Principal believes that a student should be expelled, the Principal may make the initial decision and shall meet with the student's parent or guardian to discuss the charges against the student and the proposed discipline within five (5) school days after the suspension or expulsion began. If requested in writing, the Principal shall also notify the non-custodial parent of the suspension or expulsion. During the meeting, the Principal shall provide the student's parent or guardian with written notice that includes all of the following elements (or, if the student's parent or guardian refuses to meet, the Principal shall send the notice by certified mail, return receipt requested, to the student's parent or legal guardian within ten (10) school days after the suspension or expulsion began, a description of the alleged violation(s) or reason(s) giving rise to disciplinary action; the penalty being imposed (duration of suspension or expulsion); a statement that a due process hearing may be requested by providing the Principal with written notice within ten (10) school days of the parent or guardian's receipt of the notice; a statement that, if a due process hearing is requested, the Board, even though less than a quorum, will conduct the hearing; a statement that the suspension or expulsion is taking effect immediately and will continue for the stated period unless a due process hearing is requested in a timely manner and the Board determines otherwise; the mailing date of the notice; and a statement that, if a hearing is not requested within ten (10) school days after receipt of the notice, the Principal's decision to suspend or expel the student will be final, and the parent's right to oppose the decision will be waived.

(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).

WSAN's Restorative Action Plan will include:

- The need to feel right to the person harmed
- The need to be "do-able" by the one who did the harm
- The need to include an action to prevent further offending:
  1. Something that strengthens and supports the offender.
  2. Something that addresses underlying issues associated to the offense.

Please see [Attachment 28 – Restorative Plan of Action](#).

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

The teachers and administrators will be 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?

The school principal will be responsible for keeping accurate disciplinary records. This data will be reported to the school network and the SPCSA. At the end of each quarter the principal will evaluate the data and determine possible plans that will be needed for improvement of school culture.

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

The core principles of the parent grievance policy are as follows:

- Talk to the right person first. This is the person nearest to the situation.
- Assume good will
- Look for a solution
- If the dispute cannot be resolved with the individual it is raised to the Principal in writing with details such as dates, times, attempts to resolve the situation and the requested solution. The Principal then meets with the individual in an attempt for resolution.
- If the dispute involves the Principal the parent can bring the issue to the Board in writing with details such as dates, times, attempts to resolve the situation and the requested solution

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

The proposed uniform policy is as follows:

- Royal Blue Polo shirts
- Black or blue jeans or Khaki pants or shorts
- No holes or ripped clothing
- Close toed shoes that can be worn in PE class

### **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.

WSAN will use a schedule that is similar to the CCSD schedule with the one major exception of starting a week earlier and consequently ending one week earlier. This is the most convenient model for families that have older students attending 9-12 grade in the CCSD.

Please see [Attachment 3](#).

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

The one absolute finite resource a school has is time. That's why every single minute counts at WSAN. Transitions and procedures are designed and practiced to the point that they take not one minute longer than necessary. Simply put, teaching rigorous content to mastery takes time; that's why WSAN takes time seriously.

Another major advantage WSAN has in its schedule is the after school program. Teachers are constantly analyzing data and identifying areas that need improvement both in the whole class instruction and in individual students learning difficulties. Much of those needs are addressed during that extra hour of instruction that is offered to every student free of charge. Daily participation is generally over 65% of Wallace Stegner (Utah) students, and parents find that hour to be beneficial both academically and logistically for their families.

Below, you'll find some guiding principles and example daily schedules in [Table 3-5](#)<sup>35</sup>.

School will begin at 8:30 and end at 3:30 four days per week.

- School will end early at 1:00 one day per week for teacher professional development and planning.
- Students in grades 1-6 will have PE or ART classes 3-4 days per week.
- After-school classes begin at 3:30 and go until 4:30 four days per week.
- ELA and reading will be taught for 90 minutes per day
- Every student in grades K-6 will be in an ability-based math class for 50 minutes and an ability-based reading class for 50 minutes each day.
- In order to ensure each student builds a sufficient level of background knowledge, students in grades K-6 spend 30 minutes a day on both science and 30 minutes per day on history.
- Science and history will each occupy their own period in the middle school grades.

**Table 3-5: School Day Schedule Examples**

1st Grade Example		4th Grade Example		7th Grade Example	
8:30	Morning Work	8:20	Pick Up	8:30	7 Math Concepts
8:45	Science	8:20	ELA	9:25	7 English Lit
9:15	Art/PE	9:15	Math	10:20	History
10:05	Homeroom Math	10:05	Reading	11:15	Lunch
11:00	Reading Groups	10:55	History	11:50	7 English Comp
12:00	Lunch/Recess	11:15	Lunch	12:45	Science
12:45	Language Arts/History	12:00	Science	1:40	7 Math Application

<sup>35</sup> Not every grade is exactly the same, and teachers are given some flexibility to modify their schedules slightly, because not every day or lesson ever goes exactly to plan. When your guiding principle is centered around what the students have learned rather than what the teacher has taught, flexibility to ensure that learning targets are successfully achieved takes precedence.

1:20	Math Groups		12:30	Art/PE	2:30	Art/PE/Computer Science
2:10	Recess		1:15	Core Math	3:25	Dismissal 1
2:45	Cursive		2:15	ELA	3:30	After School Tutoring
3:00	Independent Reading		3:15	Pack Up/Quiz	4:30	Dismissal 2
3:20	Clean Up		3:30	Dismissal 1		
3:30	Dismissal 1		3:35	After School Tutoring		
3:35	After school Tutoring		4:30	Dismissal 2		
4:30	Dismissal 2					

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

Engaging classrooms - WSA focuses on engaging classrooms. There is no greater student motivator than when students recognize their own academic success. Great teachers make learning feel easy and rewarding, and highly structured classrooms make students feel comfortable because they always know exactly what is expected of them in order to be successful.

Daily phone calls - Elementary teachers take attendance each morning, and middle school teachers take attendance at the beginning of each class. The office calls the homes of each student who is absent each morning to inquire if the student is sick.

The school's principal monitors attendance records and makes weekly phone calls to parents of children who are chronically absent. Meetings are also held with these parents during each of the three parent teacher conferences in which the principal informs parents of the educational consequences of chronic absenteeism such as loss of learning, falling behind, the possibility of not being promoted to the next grade etc. Authorities are also notified as to possible neglect.

Attendance parties - Twice per year, students who have one or fewer absences are rewarded with an attendance party that recognizes their dedication to school attendance. Rewarded students will be taken to the movies, museums, or other local venues.

## **4. Operations Plan**

### **BOARD GOVERNANCE**

(1) Describe the primary roles of the governing board and how it will interact with the principal/head of school 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.

WSAN's Board of Directors is the ultimate policy-making body with the responsibility of operation and oversight of the school including, but not limited to, academic direction, curriculum, and budgetary functions. It shall be the responsibility of the WSAN Board to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The members of the Board shall be comprised of seven (7) Directors when fully formed. The membership will meet the following minimum qualifications, in accordance with the statutory requirements of *NRS 388A.320*:

- a) one (1) active or retired teacher licensed by the State of Nevada,
- b) one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State,
- c) one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and;
- d) two (2) members who possess knowledge and experience in one or more of the following areas: accounting, financial services, law, or human resources.

These requirements ensure that the Directors of the governing board will contribute the wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter school. And, as mentioned above, these requirements also ensure that there is parental, educator and community involvement voices providing input in the governance and operation of the school.

Board Member Duties: The policies, procedures, powers, and duties by which the board will operate are detailed in the attached bylaws, which include, but are not limited to:

- Oversee operational policies, academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight of the school's operations and provide public accountability.
- Hire and supervise an administrator who will oversee the day-to-day operations of the charter school.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its sponsor.

WSAN's on-site administration, at full capacity, consists of the Campus Principal and administrative team (Assistant Principal, Teacher Support Advocate, Student Support Advocate, Special Education Teacher, etc.), who are responsible for curriculum development, working with the teaching staff, addressing student-related issues, and administering programs for Exceptional and Special Needs Student Populations. The administrative team, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The Campus Principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are in accordance with WSAN's Mission and Vision. The

Campus Principal will be evaluated annually by the Board through a process that includes progress toward achieving school goals based on WSA's mission and vision, feedback from stakeholders, as well as a review of school data and performance to determine the Campus Principal's success. The evaluation's purpose is to measure the Campus Principal's effectiveness and inform him of successes as well as opportunities for growth, improvement, and professional development.

(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.

WSA's Committee to Form possesses qualities and experience necessary to plan and develop a successful charter school. Their qualifications and experience are explained in the table below. Please see **Table 4-1** below as well as *Attachment 4 – Board Member Template* for further detail regarding the skills and expertise of WSA's proposed Board Members.

**Table 4-1: Committee to Form Expertise & Background**

Name	Expertise and Brief Description
<b>Willie Lee Fisher, Jr.</b>	<p><u>Expertise:</u> school administration, school budgeting, employee acquisition and retention, student enrollment and marketing, community engagement and management of community partnerships</p> <p><u>Background:</u> Willie Lee Fisher, Jr. is the recently retired Assistant Principal of Matt Kelly Elementary School located in Las Vegas. He brings an incredible 41 years of serving students through various educational capacities and has a strong history of involving himself in the community. While as an administrator at Matt Kelly, Mr. Fisher took time to invest in the community by building strong relationships with politicians, community organizations, as well as church congregational leaders.</p>
<b>Alexander Assefa</b>	<p><u>Expertise:</u> politics, policy, government, community engagement, advocate for educationally disadvantaged students in target community, volunteering, business owner</p> <p><u>Background:</u> Alexander Assefa is a Nevada State Assemblyman representing the 42nd District, which encompasses a large part of WSA's targeted area. While born and raised in Ethiopia, Assemblyman Assefa has called Las Vegas home now for over 14 years. As a small business owner he has created jobs for many working families in the Las Vegas area and serves actively in his church. He is the founder and Chairman of the Clark County Democratic Party, Transport and Tourism Workers Caucus, where he advocates for</p>

	<p>working families and those who are otherwise marginalized in our community. He also serves on the board of the ECDC African Community Center, in the organization's mission to impact lives by resettling refugees from every corner of the world. As an Assemblyman his ties and knowledge of the community have increased and continue to serve him well in office.</p>
<b>Mark Losee</b>	<p><u>Expertise:</u> law, community engagement, volunteering</p> <p><u>Background:</u> Mark Losee has been a resident of Las Vegas since 2013. He currently serves as an Associate Attorney at Marshall Injury Law where he focuses on representing plaintiffs in personal injury cases. In his legal career he has achieved such successes as arguing before the Nevada Supreme Court and being instrumental in the creation of a new case law designed to improve support for victims of work-related injuries. As a parent of five children, three of which attend charter schools, and an attorney representing clients throughout Clark County, Mr. Losee brings a passion for education as well as love for his home and community of Las Vegas.</p>
<b>Dr. Donald Bernard</b>	<p><u>Expertise:</u> law, education, research and publication, community engagement, government</p> <p><u>Background:</u> Donald Bernard Ph.D. has been an educator with the Clark County School District for over 15 years. During his time as a teacher, Dr. Bernard was one of 21 teachers selected from 820 finalists to win the Heart of Education Award, which is interesting as teaching is a second career to him. As a licensed attorney, Dr. Bernard practiced law in Louisiana for 25 years and was later appointed by Governor Treen as Secretary of Commerce for the State of Louisiana. Aside from his numerous achievements, including several publications, Dr. Bernard has a demonstrable dedication to the community as evidenced in his current and past memberships (including CCSD School Organization Team) as well as his participation various afterschool programs to provide students additional support and enrichment. He has called Las Vegas home for the past 23 years and is excited to be involved in the governance of this quality school.</p>
<b>Oyaima Calvo</b>	<p><u>Expertise:</u> community engagement, city services, education, volunteering</p> <p><u>Background:</u> Oyaima Calvo currently serves as a Campus Lead for the City of Las Vegas' Isolation and Quarantine Complex for the Homeless at Cashman Field. While not directly from the Spring Valley neighborhood, Mrs. Calvo grew up on the east side of Las Vegas with comparable demographics. As a daughter of immigrants who came to the United States in search of a better life, she can relate to many of the projected families that WSAN will serve. Mrs. Calvo has worked over 23 years for the Clark County School District where she served the community and brings a wide breadth of knowledge of school infrastructure to the board.</p>
<b>Jonathan Pantages</b>	<p><u>Expertise:</u> real estate, fundraising and development, community engagement and volunteering</p> <p><u>Background:</u> Jonnathan Pantages serves as the Congregational Care Elder at Mountaintop Faith Ministries. In this role he oversees community outreach events and has frequently engaged with potential families of the proposed school. Simultaneously, Mr. Pantages works as realtor where he specializes in residential real estate contract negotiations. Despite his busy schedule in these two capacities, Mr. Pantages also takes time to volunteer in his community, including events and activities with nearby Roundy Elementary School. In this function, he has seen firsthand the language and economic barriers that exist and potentially stunt student growth. He understands the importance of having a quality school dedicated to improving educational outcomes for students and</p>

	families, regardless of their residing ZIP codes. As such, he brings a strong connection and devotion to the community WSAN intends to serve.
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(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.

Please see [Attachment 5 - Board Member Information Sheets](#).

(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.

WSAN's current Committee to Form includes the necessary founding board members as required by *NRS 388A.240* at the time of submission. However, the CTF is seeking to include one additional member with financial expertise to further strengthen their governance capacity. The CTF does have a name in mind and has reached out to this individual with the intention to confirm their commitment to the CTF and School before the SPCSA's Capacity Interview. Upon confirmation of this individual's commitment, the CTF will ensure that all necessary paperwork is completed and submitted to the SPCSA in a timely fashion.

(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.

WSAN's Governing Board recognizes that integrity and honesty are imperative in the operation of the School. The Bylaws govern the Governing Board and include all rules, regulations, and ethics to which the Board is expected to abide. In addition, the Code of Ethics and Conflict of Interest Policy defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to handle potential and real conflicts of interest. Article III of the Code of Ethics and Conflicts of Interest Policy outlines the procedures as to how the Board should respond to a conflict of interest or ethical violation. These procedures dictate how a Board member should abstain from voting or discussion if a conflict exists, and/or an investigation by non-interested parties, and/or possible dismissal from the Board if a member acts in an unethical manner.

The Code provides that those subject to the Code complete an annual statement attesting that they understand the Code and are in compliance. In addition, the Board will do periodic reviews to ensure compliance.

Please see [Attachment 6 – Board Bylaws, Code of Ethics, and Conflict of Interest Policy](#).

(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.*

Incorporated into the Board Bylaws is the [Conflict of Interest Policy](#), as can be reviewed in [Attachment 6](#). The Conflict of Interest policy is designed to protect WSAN when it is contemplating entering into

a transaction or arrangement that might benefit the private interests of an officer or director of WSAN. The Conflict of Interest policy sets forth the requirement that all potential and actual conflicts be disclosed and the affected Board Members recuse themselves from any action or discussion. The Conflicts of Interest policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

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

All Board members are required to complete at least four hours of professional development annually. The Board will receive additional training to understand the performance dashboards provided to enable the WSAN Board to maintain appropriate oversight over the financial, operational, and academic performance of the campus. An annual board retreat will be planned in order to increase capabilities of the board to successfully function as a governing board. In addition, the Board will expand its capacity over time through attending the state and national charter school conferences that provide board governance strands and offer collaboration opportunities with boards from other systems.

**(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.**

Orientation for new board members will be provided by the current Board of Directors. During this orientation, the new board member will receive a copy of the approved charter application, the board Bylaws, the current year budget, the strategic plan once it's developed, and will be given information on open meeting laws. In addition, monthly site visits will be encouraged to better understand the school community and climate.

For ongoing training, Board members will be required to complete four (4) hours of professional development. Board members will attend the state and/or national charter school conferences that offer professional development on governance and board leadership, financial oversight, budget, academic accountability for schools, among others. The Nevada charter school conference usually takes place in September and the national conference usually takes place in June. In addition, Board members will be encouraged to attend parent-teacher meetings to show support and collect feedback from important stakeholders within the school community.

Finally, the Board will attend a yearly retreat in July, which will focus on areas in which the board determines needs focus, such as development of committees, best practices in board governance, and effective board leadership.

**(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 Campus Principal, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. It is the expectation that the Campus Principal shall attend all Board Meetings to

provide up-to-date information on the school's progress academically and other topics of interest for the board (events held at the school, awards/accolades, status on statewide requirements, etc.).

The Board expects to enter into a contract with Academica Nevada, an educational service provider. The Governing Board is self-governing and independent from Academica Nevada, and no member of the Governing Board is employed by them or related to any owner or manager of them. Academica Nevada will not manage the day-to-day operations of the school, but rather will provide "back office" support and independent accountability for the Board. Academica Nevada will carry out the defined responsibilities found in the EMO Service Contract ([Attachment 21](#)), and will provide expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. An "arm's length" performance-based relationship will exist between the governing board and Academica Nevada, and the Board will annually evaluate them to determine continuation and renewal of services based on their performance.

A representative from Academica Nevada will also attend all Board Meetings. Academica Nevada will provide a report during each meeting providing up-to-date financial data and operational reports.

(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.

WSAN will adhere to the committees set forth in its bylaws, including its power to create ad-hoc committees, if necessary, to form any advisory bodies or councils as the need for these support committees arise. The board will create these committees by resolution adopted by a majority of the board. Each committee will consist of at least one board member and will exercise such authority in the management of the school as provided in the resolution or in the bylaws, however, no committee will have the power to contract or have budget making authority. Reports from the Board Committees and Advisory Board will assist the Board of Directors in making well-informed decisions based upon input from key stakeholders in the school community.

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

A Grievance Policy will be adopted and provided to stakeholders that explicitly describes the process should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The policy will be put in place to ensure concerns are dealt with in a prompt and equitable manner.

The Board and school administration expect that conflict will be addressed proactively and include:

1. Addressing the situation directly with the other person(s) involved;
2. Enlisting the assistance of a site-based administrator to assist in resolution;
3. Preparing a written grievance for the Campus Principal, who then reviews and acts as appropriate;
4. Preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board Meeting and will make the ultimate resolution.
5. The Board will be expected to refer any member of the school community with a grievance to the adopted Grievance Policy to avoid micromanagement of the school.

(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?

Any member of the Board may be removed without cause by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue, whenever in their judgment such removal would serve the best interest of charter school. Some actions that may trigger removal include failing to attend 2 or more of the Board's regular meetings in any calendar year, being declared of unsound mind by a final order of court, being convicted of a felony, having breached any duty as a governing board member, or for other such good causes as the Board may determine. Please see **Table 4-2** below:

**Table 4-2: Governing Board Goals**

<i>Goal</i>	<i>Purpose</i>	<i>Outcome Measure</i>
Know and abide by Nevada Open Meeting Law, NRS Chapter 241	Compliance with the law	None
Fulfill board and committee responsibilities to their fullest capacity	Support the Mission and Vision	None
Understand the approved curriculum and be in agreement with the educational philosophy, discipline policy, and administrative structure	Support the Mission and Vision	None
Attend an annual governing board retreat	Foster effective board leadership; self-evaluation	Attendance shall be recorded by the Board Secretary
Participate in a minimum of 4 hours of professional development each year	Foster effective board leadership; self-evaluation	Hours shall be recorded by the Board Secretary
Attend at least 2 Parent Teacher Organization meetings or events per year.	Show support and encouragement of stakeholders; engage with teachers and parents	Attendance shall be recorded by the Board Secretary
Conduct a site visit at least once a per month (rotating visits among board members)	Show support and encouragement of school leadership and staff; become familiar with current school happenings and any concerns	Attendance shall be recorded by the Board Secretary

## 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

Please see *Attachment 22 – Organizational Chart*.

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

Please see *Attachment 7 – Leadership Job Descriptions*.

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

Please see [Attachment 8 – Leadership Team Resumes](#).

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

Please see [Attachment 9 – Leadership Team Student Achievement Data](#).

(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.

Wallace Stegner Academy of Nevada’s committee to form is a collective group of individuals with experience in all of the areas referenced above. For further detail, please refer to [Attachments 4 and 5](#). The board will rely on the Campus Principal to bring the school leadership necessary to implement the school design.

Wallace Stegner Academy of Nevada intends to contract with Wallace Stegner Schools, LLC (EMO) to provide the necessary school leadership and training to implement the Wallace Stegner school design, model, curriculum, school culture, etc. Wallace Stegner Schools is led by the founders of Wallace Stegner Academy of Utah, Anthony Sudweeks, M.Ed and Adam Gerlach. Together, they have designed and implemented a school model that specifically closes the achievement gap for low-income families and children of color. Under their leadership, they have created a unique and impressive school culture that utilizes effective classroom instructional techniques, curriculum, and a learning environment that is highly structured, positive, and nurturing for students.

(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).

Wallace Stegner Schools, LLC will provide all initial training to the school’s Campus Principal, teachers, and other staff and faculty members on the model, curriculum, school design, assessments, instructional strategies, data teams, etc. After the initial training, Wallace Stegner Schools, LLC will continue to provide periodic training throughout the year to the Campus Principal and teachers. An added benefit for the Campus Principal will be the regular presence of an Executive Director on-site who can assist in teacher coaching, and data analysis.

The Campus Principal will also be a member of Wallace Stegner Academy’s weekly leadership meetings that take place via Zoom to review each school’s coaching goals, weekly exit ticket data, and interim assessment analysis. In essence, WSA will be part of the larger Wallace Stegner Academy system that will include two campuses in Utah and one in Nevada. That means all curriculum updates, interim assessment updates, and weekly exit tickets will be provided to the Nevada campus just as if

it were one of the Utah-based campuses. These exit tickets have been discussed at length in the academic plan of this application. WSA will also participate in the same training and professional development programs offered at the original Wallace Stegner Academy in Utah.

For further information regarding WSA's Leadership Training, please see [Attachment 10 – School Leadership Selection](#).

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

WSA will leverage the resources of one of its EMOs Academica Nevada and its Wallace Stegner Academy network to fulfill the successful recruitment, retention, hiring and development of highly effective staff. Academica Nevada will assist in Human Resources, marketing, advertising, and recruitment of staff. All Nevada licensure, background checks and employment statutes will be followed to ensure all staff have met the highest standard.

The Executive Director and the Campus Principal will attend recruitment events to actively seek and interview potential teacher candidates. The Executive Director and Campus Principal will be responsible for interviewing each candidate to determine their alignment with the school's mission and vision and their skills for the respective position. Each teacher will be required to demonstrate teaching proficiency by providing a teaching sample (lesson plan or video of a lesson) and successful completion of a face-to-face interview.

The Campus Principal will develop and implement a comprehensive professional development plan. They will develop a plan based on areas of need, best practices, and Wallace Stegner's specific instructional techniques. They will also be responsible for creating a healthy learning environment in which teachers feel supported and have a direct line of communication with the Campus Principal in order to create positive attitudes. The school will also provide a wide range of benefits such as;; Nevada Public Employee Retirement System (PERS); Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Paid Time Off (PTO); Vision Care Insurance to ensure the retaining of qualified and capable staff.

**(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?**

WSA's model is primarily focused on developing classroom teachers. This is how the model has become so successful in both academic results as well as in creating a positive and structured school culture. In order to implement the school's highly rigorous training model, the school uses an online coaching system that is capable of filming each teacher observation, adding time-stamped notes, and assigning granular action steps and goals. New teachers are observed a minimum of once per week, veteran teachers are observed at least once every two weeks, struggling teachers are assigned an improvement plan and are observed/coached three times per week. This system is used to track individual teacher's progress towards becoming master educators as well as to identify school-wide needs and determine specific professional development needs. The Campus Principal will conduct these observations and as the school grows, will assign assistant principals to assist in coaching individual teachers. The Executive Director will oversee the progress each teacher is making and will review class videos and sit in on feedback sessions to coach the Campus Principal in effective coaching strategies.

WSAN will also approach coaching differently from most school districts. An observation at WSAN is not simply a person sitting in the back of the classroom taking notes. WSAN principals are not just evaluators; they are instructional leaders and during an observation it is our practice to provide in-the-moment feedback. For example, a principal might hold up a white board with a message to the teacher that says “Cold Call” or “Radar”, to help the teacher improve. The teacher will then meet with the instructional leader afterwards for a post observation meeting and to practice specific techniques again in order to provide better instruction in the future. If a teacher is struggling to maintain control of the class or is failing in their lesson, it is common for a Wallace Stegner principal to take over the class to demonstrate how to fix the issue before handing control of the class back to the teacher to practice what the principal has just demonstrated.

Additionally, Wallace Stegner Academy of Nevada intends to contract with Wallace Stegner Schools, LLC. Wallace Stegner Schools has an Executive Director that has been training multiple principals, assistant principals, and coaches for several years. Anastasia Davis will relocate to Nevada in year one to be the Campus Principal. The Executive Director will be onsite the majority of the time during the first year, and another Wallace Stegner Academy trained assistant principal will join the Nevada faculty in Year 2 of operation. The vast majority of this time will be spent in training WSAN’s faculty in the Wallace Stegner Academy model, and growing WSAN’s institutional knowledge. This process takes time, but Wallace Stegner Schools, LLC is well prepared to complete this task and successfully implement the model.

## STAFFING

(6) 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.

Table 4-3: Staffing Plan

Proposed New School						
Proposed New Campus(es)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Management Organization Positions</b>						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1

Executive Director(s) - (WSA)	2	2	2	2	2	2
<b>Total Back-Office FTEs</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
<b>School Staff</b>						
Campus Principal	1	1	1	1	1	1
Assistant Principals	-	-	-	1	2	2
Counselor / Student Support Advocate	-	-	1	1	1	1
Curriculum/Instructional Coach	-	-	-	1	1	1
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	10	16	21	25	27	27
Classroom Teachers (Specials)	-	2	3	4	4	4
Special Education Teachers	1.5	3	4	4	5	5
ELL Coordinator	.5	.5	1	1	1	1
School Nurse	-	-	-	-	-	-
Office Manager	1	1	1	1	1	1
Registrar	-	1	1	1	1	1
Receptionist / Clinic Aide FASA	-	1	1	1	2	2
Teacher Aides and Assistants	3	4	5	6	7	7
School Operations Support Staff	2	3	3	3.5	4	4
<b>Total FTEs at School</b>	<b>19</b>	<b>32.5</b>	<b>42</b>	<b>50.5</b>	<b>57</b>	<b>57</b>
<b>Network</b>						
Number of elementary schools	1	1	1	1	1	1
Number of middle schools	1	1	1	1	1	1
Number of high schools	-	-	-	-	-	-
<b>Total schools</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Total Student enrollment</b>	<b>260</b>	<b>444</b>	<b>592</b>	<b>714</b>	<b>774</b>	<b>774</b>
<b>Management Organization Positions</b>						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2

HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
Executive Director(s) - (WSA)	2	2	2	2	2	2
<b>Total Back-Office FTEs</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
<b>Elementary School Staff</b>						
Principals	1	.5	.5	.5	.5	.5
Assistant Principals	-	-	-	.5	1	1
Counselor / Student Support Advocate	-	-	.5	.5	.5	.5
Curriculum/Instructional Coach	-	-	-	.5	.5	.5
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	10	15	17	18	18	18
Classroom Teachers (Specials)	-	-	-	-	-	-
Special Education Teachers	1.5	1.5	2	2	2.5	2.5
ELL Coordinator	.5	.3	.5	.5	.5	.5
School Nurse	-	-	-	-	-	-
Office Manager	1	.5	.5	.5	.5	.5
Registrar	-	.5	.5	.5	.5	.5
Receptionist / Clinic Aide FASA	-	.5	.5	.5	1	1
Teacher Aides and Assistants	3	2	2.5	3	3.5	3.5
School Operations Support Staff	2	1.5	1.5	1.8	2	2
<b>Total FTEs at Elementary Schools</b>	<b>19</b>	<b>22.3</b>	<b>26</b>	<b>28.8</b>	<b>31</b>	<b>31</b>
<b>Middle School Staff</b>						
Principals	-	.5	.5	.5	.5	.5
Assistant Principals	-	-	-	.5	1	1
Counselor / Student Support Advocate	-	-	.5	.5	.5	.5
Curriculum/Instructional Coach	-	-	-	.5	.5	.5
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	-	1	4	7	9	9
Classroom Teachers (Specials)	-	2	3	4	4	4
Special Education Teachers	-	1.5	2	2	2.5	2.5
ELL Coordinator	-	.3	.5	.5	.5	.5
School Nurse	-	-	-	-	-	-
Office Manager	-	.5	.5	.5	.5	.5
Registrar	-	.5	.5	.5	.5	.5
Receptionist / Clinic Aide FASA	-	.5	.5	.5	1	1
Teacher Aides and Assistants	-	2	2.5	3	3.5	3.5

School Operations Support Staff	-	1.5	1.5	1.8	2	2
<b>Total FTEs at Middle Schools</b>	-	<b>10.3</b>	<b>16</b>	<b>21.8</b>	<b>26</b>	<b>26</b>
<b>High School Staff</b>						
Principals	N/A	N/A	N/A	N/A	N/A	N/A
Assistant Principals	N/A	N/A	N/A	N/A	N/A	N/A
Counselor / Student Support Advocate	N/A	N/A	N/A	N/A	N/A	N/A
Curriculum/Instructional Coach	N/A	N/A	N/A	N/A	N/A	N/A
SPED Facilitator / Speech Psychologist	N/A	N/A	N/A	N/A	N/A	N/A
Classroom Teachers (Core Subjects)	N/A	N/A	N/A	N/A	N/A	N/A
Classroom Teachers (Specials)	N/A	N/A	N/A	N/A	N/A	N/A
Special Education Teachers	N/A	N/A	N/A	N/A	N/A	N/A
ELL Coordinator	N/A	N/A	N/A	N/A	N/A	N/A
School Nurse	N/A	N/A	N/A	N/A	N/A	N/A
Office Manager	N/A	N/A	N/A	N/A	N/A	N/A
Registrar	N/A	N/A	N/A	N/A	N/A	N/A
Receptionist / Clinic Aide FASA	N/A	N/A	N/A	N/A	N/A	N/A
Teacher Aides and Assistants	N/A	N/A	N/A	N/A	N/A	N/A
School Operations Support Staff	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total FTEs at High Schools</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Network FTEs</b>	<b>30</b>	<b>43.5</b>	<b>53</b>	<b>61.5</b>	<b>68</b>	<b>68</b>

## HUMAN RESOURCES

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

In order for WSAN to be successful, hiring capable teachers will be of the utmost importance. To find and recruit teachers, WSAN will attend college-hiring fairs in Nevada and surrounding states, use social media, and advertise on a variety of teacher/employment related websites. WSAN will also reach out work with local colleges and universities to serve as a host school for educational interns whenever possible.

WSAN will look for potential teachers with the following qualifications:

- A bachelor's degree or higher in the field of education;
- Certification in accordance with Nevada requirements for the desired position;
- Coachability, and exemplary interpersonal skills;
- Expertise and background knowledge to be an effective teacher;
- Belief in the mission of the school;
- Ability to work in a team and do what is best for the students;
- Positive letters of recommendation and/or references.

All potential candidates will be interviewed by the Administrative team.

WSAN is an Equal Opportunity Employer and will operate in compliance with the Americans with Disabilities Act (ADA). WSAN will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against any applicant or employee based on race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.

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

Aside from the lack of effective policies in place at the federal and state level<sup>36</sup>, current research has also demonstrated that the majority of the barriers surrounding the recruitment and retaining of teachers of color include such items as: inadequate teacher preparation<sup>37</sup> and poor working conditions.<sup>38</sup>

WSAN understands the importance and benefit of hiring teachers that are reflective of the student population. Furthermore, WSAN understands how these barriers affect the recruitment and retention of a diverse and student-reflective teaching staff. As such, and as previously described in [Section 3: Academic Plan](#), at the heart of the WSAN model is teacher development and training. Wallace Stegner's expertise lies in taking new teachers and building their skills until they are truly masters of their craft. WSAN's investment into the coaching and professional development of its teachers stands as just one of the incentives for teachers, of all ethnicities, to work at the School.

Additionally, in its recruitment efforts, WSAN will work to find those teachers who are not only reflective of the student body, but are willing to absorb and live the mission and educational model of WSAN as well.

**(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.**

WSAN will begin in Year 1 with a total staff of 19, including 11.5 total teachers and 7.5 total administrative and support staff; with a starting enrollment of 260 students. By Year 6, WSAN will be projected to expand to a total staff of 57 and a total student enrollment of 774; projected to add throughout Years 2-6, 24.5 teachers and 13.5 administrative and support staff. Below are the anticipated staffing positions for each year:

- Principal - \$80,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*
- Assistant Principal - \$75,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*
- Counselor - \$58,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*
- Curriculum Coach - \$60,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

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<sup>36</sup> Bireda, Saba. & Chait, Robin. *Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce*. Center for American Progress. (2011).

<sup>37</sup> Carver-Thomas, Desiree. *Diversifying the Field: Barriers to Recruiting and Retaining Teachers of Color and How to Overcome Them*. Intercultural Development Research Association. (2017).

<sup>38</sup> Carver-Thomas, Desiree. *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color*. Learning Policy Institute (2018).

- ELL Coordinator - \$57,000/year – Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.
- Classroom Teachers (Core) - \$42,500/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.
- Classroom Teachers (Special) - \$42,500/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.
- Special Education Teachers - \$42,500/year – Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.
- Office Manager - \$45,000/year – Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.
- Registrar - \$38,000/year – Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.
- Teacher Assistants - \$12.75/hour – Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.
- Receptionist - \$13.00/hour – Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.
- National School Lunch Program (NSLP)/Cafeteria Manager - \$12.50/hour – Manages/Oversees all aspects of the school nutrition program including menu planning, record keeping, sanitation, etc.
- Campus Monitor - \$15.00/hour – Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.
- On Campus Substitute Teacher – \$125/day – Manage the learning environment while providing instruction in the absence of a classroom teacher.

#### Retention Strategy for High Performing Teachers:

- Market analysis will be completed annually
- HPT's may be able to earn higher salary based upon consistent high performance
- Cultivate Collaboration
- Reward and recognition strategy
- Consistent one on one meetings with teachers with Principal
- Conduct stay interviews
- Career ladders

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

WSAN will strive to maintain a 26:1 Ratio in grades K-2. These grades will also be supported by a paraprofessional in each grade. In grades 3-8 the ratio may be much closer to 30:1. The ratio of total students to adults is 260:19 or 14:1.

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

WSAN will conduct extensive checks of employment references, educational verification, and criminal background checks on all applicants prior to extending an offer of employment. WSAN is an Equal Employment Opportunity (EEO) employer and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin,

disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law. In compliance with Title IX of the Education Amendments of 1972, 20 USC §1641 and 34 CFR § 106.9, all employment decisions are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

As a condition of employment and in compliance with NRS 388A.515, we require all applicants be fingerprinted and pass a criminal background check. Any volunteer or consultant working in the school will be subject to the same criminal and fingerprint background check, including parent volunteers who spend a significant amount of time in the building.

As Nevada is a state that recognizes “employment-at-will,” employment status gives both employees and school leadership the option to terminate the employment relationship at any time without notice, with or without cause.

At WSAN we understand that the job of a teacher is a demanding profession as such we will work with all of our teachers by coaching and developing them towards success. Only after all avenues for support and success have been exhausted with a teacher will we make the determination that their professional performance in a classroom does not meet the schools standard, and dismissal may be necessary. Teachers and non-classroom staff who fail to comply with the requirements of their role, demonstrate lack of mission alignment, are a disruption to the professional culture, or demonstrate an ambivalent attitude will be subject to dismissal. All dismissals will be determined by the Leadership Team.

(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 11, as well as any supporting protocols or documentation.

Teachers at WSAN will be supported and developed through weekly coaching and training as discussed in the *Academic Plan* of this application. WSAN will employ the evaluation tool in *Attachment 11 – Teacher Evaluation Tool*.

(7) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 12, 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.*

The Principal will be evaluated by the Board of Directors at least once each year. The evaluation process will give the administrator an opportunity to set personal and professional goals in alignment with the charter prior to the beginning of the school year.

Please see *Attachment 12 - Leadership Evaluation Tool* for further information.

(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.

Wallace Stegner Academy is always involved in building the leadership pipeline. During the course of the year, Administration will identify teachers and staff that have the propensity towards leadership. These characteristics include but are not limited to:

- Punctuality

- Incorporation of feedback
- Personal growth
- Innovation
- Production of quality work
- Alignment with school goals and vision
- Ethical Behavior

WSAN will provide leadership opportunities as potential candidates demonstrate competency. These candidates may participate in Leadership Focus Groups, Coaching of peers, and leading a grade level team. These potential leaders will be encouraged to advance their schooling with an accredited institution in school leadership. They may also participate in other leadership trainings such as Teach Like a Champion training and events.

**(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.**

WSAN's Administrative team will be primarily responsible for the decision-making processes and day to day operations of the school. These decisions will take into account feedback from teachers as needed. The Campus Principal will be on site as the administrator of the school and will be supported by other staff members as needed.

One of the major responsibilities of the leadership team, Wallace Stegner Schools, and the Campus Principal will be hiring quality non-classroom staff. The administrative support team may consist of an Assistant Principal(s), Coaches, EL Coordinator, and School Counselor/Social Workers. This non-classroom staff will be hired according to the schedule outlined in the staffing plan as needed.

The Assistant Principal(s) will work with students and parents in developing a positive school culture and aid the Principal as needed. The Coaches will work with the teachers to support student learning by doing teacher observations and leading in data and planning meetings amongst grade level teams. The School Counselor will work with students and parents to support the culture of the school, teach socio-emotional skills, prepare students for enrollment in High School and College/Career plans. The social worker will work with families in the school to point them in the right direction of resources, they will also be responsible to encourage an environment that is respectful, supportive, inviting, inclusive, and flexible. All of the non-classroom staff will remain up to date on all state and SPSCA laws, regulations, policies and procedures. They will help the Campus Principal in communicating to staff any changes or updates. These positions will help the Campus Principal operate the school as efficiently and smoothly as possible and ensure that families, students and teachers have the resources that they need.

WSAN intends to utilize the support described in the Academica Nevada contract for its core Human Resources functions (services such as payroll, benefits administration, employee relations, etc.). The school may seek out specialized experts to assist with the complexities of the Affordable Care Act and Nevada Public Employees Retirement System; these costs have been factored into the payroll budget.

**(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.**

Unsatisfactory leadership or teacher performance will be identified by informal observations, formal observations and evaluations and the absence of the characteristics identified in [sub question 8 above](#). Low performance will be identified and remedied using multiple methods depending on the severity. These may include verbal reminders, written reminders, documented reminders/corrective action, and improvement plans. If the necessary adjustments are not made, it may result in termination of employment.

The cost of turnover in any organization is hard to quantify as there are many mitigating factors. These factors can be influenced by the amount of time that the person has been with the institution, the amount of training that has been provided by the organization, and the potential harm to staff and or fallout. These costs may also include: recruiting for a replacement, training of replacement, payroll and administrative processing . According to Work Institutes 2017 Retention Report<sup>39</sup>, these estimated costs are approximately 33% of the employees' salary.

[\(11\) 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.](#)

WSAN intends to utilize the support described in the Academica Nevada contract for its core Human Resources functions (services such as payroll, benefits administration, employee relations, etc.). The school may seek out specialized experts to assist with the complexities of the Affordable Care Act and Nevada Public Employees Retirement System; these costs have been factored into the payroll budget.

## **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.](#)

The marketing strategies for WSAN will take various forms. The vast majority of our marketing strategies will focus on attracting low-income, multicultural students, English Learners, and any other group of students who are at risk of academic failure. WSAN acknowledges that most of these efforts will need to be multilingual. Examples of strategies we may implement include:

- Open houses – The administration, when hired, and/or the Governing Board will hold open houses throughout the community. These open houses will include a presentation on the merits and functions of charter schools and a detailed explanation of the school's mission and philosophy. The open houses will also provide interested parents and community members the opportunity to ask questions about the school. Due to the anticipated large percentage of Spanish speaking residents, all open houses will likely be presented in both English and

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<sup>39</sup> Sears, Lindsay. *2017 Retention Report: Trends, Reasons, & Recommendations*. Work Institute. (2017).

Spanish. A number of open houses may be translated into alternative languages to accommodate various refugee groups. Open houses will be advertised through our online marketing and print campaign.

- Grassroots efforts - WSAN will utilize a grassroots effort in recruiting families and students in the neighborhoods they live in. As such, they will employ methods such as door-to-door contacting, standing in front of grocery stores and places of high frequency, and attending swap meets.
- Website – WSAN will launch a comprehensive website aimed at educating the public about the functions of charter schools in general, the curriculum and methods of our school, and information about how to register for the lottery. The website will have the ability to be translated into multiple languages for the use of potential families. The site will also include a detailed frequently asked questions page, contact information, and all information required by Nevada rule and/or law.
- Texting Campaign- WSAN has launched a texting campaign targeted towards reaching individuals in our proposed area, it has already yielded fantastic results in gathering interested families.
- Social media – This will mostly involve creating a content rich Facebook campaign designed around reaching and engaging our target demographics. Social media posts will be placed using multiple languages to reach a broader range of students..
- Media outreach – We may write press releases and send them to any print, television, and radio media sources.
- Outdoor advertising – We will utilize various forms of outdoor advertising, including billboards along the major routes in the area and yard signs. We will also launch an old-fashioned grassroots campaign by knocking on doors and delivering flyers.
- Direct mail – We have budgeted to send a direct mail flyer to every house in our target population with detailed information about the school, instructions on how to obtain more information, and enrollment directions.
- Community involvement – The WSAN committee to form will utilize their connections with local churches and community groups, set up informational booths at local events and grocery stores, and take advantage of other community-based marketing opportunities. Inasmuch as our target population is not as familiar with charter schools as other populations throughout the state, we are committed to implementing a robust marketing plan to inform the community of the opportunities available at Wallace Stegner Academy of Nevada.

(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.

#### **Enrollment Calendar**

- Beginning of January-End of February – Open Enrollment Period<sup>40</sup>
- First week of March – Lottery
- March-August – Registration of Students
- August-End of the School Year – Registration of Students if seats become available.

These dates and any other relevant dates for enrollment will be published on WSAN's website so that all interested parties will have an equal opportunity to submit an application. In future years, parents

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<sup>40</sup> Dependent on Nevada State Statutes

will inform the school of their intent to return. This will occur through mailers (an email as well as text message reminders to the lottery system database) and parents will have to reply before the Winter Break of that school year. Open enrollment will then begin on the first Monday after Winter Break and will last for 45 days.

**Lottery and Enrollment:** All WSAN students will be enrolled according to federal and state laws and regulations using a randomized electronic lottery program. WSAN's Lottery Policy will be open admissions policy wherein the school will be open to any student who is eligible for attendance in public schools in the state, unless the number of applicants exceeds the capacity of the school's facility. In such a case, all applicants shall have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Additionally, as it is part of the mission of WSAN to serve low-income students, the school will implement a Weighted Lottery Policy. Under the proposed WSAN Weighted Lottery Policy, students who qualify for free and reduced lunch would receive a 2.0 weight in the enrollment lottery in the school's first year of enrollment. Following the first year, the application of the weighted lottery would be determined based upon the School's current free and reduced lunch percentage. Please see [Attachment 27 – Weighted Lottery Policy](#) for further information.

**Admission Process:** All students will apply for admission electronically (paper admissions will also be available for those families who need it) to be placed into an electronic database. If the current free and reduced lunch percentage triggers the weighted lottery policy, those students that qualify for free and reduced lunch will be given a 2.0 weight in the electronic database prior to running the lottery. WSAN will accept all eligible students who submit a timely application into the school's lottery.

Admission will be determined in the following manner:

1. Students continuing enrollment at WSAN will be automatically granted enrollment the following year with placement determined on promotion, retention, and/or acceleration policies. Students will be requested to complete an Intent to Continue Enrollment form prior to Winter Break of each school year.
2. Siblings of currently enrolled students will be given priority during the lottery.
3. Additionally, students will be enrolled based on the following preferences:
  - Children of WSAN founding families
  - Children of Board members, teachers, and staff of WSAN
  - After above enrollment slots are filled as described in the order listed, all remaining applicants will have an equal chance of being admitted through a random lottery selection.

**Acceptance and Rejection of Admission:** Parents of accepted students will be notified immediately of their acceptance. Parents of accepted students will be given ten (10) business days after notification of lottery results to accept or reject their student's admission to WSAN. Acceptance will include the completion and submission of all required enrollment forms. If parents do not respond within the allocated time frame, the next student in order, based on the waitlist, will be contacted to fill the position.

(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.

Due to the size of our temporary facility, the enrollment target for the first year is 260 students. The governing body, Campus Principal, and WSAN leadership will be responsible for monitoring progress. The target re-enrollment rate is 90%. This determination was reached by examining schools with similar demographics as well as the Wallace Stegner Academy school in Utah. The minimum, planned, and maximum targets outlined in the tables *below* were determined by consulting with Academica Nevada who has extensive experience and knowledge about how many students are needed to maintain a healthy school budget.

(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?

WSAN will utilize its service provider, Academica Nevada, to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to student enrollment, including those special student populations such as students with an IEP, who qualify for FRL, and/or EL students, among others.

Annually, an experienced Registration Team from Academica Nevada conducts a 4-day long comprehensive training for new and veteran registrars and staff at all schools serviced by Academica Nevada. This training includes, but is not limited to, the following:

- Process for enrollment based on the Nevada state procedures
- Monitoring and tracking enrollment of special student subgroups
- Ensuring data is entered properly into the system so as to create accurate reports
- Withdrawing students
- Creating records request
- Enrolling students with immunizations
- Lottery rules
- Attendance auditing for funding
- Generating and monitoring ADE (Average Daily Enrollment)

In addition to this training provided by Academica Nevada, WSAN will use applicable state-sponsored education summits for professional development. The information system that will be used for the initial lottery only collects information such as parent contact information and student's name, birthdate, and grade. This program aids in the protection of special populations because special population data is not divulged until after acceptance is extended and registration is completed. Daily and weekly monitoring of enrollment calls and meetings may also take place to ensure compliance.

WSAN is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state and local laws that prohibit discrimination.

(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?

WSAN's recruitment plan will shift as the school adjusts from preoperational to fully functional. Interested families will have the opportunity to tour the facility and see what it is like to be a student at WSAN during a normal school day, even while students are engaged in class. This experience will be invaluable for potential families to experience what it is that makes WSAN a great place to gain an education. Another way that our marketing will shift will involve having the ability to grow by word of mouth from existing families. Word of mouth was one of the largest methods of recruiting potential students for Wallace Stegner Academy in Utah.

(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)

Table 4-4: Minimum Enrollment

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	-	-	-	-	-	-
K	76	81	81	81	81	81
1	50	81	81	81	81	81
2	50	81	81	81	81	81
3	25	81	81	81	81	81
4	25	50	81	81	81	81
5	25	25	50	81	81	81
6	-	29	87	87	87	87
7	-	-	29	87	87	87
8	-	-	-	29	87	87
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
<b>Total</b>	<b>251</b>	<b>428</b>	<b>571</b>	<b>689</b>	<b>747</b>	<b>747</b>

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

Table 4-5: Planned Enrollment

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	-	-	-	-	-	-
K	78	84	84	84	84	84
1	52	84	84	84	84	84
2	52	84	84	84	84	84

3	26	84	84	84	84	84
4	26	52	84	84	84	84
5	26	26	52	84	84	84
6	-	30	90	90	90	90
7	-	-	30	90	90	90
8	-	-	-	30	90	90
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
<b>Total</b>	<b>260</b>	<b>444</b>	<b>592</b>	<b>714</b>	<b>774</b>	<b>774</b>

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

Table 4-6: Maximum Enrollment

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	-	-	-	-	-	-
K	82	88	88	88	88	88
1	55	88	88	88	88	88
2	55	88	88	88	88	88
3	27	88	88	88	88	88
4	27	55	88	88	88	88
5	27	27	55	88	88	88
6	-	32	95	95	95	95
7	-	-	32	95	95	95
8	-	-	-	32	95	95
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
<b>Total</b>	<b>273</b>	<b>466</b>	<b>622</b>	<b>750</b>	<b>813</b>	<b>813</b>

(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.

WSAN plans to open in the fall of 2021 with a total of 260 students in K-5. The rationale for this enrollment is due primarily to the current size of WSAN's proposed facility at Mountaintop Faith

Ministries. Additionally, this enrollment was also selected to ensure adequate resources for providing a robust system of student support for at-risk subgroups, including, but not limited to ELL students, students in need of Special Education Services, and Gifted and Talented students. As this is a replicated model that has already achieved great success in Utah, the Campus Principal will be able to proactively address many of the organizational and academic challenges that typically come with serving large student bodies in a start-up environment.

Additionally, in order to compensate for any remaining organizational and academic challenges which may occur by serving more than 3 grade levels in Year 1 of operation, the Committee to Form expects to enter into a contract with Academica Nevada, an educational service provider. Academica Nevada will provide “back office” support so that the school leader can focus on the mission of the school and student outcomes. The Committee is confident in Academica Nevada’s ability to assist and guide them in opening a successful school, with the challenges of multiple grade levels, because they have managed the implementation of several successful charter school models, including 23 charter school campuses in the Las Vegas area.

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

Please see [Attachment 13 – Evidence of Student Demand](#).

#### **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”).

Please see [Attachment 14\(a\) – Incubation Year Planning Table](#).

(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.

Wallace Stegner Academy of Nevada intends to contract with Wallace Stegner Schools to provide school leadership and professional development of the school’s instructional leadership positions. The co-founding director of Wallace Stegner Schools (Utah), Anthony Sudweeks. M.Ed, will function as the school’s Executive Director. Wallace Stegner Schools was chosen for their experience in implementing the instructional model and high-expectation school culture described in this charter. Mr. Sudweeks will be on-site multiple days per week during the incubation year, and during the first initial years of operation to ensure that the school is capable of meeting its goals of closing the achievement gap for low-income students.

As part of the Wallace Stegner Schools network, Wallace Stegner Academy of Nevada will also have access to instructional leaders that have been trained in the model for several years in Utah who will be placed in Nevada as the school’s Campus Principal and assistant principal. This process will ensure that a transfer of institutional knowledge will be successful in launching Wallace Stegner Academy of Nevada.

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

The Campus Principal will be working to help with the development of the proposed campus, but it will not be full time or nearly full time due to having no upfront funds until the school is able to receive funding. Wallace Stegner Schools, LLC will be working with the Campus Principal to recruit and hire staff, recruit students, and identify and purchase curriculum/ furniture/ fixtures/equipment. Wallace Stegner Schools and Academica Nevada representatives will be supporting the Campus Principal in the startup period of the school, which will help ensure the school is successful during the planning phase prior to opening.

## **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.

WSAN will not provide daily transportation for the students to and from school. The School will have a forum on its website where parents/guardians of students interested in creating carpooling groups can communicate and arrange carpools. The school will work to develop a transportation plan so that students who are economically disadvantaged can have equal access to the school.

WSAN also intends to form partnerships with local daycares to enable the daycares to pickup and drop-off students. Should a Special Education student who is enrolling have an IEP that has transportation as an accommodation, WSAN will honor their IEP by working to best provide this accommodation. Should the school plan field trips and/or athletic events, the school will accommodate transportation needs by contracting with a charter bus company or by other viable means.

(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.

WSAN anticipates that it will participate in the National School Lunch Program. We also anticipate serving a high number of students that are FRL. In doing so, the school will follow all guidelines set forth by the Nevada Department of Agriculture. WSAN will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

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

WSAN's plan for facility maintenance includes many facets:

- On-Site, WSAN will have a custodian with the role of maintaining the cleanliness of the facility during the school day and setting up and cleaning the lunchroom in conjunction with contracted janitorial services.
- WSAN will contract with a janitorial company to provide a cleaning service 5 nights a week, which will include annual floor work.
- If the Governing Board or Principal requests it, Academica Nevada, may assist in the identification of facility maintenance service providers such as; janitorial, HVAC, locks/doors, plumbing, pest control, landscaping, etc., as needed.

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

WSAN will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The administration will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA and/or nursing staff as follows:

- Kindergarten: Vision (near, far, stereo butterfly, color) and hearing
- 4<sup>th</sup> Grade: Vision (far) and hearing
- 7<sup>th</sup> Grade: Vision (far), hearing, and scoliosis

Pursuant to NRS 392.420(5) (9), the school will notify parents or guardians of any child who is found to have problems with vision, hearing, or scoliosis along with suggested resources within the community to provide medical attention. In addition, staff will also report these findings to the Chief Medical Officer of the state, in the format they may prescribe.

(e) **Purchasing processes**

Wallace Stegner Academy will adopt a Purchasing/Disbursement policy and will adhere to the Nevada State Procurement Code (NRS Chapter 332, 388A.420). The applicable provisions of these procurement rules provide:

- for purchases less than \$1,000, WSA may select the best source without seeking quotes;
- for purchases over \$1,000 and up to \$50,000, WSA will secure at least two quotations, which can be received by email, telephone, or facsimile (Note: quotes will be documented and filed for auditing purposes, and therefore, written quotes will be the preferred method of receiving information from providers); and
- for purchases exceeding \$50,000, a formal bid process will be utilized.

WSAN will implement a fixed asset inventory system that, in accordance with federal guidelines, will track all of WSAN's fixed assets. This inventory system will rely on WSAN's Capitalization & Expense Policy, which will be approved by the Governing Board prior to the purchase of any items. The

Governing Board will also adopt procedures for the disposal of fixed assets to ensure proper reconciliation of inventory records at the end of the fiscal year. Regular inventory counts will be performed and the Governing Board will hold the administration, teachers, and custodial/maintenance staff responsible to inventory items assigned to their classroom, office, or role at WSAN.

Finally, all fiscal policies and procedures will comply with a conflict of interest policy that will be adopted by the Governing Board in an open meeting and will govern board action in accordance with applicable state and federal law.

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

WSAN will establish and train all staff on our Emergency Management Plan. All guests and visitors will be required to check in with photo ID and out of the front office of the school. All other doors in the school will be closed and locked at all times. The Director will ensure that fire and emergency drills are practiced on a regular basis in accordance with all applicable local and state statutes. WSAN will comply with all fire, safety, and emergency requirements and ensure that all inspections and certificates are in place prior to using the facility for school purposes.

(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.

WSAN intends to contract with a third party technology support company. This contract will include setup/maintenance of the firewall and server, setup, installation of software and imaging on computers, configuration and maintenance of wireless network. The contracted company will ensure that all school data will be protected and that appropriate measures are in place to limit outside access to all school data.

A stable and robust Internet Service Provider will be employed at the school to ensure sufficient bandwidth for student and staff usage. The majority of devices will have internet access through wireless connection; some devices may be hard-wired such as Apple TV's and printers.

All staff will have computer access utilizing MacBooks or Chromebooks. Students will have access through Chromebooks. It is anticipated that we will have a one to one device ratio for all students in tested grades. WSAN will use an Acceptable Use Policy for all staff and students. This policy will cover how to best use the devices and how to protect valuable information stored on the devices.

(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.

The school plans to hire office staff to fulfill all registrar duties to work in conjunction with Academica Nevada. Academica staff is well versed in managing student information systems using the statewide

Infinite Campus system. Academica will provide registrar training including one specifically on Infinite Campus. Additionally, the school's registrar and Academica staff will attend any training hosted by the SPCSA.

(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.

The School uses the student data it collects to conduct the regular activities of the School. School employees and volunteers shall only have access to student data for which they have a legitimate educational interest and shall not use student data for any improper or non-educational purpose. School employees and volunteers shall use student data only as authorized by the School to fulfill their respective job or volunteer duties. To help protect the privacy and security of student data, School employees and volunteers who have access to student data will participate in student data privacy training each year as required by the School and employees will sign a statement certifying that they have completed the training and understand student data privacy requirements.

Student data use by outside parties shall be limited to those to whom the School has shared the data in accordance with federal and state law. For example, outside parties with whom the School has contracted to provide services or functions that the School's employees would typically perform may use student data for the purpose of providing the contracted product or service. Third-party contractors' use of student data shall be in accordance with their contract, and in compliance with applicable law, NRS 388.291.

A student's parent or guardian will also have the right to inspect and review all of the student's education records maintained by the School and the School must grant such requests within a reasonable period of time, not to exceed 45 days. The School may impose requirements related to such requests, such that the request be in writing, signed, dated, and contain certain information. The School may also require proof of identity and relationship (parent or guardian) to the student before granting access to the student's records.

(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 Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

Please see *Attachment 15 – Operational Execution Plan*.

## **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;

The desired location of the WSA's facility is 2845 S Lindell Rd, Las Vegas, NV 89146.

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

Table 4-7: Required Classrooms By Year

2022-23	2023-24	2024-25	2025-26	2026-27
10	19	25	30	33

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

WSAN has also verified that the current facility at Mountaintop Faith provides adequate space to accommodate Special Education pullouts and for the anticipated amount of EL students for Year 1 of operation. As the EL student population increases, the necessary classroom space required will be taken into account when identifying/securing a school facility.

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

WSAN's facility has the necessary office space for its first year of staff (Campus Principal, Office Manager, etc.) In Year 1, the School will have a food service area inside of Mountaintop Faith Ministries' facility. The food service area will include a heating oven and refrigerators for the School. In Years 2-5, the school will have its own kitchen space that will include multiple heating ovens, refrigerators and milk coolers.

Regarding physical education, in Year 1 the school will have access to a grassed area approximately 6,000 square feet in size. The school will also have access to hard top surfaces for basketball hoops and other outdoor activities. In Years 2-5, it is anticipated the school site will include a large turf area, playground area and equipment, hard top surface areas (basketball hoops, tetherball courts, etc.) and a large multi-purpose room for physical education use.

(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
- (b) Financing and financing assumptions
- (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

As described above, WSAN has already identified a facility; therefore, this question is not applicable.

(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.

Please see [Attachment 16\(b\)](#) for the MOU between WSAN and Mountaintop Faith Ministries. The MOU outlines the lease terms for WSAN to lease 10 portable classrooms (approximately 600 SF each), one portable bathroom, and outdoor recreation areas. The lease will be for 1 year with the inclusion of two (1-year) options. [Attachment 16\(a\)](#) includes an aerial view of the areas that the school would be leasing.

The facility has been walked and reviewed by Ethos 3 Architecture. It is currently anticipated that little costs will need to be incurred to bring the site up to code for the use of a public school. The portable classrooms will receive the necessary inspections from local jurisdictions to obtain a certificate of occupancy. Once inspection reports are received from inspecting entities the School will make the necessary improvements to ensure the facility complies. Ethos 3 Architecture will assist WSAN in the process of obtaining a certificate of occupancy from the local jurisdiction.

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

WSAN will work with Academica Nevada to help identify and secure a temporary facility for 2021 and a long-term facility for 2022. Academica Nevada managed schools have leased facilities from professional organizations such as Turner Impact, Boyer Company, among other charter school facility funds. The building owner will engage a general contractor and architect to build such facility. Nevada General Construction and Ethos 3 Architecture are examples of a General Contractor firm and Architecture firm that have built and designed over 15+ charter schools in Nevada that such property owner might engage.

[\(5\) Explain the organization's plan to maintain the independent facility.](#)

To maintain the integrity of the facility the school anticipates contracting with a third party to clean the facility nightly. The school will have a campus monitor/custodian who will be responsible for cleaning as well as any other situational needs of the school. WSAN will also have a maintenance line item on the budget, which will provide for various maintenance provisions that the school will be responsible to address.

[\(6\) 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.](#)

The facility is located in Clark County's jurisdiction in Commissioner Justin Jones' area. Commissioner Jones has been notified of the school's intent to submit for a special use application for the proposed property. Regular communication with the local jurisdiction will take place between the School's architect and County staff. The School will most likely be required to hold 1-2 neighborhood meetings in advance of the Commission making a decision on the SUP application. Ethos 3 and Academica Nevada will assist WSAN for the preparation needed for governmental meetings.

## 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?

WSAN treats the safety and security of its students, staff, and visitors with the highest priority. To ensure best-case outcomes for regular practices and emergencies, the Campus Principal will create, with approval from the WSAN Board of Directors, an Emergency Management Plan developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the WSAN community, but the school principal and school administrators will have primary responsibility over proper implementation of the Emergency Management Plan. To that end, staff and students will receive regularly scheduled trainings and drills regarding a variety of emergency/crisis situations, including, but not limited to chemical spills, active shooter, and fire drills, to name a few.

Depending on the physical layout of each new facility and the advice and counsel of local authorities, WSAN's Emergency Management Plan will also address issues relating to emergency communications such as two-way radios, intercom systems, or other technologies for communicating in crises.

All students will be taught drill procedures for evacuations (in the event of a fire emergency), lockdowns and shelter-in place procedures (for chemical, environmental, or community threat emergencies), active shooter, and AED emergency procedures. These procedures will be practiced monthly where required by state or federal regulation. In all drills, students will be expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency. Training for staff on emergency drill procedures will take place during the summer staff training and training for students will take place during student orientation and throughout the school year.

(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.

Please see [Attachment 17 – Insurance Coverage](#).

## **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.

The Wallace Stegner Academy of Nevada (WSAN) Board will oversee all aspects of the fiscal management of the school. The auditors, accountants, and educational service providers (ESP) retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board Treasurer, and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS 388A.420 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the ESP. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

WSAN intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

(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.

The budget created for WSAN includes the per-pupil revenue assumption of \$7,042 for the first fiscal year of operation (2021-2022), with an estimated 1.30%-3.00% increase each subsequent year thereafter. Assumption of \$7,042 was based on the 2020-21 per-pupil state and local revenue assumption of \$6,520, a projected 10% decrease from the prior year due to the COVID-19 pandemic; with a projected 8% recovery. Refer to [Attachment 18 - Budget Narrative](#) for a more detailed overview of anticipated per-pupil revenue.

- (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.

Academica Nevada will provide WSAN with a start-up loan, up to \$60,000, for any pre-operational expenses needed prior to opening. Refer to [Attachment 29 – Six-Year School Budget](#) for a more detailed overview of all pre-operational budgeted expenditures.

Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank will allow WSAN to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. The proposed campus will likely enter into this lease agreement in their first year of operation. WSAN budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. Refer to [Attachment 18 - Budget Narrative](#) for a more detailed overview of all anticipated funding sources.

- (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.

Refer to [Attachment 18 - Budget Narrative](#) for a more detailed overview of all anticipated expenditures.

- (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.](#)

WSAN has presented a fiscally conservative budget for their first 6 years of operation and have budgeted revenue at 97% of anticipated enrollment. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes ESP Fees, student supplies, IT fees, etc. Refer to [Attachment 18 - Budget Narrative](#) for a more detailed overview of all anticipated budgeted expenses.

- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

WSAN will look to apply for any grants deemed beneficial to the school in order to further support the planning and implementation of the charter. WSA will pursue, but may not be limited, the following:

- 21st Century Community Learning Center grants: competitive funds are available for schools designed as Title I for before and after school programs.
- Title I, II, III: non-competitive funding for schools designed as Title I (over 40% FRL), and English Language Learners. Funding is based on the numbers of students and fund a variety of supplemental programs such as technology, web-based programs, family engagement, curriculum materials, instructional assistants, supplemental administrators, before and after school programs, etc.

- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

WSAN did not rely on philanthropic revenue for their operations in their budget. Refer to [Attachment 29 – Six-Year School Budget](#) for a more detailed overview of all the budgeted revenue and expenses.

- (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*

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

Refer to [Attachment 19 – Financial Plan Workbook](#).

- (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.

As mentioned above, the WSAN Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational service providers retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board Treasurer, and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to *NRS 388A.420* for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the ESP. All claims for payment from charter school funds will be processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the

governing body. The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a third party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

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

## 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](mailto: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.

(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.

At this time, Wallace Stegner Academy is focusing on one Nevada location; therefore, these questions are not applicable.

### **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.

In order to scale the educational model, Wallace Stegner Schools will provide in person training and support of WSA staff. Once the school is approved, Wallace Stegner Schools will provide professional development, support for curriculum, school model and program, initial professional development, Campus Principal development, business, accounting, and human resources assistance. Wallace Stegner Schools will provide training to all staff and the Campus Principal prior to the school opening. A brief outline of the timeline of this training is as follows:

- January 2021 through June 2021: Monthly training modules with Ms. Davis focusing on WSA best practices.
- July 2021 – WSA Model – Anastasia Davis, and Wallace Stegner Schools This training will be presented by current WSS instructional and administrative staff and will focus on the WSA instructional model, provide classroom-level scope and sequence instruction including individual lesson plan materials, use of exit tickets and interims, data driven instruction for the classroom including, MTSS structures, PBIS, and special education processes and requirements (including teaching EL learners.)

- August 2021 – Culture and Climate of WSAN – Wallace Stegner Schools and School Principal. Team building exercises, classroom assignments, ChildFind, HR policies and procedures, and Infinite Campus, All Hazards Plan, Infectious Disease, Allergy, etc. training.
- August 2021 – Character-driven school norms, honor code, discipline, Teach Like a Champion Techniques and Procedures.
- August 2021 –Lesson planning, standards alignment, classroom prep.
- Training will continue on a weekly basis at WSAN

In order to scale operations, WSAN is looking to deploy the same model that Academica Nevada has used in the development of other schools in Nevada. This model includes using a developer with a good track record such as the Turner-Agassi fund to finance and develop a property with the same quality as other Academica managed sites. The Board of WSAN will verify that the project fits within the budget of the school and that it is built to have an excellent educational environment. The Board will have Academica work with the development group to make sure that all deadlines and permits are met to ensure the school can open on time.

Academica Nevada staff will also work with Administration to procure all furniture, fixtures, equipment, technology, etc. Academica Nevada, has worked with organizations in both Northern and Southern Nevada such as Somerset Academy of Las Vegas, Pinecrest Academy of Nevada, Doral Academy of Nevada, Mater Academy of Nevada, Mater Academy of Northern Nevada, SLAM Academy, and Doral Academy of Northern Nevada to open new sites.

(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.

This question is not applicable to Academica Nevada, because although Academica nationally supports charter schools across several states, Academica Nevada has operated in Nevada since 2011 and already supports five performing, organizationally sound, and financially prudent charter school systems across 25 campuses in Nevada.

(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.

This question is not applicable because WSAN does not intend to open additional new 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
- (b) Any processes for collecting and reporting data across the network of CMO/EMO schools in Nevada and in other jurisdictions.

Wallace Stegner Schools, LLC provides the following services:

- School Leadership
- School Design and model implementation
- Teacher training, coaching and development
- Staff hiring and evaluation
- Data-Driven programs and interim assessments
- Math and Language Arts Curriculum with daily formative assessments

- Day to day operations and management of all school programs
- Student Discipline
- System-wide collaboration
- Educator and staff evaluations
- School culture development and maintenance
- Parent outreach and engagement
- RTI and ability-based group management and design
- Provide Board with accurate and timely information on school
- Work with Board to establish and execute short and long term goals

Academica Nevada primarily provides shared centralized support services including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution; and
- Contract preparation and review.

(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.

Please see [Attachment 21 – EMO Services Contract](#) and [Attachment 23\(a\) - EMO Term Sheet](#).

(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?

Academica Nevada does not employ school staff. All school employees, including teachers, administrators, and support staff, will be directly hired by the Campus Principal and/or administration team. The Board will be responsible for hiring the Campus Principal.

(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.

**Table 4-8: Division of Decision Making**

<b>Function</b>	<b>Network/Management Organization Decision-Making</b>	<b>Local Board Decision-Making</b>	<b>School Leader Decision-Making</b>
<b>Performance Goals</b>	Academica Nevada does not set school-based Performance Goals.	The WSAN Board, along with school administration, sets annual goals to address student performance goals.	The school leader sets academic goals based on benchmark periods (Fall, Winter, Spring). School administration is responsible for monitoring student achievement throughout the school year to assess student and teacher performance.
<b>Curriculum</b>	Wallace Stegner Schools, LLC will provide	The WSAN Board will delegate the identification of curriculum to the WSAN administrator. The Board will ensure that all curriculum is in alignment with state/federal requirements.	The school leader is charged with aligning curriculum to ensure student success.
<b>Professional Development</b>	Academica will identify opportunities for board member professional development. Wallace Stegner Schools, LLC will identify teacher and administrator professional development.	The Board will participate in annual professional development.	The school leader will oversee, coordinate, assist, and monitor the staff development process.
<b>Data Management and Interim Assessments</b>	Wallace Stegner Schools, LLC will assist with identifying an interim assessments for the school.	The Board will oversee that data management is being compiled in a compliant and effective way. The Board will support the administration to procure highly effective assessment tools.	School administration will determine the best interim assessments to support the progression of the school's population. Administration, along with teachers, will be responsible for interpreting data.
<b>Promotion Criteria</b>	If requested, both Academica and Wallace Stegner Schools, LLC will assist in making suggestions to the Board in creating promotion criteria that is used successfully across the country in other charter schools.	The Board will adopt Promotion Criteria (i.e. Pay for Performance standards) with the input of administration and teachers.	Administration will be responsible for communicating the school's adopted promotion criteria and complete evaluations of staff.
<b>Culture</b>	Wallace Stegner Schools, LLC will provide supports for implementing the school	The Board will create and adopt policies to promote the culture that supports	Administration will lead in such a way to foster a positive school

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
	culture. At the direction of the Board, Academica will create a Culture Survey to disseminate to the school's stakeholders and present the results to the Board at least annually.	the mission and vision of WSAN.	environment for all of its stakeholders.
<b>Budgeting, Finance, and Accounting</b>	Academica will be responsible for developing the School's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the School maintain financial viability. Academica will be responsible for bookkeeping and monitoring the School accounts to keep the School within their budget. Academica will conduct and assist the Board's chosen accounting firm in the school's annual audit.	The Board will oversee all aspects of the fiscal management of the School. The Board's Treasurer specifically will be responsible for reviewing and approving School Financials. The Board will adopt a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The Campus Principal will oversee portions of the budget such as classroom supplies, copiers, travel, professional development, etc. The Campus Principal will review the school's budget with Academica staff at least monthly.
<b>Student Recruitment</b>	Wallace Stegner Schools, LLC and Academica will assist the Board and school administration with recruitment efforts such as websites, social media, mailers, open house events, advertisements, etc.	The Board will develop a start-up budget that includes marketing efforts and student recruitment.	Administration will be responsible for hosting Open House meetings to help recruit students and be instrumental in organizing recruitments efforts during the startup years and beyond.
<b>School Staff Recruitment and Hiring</b>	Wallace Stegner Schools, LLC will support the school in the recruitment and hiring of school staff. This will be accomplished through: participating in interviews, helping coordinate travel to and attending job fairs, etc. If requested, Academica can assist with conducting searches for Campus Principal candidates. In addition, Academica can assist with the posting of job openings and arranging travel to job fairs.	The Board will develop and review policies for hiring of personnel to support the school's mission and vision which are in compliance with state and federal law. The Board will interview and hire the Campus Principal.	School administration will be responsible for interviewing and hiring all instructional and non-instructional staff. In addition, school administration may attend teacher recruitment job fairs.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
<b>HR Services (payroll, benefits, etc.)</b>	At the Board's request, Academica will identify and recommend a 3 <sup>rd</sup> party payroll company. Academica will be a resource for questions or issues related to payroll and/or benefits.	The Board will select a 3 <sup>rd</sup> party payroll company to contract with and provide the processing of payroll and benefits.	School administration will serve as a HR resource to all staff. Administration will work with the legal team at Academica to ensure HR policies and procedures are followed correctly.
<b>Development/Fundraising</b>	Under the Board's direction, Academica will use their resources to find development/financial groups to work with the school. Academica will be a resource to the school in development as they have a proven track-record of opening over 100 schools across the country.	With assistance from Administration and Academica, the Board will fundraise through its relationships within the community. The Board will make the decision of which development groups to work with for the building of the facility.	The Campus Principal will assist both the Board and Academica with its development and fundraising efforts.
<b>Community Relations</b>	Wallace Stegner Schools, LLC will establish and engage in community events to strengthen relationships with local organizations and businesses with the school. Academica will assist the Board and School Leadership with public relations and planning events within the community.	The Committee to Form and the Board will build relationships with groups and organizations within the community that support the school's mission and vision.	The Campus Principal will network and engage with community businesses and organizations for the purposes of fundraising, after school programs, educational programs, guest speakers, etc.
<b>IT</b>	Academica, at the request of the Board, will identify a 3 <sup>rd</sup> party IT service provider.	The Board will select a 3 <sup>rd</sup> party IT service provider to contract with for IT services.	The Campus Principal will be responsible for reviewing the service provided by the IT company.
<b>Facilities Management</b>	Under the Board's direction and with approval from the Principal, Academica will manage 3 <sup>rd</sup> party contracts for the maintenance and repair of the WSAN facility.	The Board will select vendors that are in compliance with all public bidding laws.	The Campus Principal or designee will contact Academica with any issues relating to facilities and issues regarding facility repairs if Academica is requested to manage a vendor.
<b>Vendor Management / Procurement</b>	At the direction of the Board, Academica will issue requests for proposals from vendors, review contracts,	In compliance with all laws on public bidding, the Board will select vendors.	The Campus Principal will provide feedback to the Board and Academica regarding

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
	and offer recommendations. Academica will be responsible for procurement of the School's furniture, fixtures, and equipment.		the quality of service provided by a vendor. Campus Principal will contact Academica for any changes or corrective action that needs to take place with a vendor.
<b>Student Support Services</b>	If requested, Academica NV will help WSA to identify 3rd party Student Support Organizations	The Board will allocate resources to the School Leadership for Student Support Services.	The Campus Principal will develop programs within the school to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to be successful students.
<b>Other operational services, if applicable</b>			

(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.

Please see [Attachment 22 – Organizational Chart](#).

### **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?

In an effort to best serve the students in the proposed area the Committee to form has identified Wallace Stegner Schools as the best choice for creating a successful school and meeting the demands of the SPSCA. Wallace Stegner Academy started in Salt Lake City four years ago. In the first 2 years, the staff and administration have bridged the achievement gap for at risk students in the Salt Lake Valley. Their school is compromised with 85% students that are recipients of FRL, 80 percent minority students, and the highest intergenerational poverty rate in the city. Wallace Stegner

Academy of Utah is currently one of the top performing Title I Schools in the state of Utah. They have done this by implementing the best practices outlined in the Academica plan of this application.

The Committee to form feels that the proven track record of Wallace Stegner Schools is exactly what is needed to create a highly successful school in the Las Vegas area.

The Committee to Form is replicating the successful school model of Wallace Stegner located in Salt Lake City, Utah. That school, which is currently serviced by Academica West, partially attributes its success to the services Academica West provides. There are many benefits of working with an EMO, such as Academica Nevada, including that the school staff and administration can focus on implementing the school's mission and vision and concentrate on student achievement. Contracting with an EMO can also ensure that the business operations are maintained and that the governing board is supported adequately.

Academica Nevada has experience in successfully helping to open and support quality charter schools in the Las Vegas Valley, which currently totals 25 separate campuses. Moreover, the Committee to Form feel Academica Nevada's fee is reasonable. Other management companies charge between 7-22% of revenue, as can be seen in the chart below. The rates were compiled by analyzing the contracts after numerous public record requests to the sponsoring agencies. Academica Nevada charges a flat annual fee per student enrolled (\$450), rather than a percentage like most other management organizations. This is an attractive fee structure because the fee won't increase if the legislature increases the amount allocated per pupil by the state. This annual fee ends up being around 8%.

(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.

The governing board of WSAN will be separate from Academica Nevada. The role of Academica Nevada is to serve at the will of the Board and as directed by the Board. Academica Nevada will be expected to carry out the defined responsibilities found in their contract in a manner that is consistent and assists the board to meet its vision and mission. Academica's services will include, but are not limited to, the following:

- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Assist with school programs (i.e. National School Lunch Program);
- Assist with systems development;
- Assist with procurement of furniture, curriculum, and technology;
- Monitor and assure Compliance with all state reports;
- Assist the Board in identifying and retaining an employee leasing company;
- Assist with student and teacher recruitment (advertising, job fairs);
- Provide human resources related services such as dispute resolution and contract preparation and review; and,
- Assist the Board in renewing the School's charter.

As part of the commitment and relationship between WSAN and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and Campus Principal;
- Use fees paid by WSAN to benefit or subsidize schools located outside of Nevada; or,
- Permit the school's lease and management contract to be conditioned upon one another.

The Governing Board and the school administration will annually evaluate Academica Nevada and Wallace Stegner Schools, LLC to determine continuation and renewal of services based on their performance. The evaluation tools for both Academica Nevada and Wallace Stegner Schools, LLC include a rubric for each department/service and are included in [Attachment 23\(b\) – EMO Evaluation Tools](#).

As can be seen in [Section 23](#) of the EMO contract [Attachment 21](#), during the term of the management contract, the Board has the power to terminate the agreement “for cause” if at any time Academica Nevada fails to immediately remedy any breach of the terms of the agreement. Furthermore, WSAN has the option of terminating the contract without cause at the end of the Charter Contract.

(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 see [Attachment 14\(b\) – Incubation Year MOUs](#).

(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 existing or potential conflicts of interest between the school governing board and the proposed service providers 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 service provider 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.

(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;

Please see [Attachment 23\(a\) – EMO Term Sheet](#).

- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);

Please see [Attachment 21 – EMO Services Contract](#).

- (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.

Please see [Attachment 23\(b\) – EMO Evaluation Tools](#) and [Attachment 23\(c\) – Framework](#).

- (d) Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

Please see [Attachment 23\(d\) – For-Profit Status](#).

(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.

As a part of the application, the SPCSA has requested the three most recent audits of the EMO, Academica Nevada be provided. Academica Nevada requests that the Deputy Attorney General arrange for a private review of the audited financial statements. Academica Nevada does not release proprietary financial information publicly, as that information would disclose trade secrets with regard to business structure and operations. Academica Nevada has been operating within the State of Nevada for more than ten years and has a proven track record of financial security and responsibility while supporting the opening of more than 25 charter school campuses. Any requests

for additional financial information or questions regarding Academica Nevada's financial operations may be addressed privately to the Chief Operating Officer of Academica Nevada, Ryan Reeves, at 702-431-6260.

Additionally, as Wallace Stegner Schools, LLC was recently incorporated, no historical financial documents exist in relation to the organization, nor has an audit yet been performed.

This question therefore, and its corresponding attachment, are not applicable.

(7) Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the CMO's/EMO's schools.

Please see *Attachment 30 – Data Request Template*.

(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.

Please see *Attachment 30 – Data Request Template*.

(9) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year.

Please see *Attachment 30 – Data Request Template*.

#### **CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY**

*This section applies to experienced CMO applicants.*

(1) If this application is being submitted by an existing Charter Management Organization, please respond to the following (or explain if not applicable):

- (a) To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?
- (b) Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?
- (c) If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- (d) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

WSAN is not a charter management organization applying directly for sponsorship; therefore, these questions are not applicable.

# ATTACHMENTS



6630 Surrey Street Las Vegas, NV 89119

Phone: 702.431.6260

Email: [info@theacefoundationnv.org](mailto:info@theacefoundationnv.org)

Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of Wallace Stegner Academy of Nevada. I believe that Wallace Stegner will be an incredible asset and of great benefit to our children, families, and local community of Las Vegas.

Given Wallace Stegner's proven educational model of preparing educationally disadvantaged students to be college and career ready, I know that many families in their target area would benefit from this quality educational option.

Additionally, we have found that our mission and vision aligns with the mission and vision of Wallace Stegner in that we both seek to enhance educational opportunities for students and families within our community.

We seek to partner with Wallace Stegner Academy of Nevada by providing financial and community-based resources to supplement programs and additional initiatives at the school. I am happy to support an excellent school of choice, such as Wallace Stegner, and enclose this support and partnership with this letter.

Sincerely,

Brooke Reeves  
Executive Director  
The ACE Foundation

To the Nevada State Charter School Authority:

Acelero is writing to express support for the consideration of approval for the tuition-free public charter school, Wallace Stegner Academy to open in Las Vegas Fall 2021.

Acelero Learning's mission is to bring a relentless focus on positive family and child outcomes to close the achievement gap and build a better future for children, families and communities served by the Head Start program. We focus on education, family services and program design and management. Our education approach focuses on curriculum, coaching and assessment. While our family services approach works on the achievement gap, family strengths/goals and professional development.

Our Spring Valley location is steps away from Mountaintop Faith Ministries Church, the proposed school site. We also partner with that church and the location of the proposed school is particularly exciting to us as we serve infant through Kindergarten-ready and Wallace Stegner Academy is proposed to be a K-8 program. This could provide a nice transition for our families in to a school in their neighborhood that would serve as an option for them. Many of the families in this area don't know they could have options for their child's education.

We understand, believe and LIVE that children need quality education and healthy families. From the information we have been provided regarding this school and the model it will replicate from Utah, I am confident this will be a great addition to the community.

Wallace Stegner Academy will provide families in need an educational opportunity they would not otherwise have after our program ends for their child ready to start Kindergarten. I support the approval of the school and I look forward to partnering with them and seeing the benefits the school brings to the community.

Sincerely,

Kristina Bedikian  
Nutrition Coordinator

#### Board of Directors

Tameka Henry  
*Former Parent – Chair*

Brian L. Pauling,  
CPA, CGMA, CCEP, DCP CFE  
*Founder and CEO Strategic  
Business Foundations, LLC*

Debbie Harpster  
*Agency Relations Manager*

Juanita Ortiz-Robinson, PhD.  
*Early Childhood  
Education Expertise*

Andrea M. Gandara  
*Attorney*

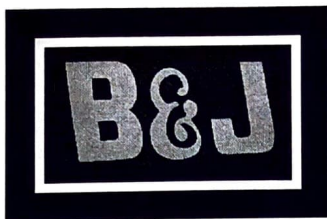
Emily Allen  
*Policy Committee Chairperson*

Rutu Ezhuthachan MD, FAAP  
*Medical Director  
United Healthcare NV*

Vivian Wright-Bolton  
*Executive Director,  
Win-Win Entertainment*

Dale Furukawa  
*Interim Executive Director*





**B & J Body Shop**  
1512 Boulder City Pkwy  
Boulder City, NV 89005  
Phone: 702-293-1140  
Fax: 702-293-5877  
bandjbodyshoppe@yahoo.com

July 14, 2020

To Whom It May Concern:

I am writing to express my support for the approval of Wallace Stegner Charter School. I believe that Wallace Stegner Charter School will be an incredible asset, and of great benefit to our children, families, and local community.

The goals of Wallace Stegner Charter School provide for a systemic approach to raising academic achievement of students in Las Vegas, NV.

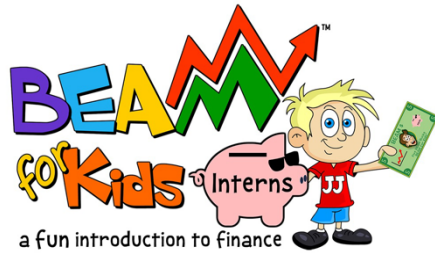
The recent history of Wallace Stegner Charter School partner schools demonstrates the commitment of school personnel by developing rigorous, career-oriented curriculum programs based on support and educational research necessary to successfully implement these programs. The result has been a continuous improvement in the academic achievement of students.

I support Wallace Stegner Charter School and I would be incredibly happy to support an excellent school of choice in our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Charles Williams', written in a cursive style.

Charles Williams  
Manager  
B & J Body Shop



7/8/2020

To Whom It May Concern:

I am writing to express my support for the approval of Wallace Stegner Academy. I believe that this school will be an incredible asset and of great benefit to our children, families, and local community.

Wallace Stegner Academy will fill a need in our community for K-8 education focused on a high-quality curriculum, highly trained teachers and college prep. There is an ever-growing demand for quality education, and research shows that students who are introduced to these disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Wallace Stegner Academy will be a great addition to the existing tuition-free, public charter schools in Clark County.

Potential areas for partnership with BEAM for Kids may include providing elementary students with a fun introduction to finance by learning about the importance of saving their money through experiential arts integrated learning.

I support Wallace Stegner Academy and would be very happy to support an excellent school of choice in our community.

Sincerely,

Deb Galsky  
Chief Education Officer  
BEAM for Kids, LLC

July 7, 2020

To Whom It May Concern:

The Boys and Girls Clubs of Southern Nevada is writing to express their support for the approval of Wallace Stegner Academy of Nevada in Las Vegas.

We have Boys and Girls Club locations in close proximity to the projected school site. Serving the families in Las Vegas for years, we understand the needs and struggles of the local families. Quality education for children is always something that would strengthen local families and the community.

We were provided an overview of the proposed model for Wallace Stegner Academy of Nevada, and it seems like this model will be able to help improve graduation rates in the area, offer the students another option for schooling. We appreciate their focus on a "college preparatory education."

We've seen the benefits of similar partnerships between the Boys and Girls Clubs and other charter schools in the Reno, Nevada area. Being geographically close to this K-8 campus, we eagerly anticipate working together with Wallace Stegner to advance further the mission and vision of the Boys and Girls Clubs here in Las Vegas.

From the information we have received, we believe that Wallace Stegner Academy of Nevada will be an incredible asset and of great benefit to our children, families, and the local community.

Sincerely,



Andy Bischel  
President & CEO  
Boys & Girls Clubs of Southern Nevada





## **Biz Accountants**

*1070 W. Horizon Ridge Ste 111  
Henderson, NV 89012*

July 14, 2020

To whom it may concern,

I am writing to express my support for the approval of Wallace Stengner Academy. I believe that Wallace Stegner Academy will be an incredible asset and of great benefit to our children, families and local community. I support Wallace Stegner Academy and would be happy to support an excellent school choice in our community.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Stocker", written over a horizontal line.

Walter Stocker

# ☐ BUSH CONSTRUCTION

2546 Evansville Av Henderson Nevada 89052 702-379-5974 Fax 702-262-9406  
Nevada State Contractors LIC. # 36890 Bid Limit \$ 2,700,000.00 Henderson Business LIC. # 2003301984  
Clark County Business LIC. # 1004775-240 Las Vegas Business LIC. # C12-03355-J-062033

Letter of support  
Wallace Stegner Academy of Nevada

To: Whom it may concern

I am writing to express my support for the approval of Wallace Stegner Academy of Nevada (WSAN). I believe that this school will be an incredible asset and of great benefit to our children, families and the local community

WSAN will fill a need in our community for Kindergarten through 8<sup>th</sup> grade education focused on rigorous college preparation. Research has shown that this educational model has produced high academic results for those students who are most in need.

WSAN will be a great addition to the existing tuition-free, public charter schools in Clark County and will bring a proven educational approach to our great city of Las Vegas, serving a diverse student population reflective of our community

I support Wallace Stegner Academy of Nevada and would be very happy to support such an excellent school of choice in our community

Sincerely,

 6-17-20  
Robert D Bush Date



COLDWELL BANKER PREMIER REALTY  
ROBERT & MOLLY HAMRICK  
8290 W. Sahara Avenue, Suite 200  
Las Vegas, NV 89117

Letter of Support: **Wallace Stegner Academy of Nevada**

To whom it may concern,

We are writing to express our support for the approval of Wallace Stegner Academy of Nevada (WSAN.) We believe that this school will be an incredible asset and of great benefit to our children, families, and local community.

WSAN will fill a need in our community for Kindergarten through 8<sup>th</sup> Grade education focused on rigorous college preparation. Research has shown that this educational model has produced high academic results for those students who are most in need.

WSAN will be a great addition to the existing tuition-free, public charter schools in Clark County and will bring a proven educational approach to our great city of Las Vegas, serving a diverse student population reflective of our community.

We support Wallace Stegner Academy of Nevada and would be very happy to support such an excellent school of choice in our community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'R. Hamrick'.

Robert H. Hamrick  
Chairman & CEO

A handwritten signature in blue ink, appearing to read 'M. Hamrick'.

Molly K. Hamrick  
President & COO

**Coldwell Banker Premier Realty Campus Locations**  
8290 W. Sahara Avenue, Suite 100, Las Vegas, NV 89117  
2635 St. Rose Parkway, Suite 200, Henderson, NV 89052  
6628 Sky Pointe Drive, Suite 200, Las Vegas, NV 89131



July 6, 2020

Dear State Public Charter School Authority of Nevada:

I am writing this letter to demonstrate my support for Wallace Stegner Academy. I believe that the Wallace Stegner Academy will greatly benefit our community and am writing to express my full support.

I have recently worked closely with one of Wallace Stegner Academy's board members, Dr. Bernard, and know of his commitment to the youth of our community and his philosophy that all children can learn and reach their full potential. Therefore, I feel confident in expressing my full support for the success of the academy.

I have been an adjunct faculty member of College of Southern Nevada (CSN) for six years. Our mission at CSN would be further advanced and supported by the presence and potential participation of Wallace Stegner Academy in our Jumpstart program. The Jumpstart Concurrent Enrollment program provides college credits for qualified high school students who want to get a head start on their higher education.

I eagerly anticipate collaborating with Wallace Stegner Academy.

Sincerely yours,

Jungeun Victoria Song, Ph.D.

College of Southern Nevada  
The Department of World Languages  
6375 W. Charleston Blvd.  
Las Vegas, NV 89146



July 14, 2020

Nevada State Public Charter School Authority  
1749 N. Stewart Street, #40  
Carson City, NV 89706

Re: Wallace Stegner Academy

To Whom It May Concern:

As a member of a local business development group, I am honored to know Mark Losee, a volunteer on the Academy board.

I am writing to express my support for the approval of the Wallace Stegner Academy in the Las Vegas community. After learning about the Wallace Stegner Academy and what it can offer as a charter school, particularly the personalized Math and Reading classes and daily science instruction, I would like to see the Wallace Stegner Academy in Las Vegas.

Sincerely,

*Teri Moss*

Teri Moss, Owner  
Dam Good Help  
Personalized Executive Support Services  
C: 503-961-4161  
[www.DamGoodHelp.com](http://www.DamGoodHelp.com)



July 8, 2020

To Whom It May Concern:

I am writing to express my support for the approval of Wallace Stegner Academy in to open in Spring Valley in Fall 2021.

I am the founder and owner of Grit Performance Training. Among many other programs, I work with student athletes and have 4 kids of my own, so I understand firsthand the importance of a quality education for our kids here in Vegas.

After learning about the area that Wallace Stegner Academy would be in, I was even more excited for the students there. There is a need there for a school like that add educational enrichment to those kids.

From the information I have received, I believe that this school model will be an incredible asset and of great benefit to our children, families, and local community. It will provide families in need an educational opportunity they would not otherwise have. I feel confident in partnering with them after learning about the model in Utah and seeing the achievement it has brought the students there.

Grit Performance Training's potential areas for partnership may include:

Potentially helping with sports performance training, nutritional education, and physical education consulting, and field trips to the Grit facility.

I support the approval of Wallace Stegner Academy and I look forward to seeing the benefits the school brings to the community.

Sincerely,

Korey Goodwin  
Owner/Founder  
GRIT LLC.

GRIT, LLC

Located inside the Longevity Sports Center 5975 S Topaz St, Las Vegas, NV 89120  
(714)749-0094 - [www.GritLV.com](http://www.GritLV.com) - [koreygoodwin@GritLV.com](mailto:koreygoodwin@GritLV.com)

To Whom It May Concern:

As the Managing Partner of Intellatek, I am writing on behalf of our organization in support of the newly proposed Wallace Stegner Academy charter school. We are happy to support this new school and their commitment to improving quality educational options for our city and raising academic achievement of students in the Las Vegas Valley. We strongly support this school and their focus on a career-oriented curriculum, which focuses on preparing students for success at the college level as well as career.

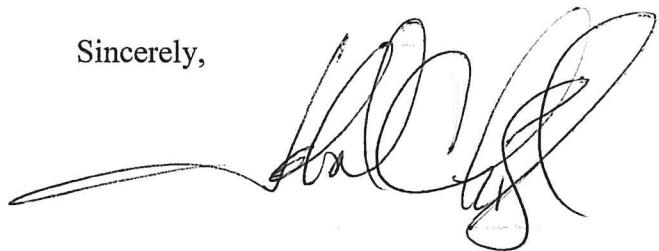
As an organization, which has provided educational technology and support for over 20 years to charter schools, we recognized that we shared similar values with Wallace Stegner Academy. Namely, our commitment to provide quality and proven solutions to the education sector. As a dedicated team of technicians, we represent extensive knowledge of past and present technologies that continue to be used throughout the education sector and currently serve more than 25 charter schools in the Las Vegas Valley, with additional sites outside of the state.

Through this letter, we acknowledge the specific roles and responsibilities we will fulfill in this partnership. We would expect our role in Wallace Stegner Academy to include:

- Forming a genuine partnership to increase student achievement in our community by providing quality education technology tools and resources. Representatives from our team would be designated to work on this effort through installation, consultation, and maintenance.

We look forward to working with both Wallace Stegner Academy as well as the Nevada State Public Charter School Authority in bringing this school to Las Vegas and in continuing to improve academic achievement for students in our community.

Sincerely,



JJ Christian  
Managing Partner  
Intellatek  
1378 Paseo Verde Parkway, Suite 200  
Henderson, Nevada 89012

Hello,

I am writing because I think that Wallace Stegner Academy would make an excellent addition to the Las Vegas community. Their personalized teaching methods and the focus on math, reading and daily science instruction, in addition to the arts, make it an excellent addition to our area as a new Charter School. I would like to see the Wallace Stegner Academy in Las Vegas.

Thank you,  
Jean Widner  
Boulder City, Nevada

To Whom It May Concern:

I am writing to express my support for the consideration of approval for the tuition free public charter school, Wallace Stegner Academy.

I own my own photography business here in the valley and I work with kids and families often here in Las Vegas.

I see the need for a school like this that can add educational enrichment to our students, especially in that area. I often speak with parents that are dissatisfied with their current schools and I believe they would benefit from having a choice like this.

From the information I have received, I believe that Wallace Stegner Academy will be an incredible asset and of great benefit to our children, families, and local community. I reviewed the information provided about the school it would be modeled after in Utah and I see the curriculum would be rigorous, the teachers will be well-trained and that the students will be prepared for collegiate studies at a young age which is a unique program to that area.

Wallace Stegner Academy will provide families in need an educational opportunity they would not otherwise have. I support the approval of the school and I look forward to partnering with them and seeing the benefits the school brings to the community.

Sincerely,

Jennifer Shepherd  
Owner/Lead Photographer

*JennLynn Photography* 

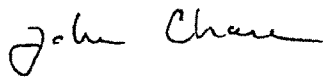
[jenn@jennlynn.com](mailto:jenn@jennlynn.com) | [www.jennlynn.com](http://www.jennlynn.com)

Good afternoon Mr. Losee,

I am excited to learn of the possibility of having a Wallace Stegner Academy in the Las Vegas area. The state of Nevada commitment to education has been dismal, at best. While I do not profess to be an expert in k-12 education, I do know that our current and past national rankings are an indicator of our lack of commitment to all children in Nevada. Wallace Stegner's performance history provides a bit of sunshine on otherwise cloudy landscape. Thank you again for your dedication and I look forward to hearing about your progress in the future.

Thank you again and have a great day!

John Chase

A handwritten signature in black ink that reads "John Chase". The signature is written in a cursive style, with the first name "John" and the last name "Chase" clearly legible.

KEITH F. PICKARD

SENATOR

District No. 20

COMMITTEES:

*Member*

Education

Judiciary

Legislative Operations and Elections



State of Nevada  
Senate  
Eightieth Session

DISTRICT OFFICE:

10120 South Eastern Avenue, Suite 140  
Henderson, Nevada 89052-3953

(702) 910-4300 Office

(702) 910-4303 Fax

E-mail: keith@pickard4nevada.com

LEGISLATIVE BUILDING:

401 S. Carson Street  
Carson City, Nevada 89701-4747

Office: (775) 684-1481 or

(775) 684-1400

Fax No.: (775) 684-6522

Email: Keith.Pickard@sen.state.nv.us

www.leg.state.nv.us

July 14, 2020

Ms. Rebecca Feiden  
Executive Director  
Nevada State Public Charter School Authority  
1749 N Stewart St # 40  
Carson City NV 89706

Dear Ms. Feiden,

As you know, I am a strong supporter of charter schools as a means of providing an “all-of-the-above” approach to educating Nevada’s school children. You will recall I was a high-school teacher myself and have spent a good deal of my legislative time on efforts to improve education in Nevada. You will also likely recall I recently recommended another charter school, and I expect I will continue to recommend those that are backed by world-class organizations.

Over the past several years I’ve witnessed an increasing consensus that we should be making every effort to find educational programs that meet the specific needs of our students rather than the traditional “one-size-fits-all” approach that has put us behind so many other states. As a part of that effort, I’ve been visiting and learning about many of the existing public charter schools in and around southern Nevada, and Utah, and there is another to which I lend my support.

The school I want to discuss here is the Wallace Stegner Academy charter school proposed in Spring Valley. From the information I have received, it appears Wallace Stegner Academy will be an important addition and of great benefit to our children, families, and local community. I was especially excited to learn of the focus on preparing every one of these students for entry and graduation from a four-year college. They focus on smaller class sizes and individualized instruction – something we’ve all be clamoring for in Southern Nevada.

I share with you a passion for education; for expanding our workforce with highly-skilled, highly educated employees and entrepreneurs. It is these sorts of programs that attract the high-value employers to our state we need. And not only will schools like Wallace Stegner Academy's increase the state's ability to attract the best employers, it will help our community by increasing graduation rates by properly educating the children that attend there.

So, I wish to express my support for Wallace Stegner Academy's Spring Valley campus and look forward to seeing the benefits and blessings the school will bring.

As always, I'm open to any questions you may have. Please feel free to let me know how I can help.

A handwritten signature in blue ink, appearing to read 'K. Pickard', with a stylized flourish extending to the right.

Senator Keith Pickard, Esq.  
Nevada Senate District 20



July 7, 2020

Dear Nevada State Public Charter School Authority,

On behalf of the Las Vegas-Clark County Library District (LVCCLD), I'm writing to express how library services can impact the educational experience for students at Wallace Stegner Academy of Nevada. The Library District is committed to assisting all students in our community who wish to pursue a rigorous college preparatory education.

*Limitless Learning* is one of four pillars in our organization's strategic framework. We provide free community resources to bridge the digital divide, promote interest-driven and do-it-yourself learning, and improve literacy in the areas of reading, finance, health, and others. We strengthen the K-12 education system with STEAM (Science, Technology, Engineering, Arts, and Mathematics) programs, provide access to computers and technology, and provide assistance with online homework help. Creative areas in libraries called "makerspaces" provide students hands on learning opportunities with DJ equipment, green screen recording, photography, podcasting, robotics labs, and music vocals and instrument recording. Our programming provides experiences with coding, story times, parenting lessons, and early childhood education training. And of course, the Library District's vast collection of e-resources, access to learning databases, and ability for customers to check out music, films, and books makes LVCCLD a valued partner.

I hope that resources provided by LVCCLD will assist your effort to provide academic achievement and a quality education for students in our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Fred James".

Mr. Fred James  
Acting Executive Director  
Las Vegas-Clark County Library District  
7060 W. Windmill Ln.; Las Vegas, NV 89113



To Whom It May Concern:

I am writing to express my support for the approval of Wallace Stegner Academy of Nevada (WSAN). I believe that this school will be an incredible asset and of great benefit to our children, families, and local community.

WSAN will fill a need in our community for Kindergarten through 8<sup>th</sup> Grade education focused on rigorous college preparation. Research has shown that this educational model has produced high academic results for those students who are most in need.

WSAN will be a great addition to the existing tuition-free, public charter schools in Clark County and will bring a proven educational approach to our great city of Las Vegas, serving a diverse student population reflective of our community.

I support Wallace Stegner Academy of Nevada and would be very happy to support such an excellent school of choice in our community.

Sincerely,

Mr. Mario Berlanga, Jr.  
Owner  
Mario's Westside Market  
1960 N M.L.K. Blvd, Las Vegas, NV 89106



July 13, 2020

Nevada State Public Charter School Authority  
1749 N. Stewart Street, #40  
Carson City, NV 89706

Re : Wallace Stegner Academy

To Whom It May Concern:

At Marshall Injury Law, as attorneys, we strive to help others with matters that are important in their lives. Similarly, our office is pleased when other business and organizations seek to be a help to those who live in our community. Our office was excited about the news that the Wallace Steger Academy is in the process of coming to our community. We have come to learn that Wallace Stegner Academy is school designed to prepare students for their future higher education and careers. It is our belief that offering a choice to students of a charter school operating under Title 1 Status will benefit the community and the students who choose to attend. Our office is happy to support one of our employees, Mark Losee, as a volunteer on the board. Marshall Injury Law also anticipates continuing to show its support for the Wallace Stegner Academy here in Las Vegas and will use our business relationships to help encourage additional and continuing support.

Respectfully;

MARSHALL INJURY LAW

ERIC L. MARSHALL, ESQ.

ELM/srb

2015 E. Windmill Lane, Summit Plaza, Las Vegas, Nevada 89123

Ph: (702) 489-5700 | Fx: (702) 446-0092

[www.MarshallInjuryLaw.com](http://www.MarshallInjuryLaw.com) | [Jackie@MarshallInjuryLaw.com](mailto:Jackie@MarshallInjuryLaw.com)



Dear Nevada State Public Charter School Authority

I am writing to express my support for the approval of Wallace Stegner Academy of Nevada (WSAN). I believe that this school will be an incredible asset and of great benefit to our children, families, and local community.

WSAN will fill a need in our community for Kindergarten through 8th Grade education focused on rigorous college preparation. Research has shown that this educational model has produced high academic results for those students who are most in need.

WSAN will be a great addition to the existing tuition-free, public charter schools in Clark County and will bring a proven educational approach to our great city of Las Vegas, serving a diverse student population reflective of our community.

I support Wallace Stegner Academy of Nevada and would be very happy to support such an excellent school of choice in our community.

Sincerely,

Jeffery A. Clemons

Managing Director

Mutual of Omaha Advisors

A handwritten signature in black ink, appearing to read "JAC", followed by the date "06.30.2020" and the text "JEFFERY A. CLEMONS, CLU, CHFC, CFP" in a smaller, less legible script.

06.30.2020  
JEFFERY A. CLEMONS, CLU, CHFC, CFP

July 1, 2020

To Whom It May Concern:

I am writing to express my support for the consideration of the application for tuition-free public charter school, Wallace Stegner Academy.

Nevada Healthcare, INC. is a FQHC healthcare provider located throughout the state that focuses on providing healthcare to the underserved, homeless, Medicaid, Medicare and commercial population. We understand the proposed school's location and we have several pediatric clinics in Las Vegas. This school's goal to serve students in an economically disadvantaged area is something we relate to as many of our clinics are in similar communities and serving similar families. This being said, we understand first-hand the challenges some of these families face for basic healthcare and education.

From the information I have received, I believe that Wallace Stegner Academy will be an asset and of great benefit to our children, families, and local community. I have personal experience with many local schools and our organization has telehealth in many of the schools throughout the state, therefore we support this school and the technology that it can bring to students interested in a healthcare.

For NVHC, our potential areas for partnership may include:

Education opportunities

Internships

Education on various healthcare jobs/roles

I look forward to hearing the update on Wallace Stegner Academy application.

Sincerely,



J.C. Flowers

Vice-President

Nevada Health Centers

NORTHERN NEVADA REGION ADMINISTRATIVE OFFICE

3325 Research Way, Carson City, NV 89706 | Phone 775.887.1590 | Fax 775.887.7047

SOUTHERN NEVADA REGION ADMINISTRATIVE OFFICE

1799 Mount Mariah Drive, Las Vegas, NV 89106 | Phone 702.307.5414 | Fax 702.307.5421

**Attachment 1 - Letters of Community Support/Partnership**

**Wallace Stegner Academy of Nevada**

# PRIDEINPURITY

July 14, 2020  
Prideinpurity International Ministries  
898 Jeri Lane, Boulder City, NV 89005  
702.858.0434



To: Whom it may concern,

I am writing to express my support for the approval of the Wallace Stegner Academy in the Las Vegas community. After learning about the Wallace Stegner Academy and what it can offer as a charter school, particularly the personalized Math and Reading classes and daily science instruction.

We are excited to come along side life-changing opportunities for children in our community, and happy to endorse endeavors where benefits are far reaching! I would like to see the Wallace Stegner Academy in Las Vegas.

Sincerely,

*Signed*

Denise Elizabeth Ashurst, Founder/ President  
Prideinpurity International Ministries

Prideinpurity International Ministries, is a non-profit organization under IRS tax code 501(c)(3) Federal Tax ID: 46-0851073. Gifts to Prideinpurity are tax-deductible as allowed by law. Under no circumstances does Prideinpurity sell, lease or lend any donor information to any organization or individual.



To Whom It May Concern:

My name is James Kenyon, Director of School Support Staff. I am writing this letter of support for Wallace Stegner Academy of Nevada.

Wallace Stegner Academy of Nevada will be a great K-8 option and addition to our community as it provides a unique approach and proven educational model.

School Support Staff (SSS) provides substitute teachers to charter schools in Las Vegas, Henderson, and Reno, Nevada. We provide a database of over two hundred licensed and qualified substitutes serving over twenty charter schools in the Las Vegas valley. With any new school, Wallace Stegner Academy of Nevada will need a support system that provides a high fill-rate (our goal is 95%) for their teachers and students.

It is with great pleasure that I recommend and support the addition of Wallace Stegner Academy of Nevada. Students, parents, and the community will receive a great addition to the area.

I support Wallace Stegner Academy of Nevada and believe the implementation of this program will bring value to the community and students there.

Respectfully,

James Kenyon Ed. D.

Director

School Support Staff



# Special Education Support Staff, LLC

July 2, 2020

Dear Nevada State Charter School Authority:

I am writing to express my support for the approval of Wallace Stegner Academy in the Southwest section of the valley in Las Vegas. As the Director of SPED, I work with and support many public charter schools in Southern Nevada. I work with many families throughout the state and I understand the special needs and requests of many families here in Southern Nevada. I have seen first-hand the success that these public charter schools can have on the children in these areas. I have received information about Wallace Stegner Academy in Utah that this would model after, and it is exciting to think of something like that being brought to Las Vegas.

I whole-heartedly believe that Wallace Stegner Academy will be a great asset to the community at large. I know this will bring a level of education to these children that they would not otherwise have access to. I know that they plan to market to ensure they have a diverse student population and help families that need it most. I know with their academic standards, rigorous curriculum, plans for community and parent involvement and their standards for hiring staff and teachers that this would be an outstanding school to add to the community.

As previously stated, I believe that Wallace Stegner Academy will be an incredible asset and of great benefit to our children, families, and local community. I look forward to partnering and seeing the benefits the school brings to the local community and families in need.

Sincerely,

Nancy Fitzgerald



Director of SPED  
Special Education Support Staff

July 14, 2020

Nevada State Public Charter School Authority

1749 N. Stewart Street, #40

Carson City, NV 89706

Re: Wallace Stegner Academy

To Whom It May Concern:

I am writing to express my support for the approval of the Wallace Stegner Academy in the Las Vegas community. After learning about the Wallace Stegner Academy and what it can offer as a charter school, particularly the personalized Math and Reading classes and daily science instruction, I would like to see the Wallace Stegner Academy in Las Vegas.

I have a son that attended a charter school for several years, and I was incredibly pleased with the level of instruction and support of the teachers.

I believe in offering parents different choices when it comes to the education of their children, and I wholeheartedly support the addition of the Wallace Stegner Academy in Las Vegas. Today more than ever, parents need alternatives to the traditional public schools.

Sincerely,



Taina S Gude

Wealth Manager



July 10, 2020

To Whom It May Concern:

I am writing to express my support for the approval of Wallace Stegner Academy in Las Vegas in 2021.

I am a resident Las Vegas and am aware of the need for better schools here in the area. From the information I have received, I believe that this public charter school will be an incredible asset and of great benefit to our children, families, and local community. I was especially intrigued to learn of the college prep model and success that the Wallace Stegner Academy in Utah has brought the students there. The need for these lower income families is huge and especially with what they have experienced this year both in education and emotionally, I believe our kids will need good school options and community support systems that this school would offer.

I am also passionate about strengthening our community through schooling and programs that bring value to local families. We know that having good schools in this area will help strengthen the community, improve graduation rate, help kids contribute to society right out of high school by having the tools and skills to get jobs they would not have otherwise been able to get. I support Wallace Stegner Academy opening in Fall of 2021 and I look forward to seeing the benefits the school brings to the community.

Sincerely,

A handwritten signature in blue ink that reads "Steve Whittle".

Steve Whittle  
Project Manager  
Technicoat Management Inc.



together, we can feed everyone



**Frank Woodbeck**  
Board Chair  
College of Southern Nevada

**Dallas E. Haun**  
Board Secretary  
Nevada State Bank

**Douglas E. Christensen**  
Board Treasurer  
Community Organizer

**Eric Hilton**  
Founder (1933-2016)

**Eric Aldrian**  
Wynn Resorts

**Brian Ayala**  
Ayala's Concession Group

**Diana Bennett**  
Paragon Gaming LLC

**Richard Broome**  
Caesars Entertainment

**Cami Christensen**  
Westgate Las Vegas Resort & Casino

**Rebecca Darling**  
Barrick Gold Corporation

**Richard T. Crawford**  
The Crawford Group

**Shawn Gerstenberger**  
University of Nevada Las Vegas

**Marsha Gilford**  
Kroger Company

**Forrest Griffin**  
UFC

**Bill Hornbuckle**  
MGM Resorts International

**Fran Inman**  
Majestic Realty Company

**Ryann Juden**  
City of North Las Vegas

**Kara Kelley**  
The Kelley Company

**Sean McGarry**  
Engelstad Family Foundation

**John Moon**  
Federal Reserve Bank of San Francisco

**Anita Romero**  
Southwest Gas Corporation

**Judy Stokey**  
NV Energy

**Al Welch**  
Bank of America Merrill Lynch

**Brian Burton**  
President & CEO

**Michelle Beck**  
Chief Development Officer

**Tifani Walker**  
Chief Financial Officer

**Larry Scott**  
Chief Operating Officer

**Jodi Tyson**  
Vice President of Strategic Initiatives

To Whom It May Concern:

I am writing this letter of support for Wallace Stegner Academy of Nevada. The educational model of Wallace Stegner will provide a proven approach to raising the academic achievement of students in need who reside in our city of Las Vegas. I believe this school will be a great benefit to our neighborhood by providing not only a quality education to families in need but playing a critical component in improving the overall community as well.

As the Director of Childhood Nutrition Programs for Three Square Food Bank, I support the opportunity a new school would provide to the community and look forward to them providing much needed nutrition to the children in our community.

Sincerely,

Darwin J Bosen  
Director of Childhood Nutrition Programs  
Three Square Food Bank



1590 East 9400 South  
Sandy, UT 84093  
(801) 349-2200

July 13, 2020

To Whom It May Concern:

Waterford.org is writing to express support for the consideration of approval for the tuition-free public charter school, Wallace Stegner Academy to open in Las Vegas Fall 2021. Waterford.org seeks to blend the best aspects of learning science, mentoring relationships, and innovative technologies to form community, school, and home programs that deliver excellence and equity for all learners. We believe every child is entitled to lifelong learning success. Waterford UPSTART has expanded to more than 15 states and serves over 300,000 children annually through at-home and in-school programs.

We understand, believe and LIVE that children need quality education options. We have partnered with Wallace Stegner Academy in Utah in the past in various ways. Our programs have supported early learning and kindergarten readiness of WSA students there. We have also provided support to them in responding to the Covid crisis and upkeep to student's learning at home. Having worked with school model and it's leadership, I am confident this will be a great addition to the community there.

We have an early learning program, a Pre-k-6 Reading Academy and a Pre-k-6 mentorship program. We have various community partners that we work with to provide support to families in need in the community that need it most. We recently launched a no-cost summer program to benefit families who feel their children need that right now in this pandemic. These are a few ways we could potentially partner with the Wallace Stegner Academy in Las Vegas should they be granted a charter for Fall 2021.

Wallace Stegner Academy will provide families in need an educational opportunity they would not otherwise have. I support the approval of the school and I look forward to partnering with them and seeing the benefits the school brings to the community.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Nelson", is written over a circular stamp or seal.

Mike Nelson

Waterford.org



**FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY**

July 10, 2020

To Whom it May Concern:

The YMCA of Southern Nevada is writing to express their support for the approval of Wallace Stegner Academy in the Fall of 2021.

We have our Bill and Lillie Heinrich YMCA about 3 miles from the proposed location of the school. Serving the families in this area for years, we understand the needs and struggles of the local families. A quality education for children is always something that would strengthen local families and the community.

At the YMCA, we focus on healthy families and communities. We are advocates for strong education systems that strengthen neighborhoods. We focus also in youth development and diversity and inclusion for our families. We were provided an overview of the proposed model for Wallace Stegner Academy and it seems like this model will be able to help children with college prep work, leadership, character building, etc. We like the idea of our local families having options for the school that their child goes to.

We care about students and families here in Las Vegas. We also understand being geographically close to this campus, we would be able to partner in various ways. We see the benefits of the partnership between the YMCA and schools and the positive impacts this can have on families. We would be interested in discussing how this partnership may develop if they are granted this charter for Fall 2021. We have discussed a few potential partnership ideas such as discussing after school programming, providing swimming lessons and water safety to families from the school along with other services that the YMCA provides.

From the information we have received, we believe that Wallace Stegner Academy will be an incredible asset and of great benefit to our children, families, and local community.

Sincerely,  
Emily Sowers  
Executive Director  
Bill and Lillie Heinrich YMCA

WSAN is not currently seeking approval to operate a program of Dual Enrollment; therefore, this attachment is not applicable.



# Wallace Stegner Academy of Nevada 2021-22 Calendar

August 2021						
S	M	T	W	TH	F	S
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 2021						
S	M	T	W	TH	F	S
			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 2021						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	TH	F	S
	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 2021						
S	M	T	W	TH	F	S
			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 2021
August 2 Classes Begin

September 2021
September 6 Labor Day (No School) September 13 Staff Development Day (No School for Students)

October 2021
October 1 End of Quarter 1 (44 days) October 4 Staff Development Day (No School for Students) October 29 Nevada Day Observed (No School)

November 2021
November 11 Veterans Day (No School) November 12 No School for Students November 24-26 Thanksgiving Break (No School)

December 2021
December 10 End of Quarter 2 (44 days) December 20 Winter Break Begins



# Wallace Stegner Academy of Nevada 2021-22 Calendar

January 2022						
S	M	T	W	TH	F	S
						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 2022						
S	M	T	W	TH	F	S
		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 2022						
S	M	T	W	TH	F	S
		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 2022						
S	M	T	W	TH	F	S
					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 2022						
S	M	T	W	TH	F	S
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 2022
January 4 Staff Development Day (No School for Students) January 5 Classes Resume for Students January 17 Martin Luther King, Jr. Day (No School)

February 2022
February 7 No School February 21 Presidents' Day (No School)

March 2022
March 4 End of Quarter 3 (46 days) March 14 No School

April 2022
April 11-15 Spring Break (No School) April 18 No School April 19 Classes Resume April 25 Staff Development Day (No School for Students)

May 2022
May 25 End of Quarter 4 (46 days) End of School Year

## Attachment 4 - Board Member Template Wallace Stegner Academy of Nevada

143

## 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 Wallace Stegner Academy of Nevada
2. Full name Alexander Assefa  
Home Address \_\_\_\_\_  
Business Name and Address \_\_\_\_\_  
Phone Number \_\_\_\_\_  
E-mail address \_\_\_\_\_
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?
  - I want to actively advocate for and protect the interests of my community.
7. What is your understanding of the appropriate role of a public charter school board member?
  - Board members oversee the policies and governance of the school
  - It can be said that the board members represent the interest of the tax-payers, who could be argued as the "owners" of the school
  - Board members essentially hold the Principal of the school accountable to the public and make sure

## Start-Up Charter School Board Member Information

that the school's charter is being executed faithfully without unscrupulous activity

8. 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.
  - Board member, ECDC African Community Center. 2017-Current
  - As a leader in my community, I can effectively represent the voices and interests of the community.
9. Describe the specific knowledge and experience that you would bring to the board.
  - Community organizing, board experience, technology, logistical knowledge, transportation expertise

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
  - Wallace Stegner Academy is focused on providing a quality K-8 education for those students who are traditionally 'educationally disadvantaged' such as students who qualify for Free/Reduced Lunch services, are identified as English Learners, or are minorities (Hispanic/Latino and/or Black/African-American).
  - The school is driven towards putting students on a path toward success at the college and/or career-level.
2. What is your understanding of the school's proposed educational program?
  - Wallace Stegner Academy is a rigorous college preparatory school designed to prepare kids for their future careers as high school students, university students and beyond. The school is driven towards putting students on a path toward success at the college and/or career-level.
3. What do you believe to be the characteristics of a successful school?
  - Students are not only engaged in the classroom, but are progressing academically
  - The school is led by an effective school leader and is governed by a strong and effective governing board.
4. How will you know that the school is succeeding (or not) in its mission?
  - Typically schools are measured by their performance on the state's end-of-year exams in Math, English/Reading, and Science. In Nevada they are measured by the SBAC (Math, English Language Arts) and NV-CRT (Science).
  - Financially, the board should review the budget frequently throughout the school year at board meetings to ensure that the school is financially sound and able to continue operations.

### Governance

## Start-Up Charter School Board Member Information

1. Describe the role that the board will play in the school's operation.
  - The principal will oversee the day-to-day operations of the school and will be held accountable to the board.
  - The board does not get involved in the minute operations, but rather approves the policies that govern the school and guide the school on its mission to success.
2. How will you know if the school is successful at the end of the first year of operation?
  - The school will obtain a baseline for academic achievement after the first year of operation
  - Success can be measured on rate of returning students and that the school is meeting financial goals.
3. How will you know at the end of three years of the school is successful?
  - The school will hopefully begin showing academic growth from Y1 to Y3 in all tested subject areas
  - Student enrollment will increase
  - The school will be financially able to add-on additional grade levels as intended
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
  - The board should obtain a solid understanding of the mission and vision of the school
  - Take responsibility for the success of the school and not rely solely on partnerships or service providers (such as Academica Nevada or Wallace Stegner School, LLC).
  - Understand their role as a governing body and how that interacts with the school principal who manages the day-to-day operations.
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?
  - Discuss the situation with another board member not involved and reach out to Academica Nevada to identify solution to the problem.

### 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

## Start-Up Charter School Board Member Information

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
10. 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

## Start-Up Charter School Board Member Information

### Certification

I, Alexander Assefa, 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 Wallace Stegner Academy of Nevada Charter School is true and correct in every respect.

Alexander Assefa  
Signature

7/5/2020  
Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Wallace Stegner Academy of Nevada,  
(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.

## Start-Up Charter School Board Member Information

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.

Alexander Assefa ALEXANDER ASSEFA

Signature of Certifying Charter School Official

Name Printed

BOARD MEMBER

Title

7/5/2020

Date

Subscribed and sworn to before me

This 05 day of JULY  
date month year 2020

(Notary Public Seal)

State of Nevada )  
County of Clark )

This instrument was acknowledged before me on 07/05/20

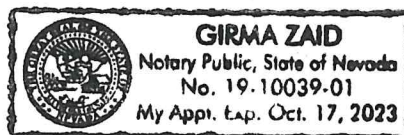
by ALEXANDEIL ASSEFA

as Attorney-in-Fact for

[Signature]

Notary Public

My Commission Expires: 10-17-2023



## Assemblyman Alexander Assefa Professional Biography



Assemblyman Alexander Assefa is the first Ethiopian-American elected to public office in the United States and the first African immigrant to serve in elected office in the State of Nevada. He is a Democrat representing the 42nd district of the Nevada State Assembly. In the year 2019, Assemblyman Alexander Assefa served on the 80th legislative session. He proudly served on these committees: Government Affairs, Health and Human Services and Agriculture Mining and Natural Resources. He played key roles in passing legislations that will positively impact Nevadans for generations to come.

Alex was born and grew up in Ethiopia. While still a teenager, he was subject to life as a refugee in Kenya. In Nairobi, he had the opportunity to root himself in the Christian faith while he lived where refugees are not always welcomed, often faced persecution and intolerance. Harbored in his church family, he avidly studied the bible. He then went on to serve his fellow refugees in various roles in the church, including in the choir, as audio/video technician and a bible study leader at several locations in Nairobi.

In the year 2000, Alex immigrated to the United States and was resettled in Alexandria, VA. He learned English as his third language and attended TC Williams High School. Alex attended flight school at Averett University in Danville, VA and became a pilot. He continued his education to earn a Political Science degree. He moved and permanently settled in Las Vegas, Nevada in 2006. He is a small business owner, who has created jobs for many working families in the Las Vegas area. He is actively involved in his community, serves in his church and is a strong participant in the Democratic Party.

Alex is the founder and Chairman of the Clark County Democratic Party, Transport and Tourism Workers Caucus. In his role as a leader, he tirelessly advocates for working families and relentlessly fights for those who are marginalized and left voiceless in the political system. His participation in politics took root while he was in college, where he founded the college's first Democratic Club. Alex also served as a Treasurer and Senator in the Student Government Association. He went on to serve as a volunteer during every presidential election since 2004 and various other local campaigns.

Alexander Assefa currently serves on the Board of Advisors at the ECDC African Community Center, in the organization's mission to impact lives by resettling refugees from every part of the world. Prior to joining the board, Alex volunteered in this important organization by helping with job placement of newly arriving refugees in Southern Nevada. He is also a community organizer in the East African community of southern Nevada, advocating for greater participation in the electoral system and active engagement in the affairs of his community.





# ALEXANDER ASSEFA

NEVADA STATE ASSEMBLYMAN,  
DISTRICT 42

## CONTACT ME AT



## PERSONAL PROFILE

- Born in Dodola, Ehtiopia
- Assumed office on November 7, 2018.
- Member of the Democratic Party Representing District 42

## LEGISLATIVE SERVICE

### Nevada State Assembly

- Nevada Assembly, 2019 (first elected November 2018)-one regular session
- 2019 Session Committees: Government Affairs; Health and Human Services; Natural Resources, Agriculture, and Mining
- 2019-2020 Interim Committees: Committee on High-Level Radioactive Waste

## EDUCATION

### Averett University

- B.S. in Political Science

## AFFILIATIONS

Clark County Democratic Party

Ethiopian Community Center of  
Las Vegas

African Community Center

## OTHER ACHIEVEMENTS



Founder & Chairman,  
Clark County Democratic Party,  
Transport & Tourism Workers  
Caucus



Licensed Pilot

## 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 Wallace Stegner Academy of Nevada
2. Full name Donald J. Bernard  
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. Youth counselor, legal counsel to a non-profit
4. educator, entrepreneur, public/private sector administrator.  
☒ Resume and professional bio are attached. School organization team member and site selection comm.
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? I believe I can make a meaningful contribution based on my personal & professional background.
7. What is your understanding of the appropriate role of a public charter school board member?  
To embrace and promote the school's vision, assist in ensuring the proper implementation of its policies as established by the stakeholders.

8. 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 a teacher*

*(From K-12 to youth counselor, administrator for a non-profit school, and member of an accreditation board.)*

9. Describe the specific knowledge and experience that you would bring to the board. *In addition to being a seasoned educator, I have over 25 years of legal experience, am an active member of a bar, have had experience in both public & private sector administratively*

#### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *To ensure that every student attends and graduates from 4-year college*
2. What is your understanding of the school's proposed educational program? *It is a college prep school with academic rigor designed to prepare students for a successful future*
3. What do you believe to be the characteristics of a successful school? *One that implements the school's mission with a successful future*
4. How will you know that the school is succeeding (or not) in its mission? *Data will be used to determine performance top priority, outcomes, while also ensuring staff is functioning in a non-toxic environment.*

#### Governance

1. Describe the role that the board will play in the school's operation. *The board will serve in a governing capacity, guiding implementation of policies.*
2. How will you know if the school is successful at the end of the first year of operation? *Although scores are an indicator, parent, teacher and student satisfaction are factors.*
3. How will you know at the end of three years of the school is successful? *Tracking students' progress via assessments designed to determine if SLGs are met.*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Quality formative and summative assessments provide an indication of how impactful teachers have been in students' learning.*
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?

*If there is clear and convincing evidence of unethical behavior, the first step is to question that individual one-on-one. Secondly, if no positive action taken to rectify, then there's no choice but to take proactive steps to maintain the board's and school's integrity.*

#### 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

10. 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**

I, Donald Bernard, 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 Wallace Stegner Charter School is true and correct in every respect.

Donald Bernard

Signature

06/01/2020

Date

## Statement of Assurances

Revised June, 2015

1. The charter school herein named, Wallace Stegner 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

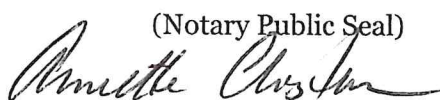
Donald J. Bernard  
Name Printed

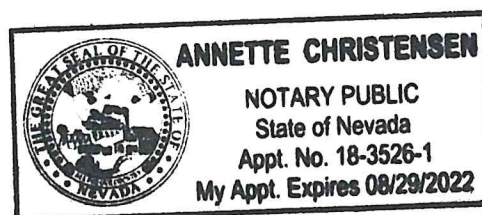
Board Member  
Title

06/01/2020  
Date

Subscribed and sworn to before me

This 1<sup>st</sup> day of June 2020  
date month year

(Notary Public Seal)  




## **DONALD J. BERNARD**

### **PROFESSIONAL BIOGRAPHY**

Donald J. Bernard, Ph.D. has been an educator with Clark County School District (CCSD) for over 15 years. He has taught English Language Arts in Special Education, and for the past four years has undertaken teaching students with severe learning disabilities (SLD). During his teaching tenure, Dr. Bernard has participated in different afterschool programs, including tutoring, facilitating a Writing Club, and organizing a Saturday School Program. His additional school activities have included serving on the principal's Site Selection Committee, CCSD School Organization Team (SOT), and the Superintendent's Teacher Advisory Committee. In 2016, Dr. Bernard was one of 21 teachers selected from 820 finalists to win the Heart of Education Award given to outstanding teachers who have "delivered from the heart and gone above and beyond for their students."

Outside of school-related activities, Dr. Bernard was appointed to serve as an Arbitrator for the Clark County District Court in which he heard and rendered judgment on a variety of civil cases for over 14 years. He has been involved with the Nevadans for Common Good (NCG), a diverse, broad-based committee of interdenominational churches whose goal is to educate citizens for effective leadership and participation in promoting the well-being of the community. NCG addresses issues that include teacher shortage, the student achievement gap, the poor, and the elderly. Dr. Bernard continues his involvement with the youth in his parish during the week and on some weekends.

Teaching is a second career for Dr. Bernard as he is a licensed attorney who practiced law in Louisiana for 25 years, with emphasis on labor law and commercial litigation. He was appointed by then-Mayor Dutch Morial as general counsel to the New Orleans Aviation Board. Later, he was appointed by Governor Dave Treen as Secretary of Commerce for the State of Louisiana and served on the U.S. Small Business Advisory Council. During his tenure in government, he was overseer of a \$6.1 million budget, managed by his undersecretary who was responsible for daily financial operations and budget preparation. After his two-year stint in state government, Dr. Bernard returned to private law practice, small business consulting, served as general counsel to a vocational school, a private community college, and was involved in a host of other community activities. He was the founding president and board member of 100 Black men of New Orleans, an affiliate of 100 Black Men of America, a non-profit organization whose primary purpose is mentoring young black males and providing scholarships to college. He also served briefly on the Human Relations Commission for the Archdiocese of New Orleans.

Dr. Bernard earned his Bachelor of Arts degree in Sociology from Divine Word College Seminary, with a minor in Philosophy. He earned his Juris Doctor from Tulane University, a master's degree in Organizational Management from the University of Phoenix, and a Master of Education degree from the University of Nevada Las Vegas (UNLV). He later returned to UNLV and earned his Ph.D. in Workforce Development in 2014. He has written and published several articles and is author of a novel. He has lived in Las Vegas for the past 23 years.

## DONALD J. BERNARD

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### Career Summary

Highly seasoned and professional executive with more than 25 years of legal experience working in the private and public sectors. Comprehensive background in the legal and business service industries. Second career experience in Secondary curriculum development and classroom instruction, tutoring and mentoring. Results oriented leader and a team player with a wealth of interpersonal skills, and excellent oral and written communication skills. Experience in critical problem solving and mediation; adept at identifying issues, recommending time-saving solutions and implementing practical procedures for resolution.

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### Professional Experience

#### Clark County School District

*English and Literacy Instructor and Special Education Teacher*

Clark County, Las Vegas, NV  
2002 - Present

#### Eighth Judicial District Court

*Arbitrator*

Clark County, Las Vegas, NV  
1998 - Present

- Appointed by the Nevada Supreme Court to hear civil cases assigned by the Arbitration Commissioner and to render written decisions.

#### Las Vegas College

*Adjunct Instructor*

Las Vegas, NV  
2000 - 2001

- Taught Legal Ethics, Constitutional Law and Nevada Law in the Paralegal Curriculum.

#### Law Office of Reyes and Associates

*Counsel*

Las Vegas, NV  
1997 - 2000

- Managed caseloads with thorough analytical review and made recommendations for trial if deemed appropriate.
- Effectively negotiated claims and settlements resulting in tripling the total revenues for the firm for the first-time compared to previous years, while reducing protracted litigation.

#### Law Office of Donald J. Bernard

*Managing Partner*

New Orleans, LA  
1982 - 1997

#### Organizational Development Consultants

*Consultant*

Dayton, OH  
1988 - 1989

- Collaborated on a General Motors joint venture contract for the development and training of employees, utilizing motivational techniques designed to improve job performance and workplace productivity.
- Engaged in general practice of law with emphasis on commercial litigation, personal injury, arbitration, mediation and counseling a small business clientele.

#### State of Louisiana

*Secretary of Commerce*

Baton Rouge  
1980-1982

- Served as Chief Director of the State Economic Development program.
- Overseer of Insurance Rating Commission.
- Office of Financial Institutions and various licensing boards and regulatory agencies.
- Developed and implemented a viable Small Business Development model for the State of Louisiana and successfully designed and implemented a cultural diversity plan for the Louisiana Department of Commerce.

**Education**

University of Nevada Las Vegas, Ph.D. Workforce Development and Organizational Leadership  
University of Nevada Las Vegas, M.Ed.  
University of Phoenix, M.A.O.M.  
Tulane University School of Law, J.D.  
Divine Word College, B.A.

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**Memberships / Associations (\*Past)**

- Louisiana State Bar Association
  - CCSD Superintendent's Teacher Advisory Group\*
  - West Prep Site Selection Committee\*
  - CCSD School Organization Team (SOT)
  - Association for Human Resource Development (AHRD)
  - Pacific Sociological Association (PSA)
  - Work and Family Research Network (WFRN)
  - U.S. Small Business Administration (National Advisory Board)\*
  - Accrediting Council for Continuing Education and Training (National Evaluation Team for Vocational Technical Schools)\*
  - Kappa Alpha Psi Fraternity
  - Founding President of the New Orleans Chapter of 100 Black Men of America, Inc. (A non-profit organization committed to the intellectual development and mentorship of youth and the economic empowerment of the community).
- 

**Honors:**

Phi Kappa Phi National Honor Society

Recipient of the Heart of Education Award (2016) – One of 21 Clark County school teachers recognized for outstanding service and going above and beyond in their dedication to students.

**Publications:**

Articles Published in Peer Reviewed Journals and Presented

1. Bernard, D. J., (2014, March). *A Narrative Study of Male Accompanying Partners: Adaptation to a Nontraditional Role in Dyadic Partnerships*. Pacific Sociological Association. Section on Work and Family Intersections.
2. Bernard, D. J., (2013, February). *Achieving Work-Life Balance in Dyadic Partnerships: A Narrative Study of Adaptation by Male Accompanying Partners to a Non-Traditional Role*. 2013 AHRD International Research Conference in the Americas. Symposium # 11.
3. Bernard, D. J., (2012) *Trailblazing Women: The Story of Career and Family Balance*. AHRD International Research Conference in the Americas. Symposium # 50.
4. Bernard, D.J., (2010). *A Comparative Analysis of Workforce Education Systems in the Republic of South Korea and the United States: Preparing Women Workforce in Manufacturing Industries*. UNLV Graduate College Poster Presentation.

### 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 Wallace Stegner Nevada
2. Full name Mark G. Losee  
Home Address [REDACTED]  
[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.  
  
Please see attached resume and response to Question No. 8.
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

## Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?

Community Engagement—By serving on the board of the charter school I will be able to (1) expand the community I live in and am involved in; (2) I will be able to help in my community similar to my pro bono work; and (3) I will be able to connect with others helping in the community. I also like having three of my own children attend a local charter school and I want to see more charter schools in the community providing more choice for parents and students.

7. What is your understanding of the appropriate role of a public charter school board member?

To ensure accountability to the source of the funds operating the school—the local taxpayer and community.

8. 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 not served on a board before, however, as an attorney, I represent clients. I do this by learning my client's expectations and becoming aware of the potential scenarios and work to achieve the best outcome while preventing undesired outcomes from happening. With this background, I believe I can help as Brian L. Carpenter states *"represent the owners of the school...ensure the school accomplishes that which the owners want... and to ensure that things that shouldn't occur in the school, don't occur."*

9. Describe the specific knowledge and experience that you would bring to the board.

I would bring a legal background to the board with the ability, among others, to interpret and research legal documents or regulations and to provide relevant legal counsel and advice on pending issues.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To be a school that prepares students and to help students grow into academic excellence based on rigorous and scientifically proven techniques.

2. What is your understanding of the school's proposed educational program?

To provide personalized Math and Reading classes, daily science education, and free after school programs with teachers, including tutoring.

3. What do you believe to be the characteristics of a successful school?

That parents or students want to be involved in the meeting high expectations.

4. How will you know that the school is succeeding (or not) in its mission?

Through a variety of information from several sources, including, feedback from students, parents, and teachers; performance metrics; and comparable test scores and rankings.

## Start-Up Charter School Board Member Information

### Governance

1. Describe the role that the board will play in the school's operation.

To oversee the vision of the school and to make sure that the directors and administration are operating the school responsibly.

2. How will you know if the school is successful at the end of the first year of operation?

Student retention and reenrollment.

3. How will you know at the end of three years of the school is successful?

Increased demand for enrollment by new students.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hire leaders to perform the daily functions of the school and hold these leaders accountable with appropriate 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?

Address it and correct it before it becomes a liability. And although I would raise the issue individually with the member, it would still be discussed among all members of the board and other key individuals to find the best solution that is in the best interests of 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

Living in the same neighborhood, I attended the same high school with Co-Executive Director, Adam Gerlach.

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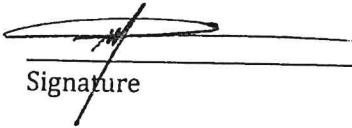
### Start-Up Charter School Board Member Information

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
- I am friends with Kyle McOmber who works for Academica Nevada.
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
10. 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

## Start-Up Charter School Board Member Information

### Certification

I, Mark G. Losee, 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 Wallace Stegner Nevada Charter School is true and correct in every respect.

  
Signature

6/1/20  
Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Wallace Stegner 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.

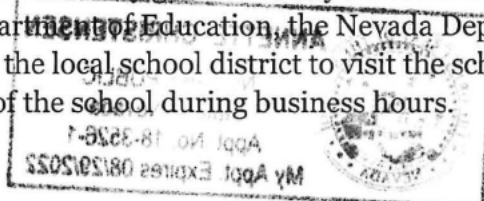
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

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.




## Start-Up Charter School Board Member Information

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.

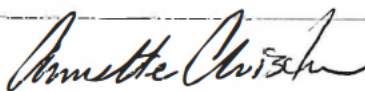
 \_\_\_\_\_  
Signature of Certifying Charter School Official      Name Printed Mark Losee

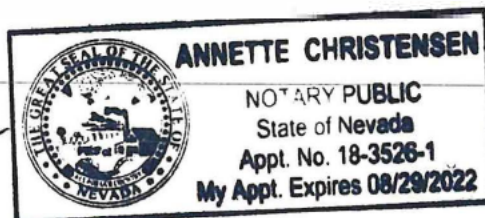
**Board Member** \_\_\_\_\_      **June 1, 2020** \_\_\_\_\_  
Title      Date

Subscribed and sworn to before me

This 1<sup>st</sup> day of June 2020  
date      month      year

(Notary Public Seal)





## **Mark Losee**

### **Professional Biography**

Mark Losee was born and raised in Centerville, Utah. He attended High School at Viewmont High School where he participated in cross country and track. Following High School Mark continued to excel in academics earning an Associates of Arts degree from Dixie State University, a bachelor's degree in Science and Aviation from Utah Valley University, a Master's degree in Science and Criminal Justice from Bowling Green University and a Juris Doctorate from the University of Dayton.

Mark's thirst for high learning continues as he is currently pursuing an L.L.M in environmental law. Mark is licensed to practice law in both Nevada and Utah's State and Federal Courts.

Since graduating from law school at the University of Dayton, Mark has focused solely on helping people who have been hurt due to the fault of another in the arenas of both personal injury and workers compensation. Mark successfully argued before the Nevada Supreme Court and was instrumental in forging new case law to better help victims of work-related injuries maximize their long-term benefits and recovery. See Poremba v. S. Nev. Paving, 132 Nev. Adv. Op., 369 P.3d 357, 358 (2016). Mark brings years of experience to Marshall Injury Law in the areas of car accidents, medical malpractice, worker's compensation, wrongful death, and premises liability.

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When not practicing law, Mark enjoys spending time with his wife and 5 young children. He volunteers as a coach for the youth soccer program in Henderson, Nevada. He is also part of a network of local businesses located in Boulder City, Nevada and stays active in the community. Mark loves the Clark County community that he calls home and the people that he is able to help through difficult times.

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## KEY AREAS OF EXPERIENCE

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- Client Interviews
- Case Investigation
- Demand letters
- Complaints
- Written Discovery
- Depositions
- Motions and Oppositions
- Settlement Discussions
- Arbitration Hearings
- Agency Hearings
- Oral Arguments
- Statutory/Case Law Research

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## LEGAL EXPERIENCE

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### **Marshall Injury Law** *Associate Attorney*

Las Vegas, NV  
Jan 2016—Present

At Marshall Injury Law I have been dedicated to representing plaintiffs in personal injury cases, including motor vehicle accidents, medical malpractice, wrongful death, bad faith and premises liability. My involvement is focused on handling all the litigation matters for these cases from drafting the complaint to final disposition of the case. A notable trial court order (and briefing) requested by other personal injury attorneys in the community was the granting of Plaintiff's Motion to Strike Defendants' Request for Trial de Novo in Clark County District Court Case No.A-16-74495-C. This case was an example of the abusive behaviors insurance companies promote in arbitration cases in Nevada. In this case, I was able to outline the bad faith participation of opposing party to the court and through motion work have judgment entered without a trial.

### **Dunkley Law** *Associate Attorney*

Henderson, NV  
July 2013—Dec 2016

At Dunkley Law I represented plaintiffs and injured workers in personal injury cases. My involvement was in every facet of these cases from the beginning client interview to final resolution of the case. A notable published case discussed in several legal blogs throughout the country from my work at Dunkley Law is *Poremba v. S. Nev. Paving*, 133 Nev. Adv. Op. (Jan. 26, 2017). Here, I advanced a workers compensation case from the agency level to the Nevada Supreme Court with my involvement focusing on the interplay and interpretation of statutory worker's compensation laws and the common law governing tort liability when a worker is injured on the job by an at-fault-third-party. The Nevada Supreme Court agreed with the written and oral arguments that I advanced and the case set precedent for future workers compensation claims involving third-party settlements—explaining insurers are not entitled to reimbursement from the settlement portion designated for remedies that fall outside the scope of workers compensation, e.g., amounts allocated for pain and suffering.

### **Utah Legal Services** *Volunteer Attorney*

St George, UT  
Aug 2012—June 2013

Completed all necessary stages of litigation to obtain protective orders for victims of domestic violence in civil court.

### **Utah Attorney General's Office** *Extern/Law Clerk*

Salt Lake City, UT  
Aug 2012—May 2013

Conducted legal research and writing to enforce Utah's Underground Storage Tank Act for the Department of Environmental Response and Remediation (DERR).

-Continued from page 1-

**Utah Attorney General's Office**

*Extern/Law Clerk*

St George, UT

June—Aug 2011

Prepared and presented cases in court on behalf of the Utah Office of Recovery Services to collect child support arrears.

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**LICENSES**

**Nevada State Bar, 2013**

U.S. Dist. Ct. for the District of Nevada

**Utah State Bar, 2012**

U.S. Dist. Ct. for the Central District of Utah

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**EDUCATION**

**University of Dayton School of Law**

Juris Doctor, 2012

Dayton, OH

**Bowling Green State University**

Masters of Science in Criminal Justice, 2011

Bowling Green, OH

**Utah Valley University**

Bachelor of Science in Aviation Management, 2008

Orem, UT

**Dixie State University**

Associate of Arts, 2004

St George, UT

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**AFFILIATIONS AND ONLINE PROFILE**

- Nevada Justice Association
- <https://www.linkedin.com/in/marklosee>
- <https://www.avvo.com/attorneys/89074-nv-mark-losee-4463929.html>

### 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 Wallace Stegner Academy
2. Full name Willie Lee Fisher, Jr.  
Home Address [REDACTED]  
Business Name and Address N/A  
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. I have served as an educator for 41 years in their capacity as a teacher and school administrator in predominantly Low Income Schools.
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?  
I feel my experience and passion affords me the insight that will aid in the mission of the school
7. What is your understanding of the appropriate role of a public charter school board member?  
To govern and manage the the shool leader but not the day-to-day operations.

8. 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 served as principal at a charter school and therefore understand what is required to manage and operate it.
9. Describe the specific knowledge and experience that you would bring to the board.

I feel my 41 years of combined as a teacher and school administrator, I have gained knowledge and experience in the areas of classroom management; curriculum, best teaching practices, budgeting, behavior and the evaluation of staff.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The mission serves as a blueprint and guide in which the school follows for its success.
2. What is your understanding of the school's proposed educational program?  
To ensure students a total comprehensive school program e.g, academic and extra curriculum programs
3. What do you believe to be the characteristics of a successful school?  
I believe the characteristics of a successful school are many combined things but specifically; strong leadership and staff that can turn a school into a Blue Ribbon School.
4. How will you know that the school is succeeding (or not) in its mission?  
Data and having discourse with staff, students, and parents are all ingredients for a school succeeding with its mission.

### Governance

1. Describe the role that the board will play in the school's operation.  
The role of the board is to address all matters such as: Policies, Budget and Finance, Hiring Leadership and Personnel Policies.
2. How will you know if the school is successful at the end of the first year of operation?  
Review data in the areas of academic achievement, discipline, attendance and discourse with staff, students and parents.
3. How will you know at the end of three years of the school is successful?  
Same answer in the above question, GOVERNANCE question #3
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
From the educational leader to all staff members, we must hire people that has the experience, passion, caring with the belief that all students can learn.
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?  
I would report the situation to an Executive Board Member.

### 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

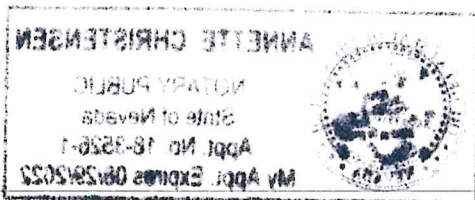
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

**Certification**

I, Willie Lee Fisher, Jr., 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 Wallace Stegner Academy Charter School is true and correct in every respect.

Willie Lee Fisher Jr. 2/13/2020  
Signature Date



## Statement of Assurances

Revised June, 2015

1. The charter school herein named, Wallace Stegner 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.

Willie Lee Fisher, Jr. Willie Lee Fisher, Jr.

Signature of Certifying Charter School Official

Name Printed

BOARD MEMBER

Title

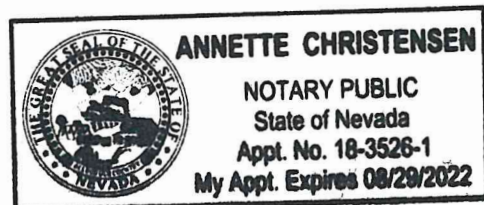
2/13/2020

Date

Subscribed and sworn to before me

This 13<sup>th</sup> day of March, 2020  
date month year

(Notary Public Seal)





*Willie Lee Fisher, Jr.*  
Wallace Stegner Academy

I was born in Seattle, Washington, born to the union of Willie and Lucille Fisher in the year 1954. I am an only child and my parents were great parents and good community people. During my 4<sup>th</sup> grade school year, I began playing music drums (in particular) with the school orchestra. During this time of in life I was also a member of The Rotary Boy's Club where I learned to play basketball, pool, ping pong, checkers and singing in the choir. My dream was to one day become a pro basketball player in the NBA.

In 1972 during my senior year in high school, I was Senior Class President, Captain of the basketball team, Drum Section Leader and Band Captain, President of The Men's Club, Homecoming King and a golf club team member.

After graduating high school, I attended Southern University in Baton Rouge, La. I was a proud member of the world-renowned Southern University Marching Jukebox Band. We are still #1 to date. My entrance was due to a scholarship. I graduated with a B.S. in Music Education in 1977. Traveling to Louisiana was an experience of a lifetime, it became my second home and I built strong relationship in which I am still in contact with many college friends.

After graduating from Southern University, I moved to Los Angeles, Ca. to professionally play music (which I did). To supplement income, I used my degree and applied as a substitute teacher. Shortly after I became Band Director at Fremont High School in the Los Angeles Unified School District. On my request, I was assigned South Central L.A. I wanted to work with low income and at-risk students and their families. It was an experience I'll never forget. It was the beginning of the Crips and Bloods Gang movement and it provided me with the start I needed in education.

As an only child, I was asked to move back to Seattle by both my parents in 1982 due to their failing health. I didn't give it a second thought. I packed what I could and gave the rest away. While caring for my parents, I continued teaching music in the Seattle School District working in

behavioral schools as well as with street kids. I was honored by being named Teacher of the Year.

While making the decision to continue my education by achieving my Masters' Degree in Educational Leadership at Bank Street College of Education in New York City, I maintained teaching as Band Director as both middle and high schools.

My mother passed in 1984 at the beginning of my attendance to graduate school. This was the worst time of my life. Mom was gone and dad wasn't too far behind. He died shortly after.

I made it through and graduated graduate school in 1987. This was the beginning of my Administrative career in the Seattle School District as a Dean, the Renton School District Seattle and later Clark County School District in Las Vegas. I retired in 2019 as an Elementary School Administrator. 41 years of service to our kids. What a ride!

Through the entire time as educator, I continued performing as a musician. My wife and I have our own musical group. We perform in the greater Las Vegas area.



## **EXPERIENCE**

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### **RETIRED**

**Assistant Principal: 2016 – 2019**

**Matt Kelly Elementary School**

#### **Responsibilities:**

**Discipline and attendance plans grades 3-5, Special Education Program, Positive Behavior intervention and Support, Lesson Plan Checks, Infinite Campus, Safety Crisis Response Plan/Drill, Building Maintenance, after school Tutor Program and Saturday School, Three Square Meals, Weekly classroom visits, Extracurricular Activities and Events, Student Counsel, After school process and Health and Wellness/Gardens.**

### **Principal-Assistant-Principal-Dean of Students**

**21 combined years in various Public and Charter Schools**

#### **Responsibilities:**

**Supervised Special Education programs, 504 accommodation teams, curriculum and instruction for all grade levels. Implemented and supervised Academic Rigor Programs such as; AP (advanced placement), IB (international baccalaureate) and Avid (advancement via individual determination). Recruiting, screening and hiring of staff. Evaluated staff following appropriate laws and school district policies. Developed and maintained positive relationships with staff, students, parents, and community through frequent open forums. Prepared and monitored school budgets.**

### **Teacher/Band/Music Director**

**20 combined years**

#### **Responsibilities:**

**Developed musical attitudes, habits and skills necessary to adapt to music and instruments. Taught math, science, history, language arts and physical education (Interagency Alternative School Program)**

**Education, Credentials, Accreditations and Organizations**

***~Available upon 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 Wallace Stegner Academy of Nevada
2. Full name Oyaima Camman-Calvo  
Home Address [REDACTED]  
Business Name and Address n/a  
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.  
  
My professional career includes 23 years in the Clark County School District – 15 years as an office manager at various schools. In addition, several years in the community organizing events to promote community engagement with the City of Las Vegas. I have a strong comprehension of a school's infrastructure, from staffing, curriculum, budgets and facility maintenance. I have served on multiple committees, boards and organized projects.
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

## Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?

I would like to be a part of this board because I feel I have experiences and expertise in areas that would strengthen the establishment, support and growth of the charter school. I would like to be able to serve the community in this capacity to ensure parents have a choice for a better education for the students in the community.

7. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the board member role is to bring support, ideas, accountability and resources to the board and the school. To be a part of the checks and balance for the charter school.

8. 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 boards and committees through various roles, such as, bookkeeper, parent representative, minute's recorder and community member. I have the capability to be an effective board member because I look at situations and see possible concerns and solutions. I am a listener and advocate.

9. Describe the specific knowledge and experience that you would bring to the board.

My forte is organization, working with people, passion for serving the community and maintaining integrity and fairness. I understand a school's system, a parent's desire to have the best for their child and the need to maintain a consistent integrity throughout the process.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission and guiding beliefs is to bring an option of education to the community. Bring school options to parents that would not have one.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program includes supporting the community, students and parents.

3. What do you believe to be the characteristics of a successful school?

Characteristics of a successful school include great leadership, staff cohesiveness, student relationships (with teachers and each other), parental engagement, a lot of heart, passion and hard work.

## Start-Up Charter School Board Member Information

4. How will you know that the school is succeeding (or not) in its mission?

Depends on the measurement tool that is used – board feedback, parent reviews, test scores, student's experiences and/or staff's opinion. I believe one needs a combination of all these tools to determine the success of a school. It is a delicate balance - all stakeholders are needed.

### Governance

1. Describe the role that the board will play in the school's operation.

The board will support the school's leadership and operation as an extension of support with various extensions. The board can be a soundboard, a structure to support the school's strategic plan, a place with resources and solutions. Additionally, the board's support will oversee and hold the school's leadership accountable.

2. How will you know if the school is successful at the end of the first year of operation?

School's success reflects on test scores through gains & losses, but looking into a entire school for success measurement will benefit the continued growth of the school. I believe having a broader understanding of the student's needs will allow the continuation for relationships to be formed and strengthen.

3. How will you know at the end of three years of the school is successful?

Few different ways the school will reflect success after three years are student enrollment number, student enrollment retention, test scores, parental involvement, teacher/administration/ staff retention and positive student experiences.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Connect with the community – parents and students. Listen, listen and listen. Invite all stakeholders to be an active member of the school. Work with community members.

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?

First of all, what does the board member handbook state about these types of situations. As a board member that would be the first place I look into for a solution. I believe in speaking directly to the person(s) involved to have an open conversation. I would want to give the board member the opportunity for further explain actions in question. Maybe I missed information or need further explanation to understand what is being questioned. Also, speak to the other board members. If there was am incident where unethical situations were occurring, I doubt I would be the only member who felt these actions were wrong. Let us have a conversation as a board.

## 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.  
☒ 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

## Start-Up Charter School Board Member Information

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
10. 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

I, Oyaima Camman-Calvo, 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 Wallace Stegner Academy of Nevada Charter School is true and correct in every respect.

Oyaima A. Camman-Calvo 6.25.20  
Signature Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, \_\_\_\_\_ Wallace Stegner Academy of Nevada \_\_\_\_\_,  
(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.

## Start-Up Charter School Board Member Information

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.

Oyama A. Camman-Calko      Oyama A. Camman-Calko  
Signature of Certifying Charter School Official      Name Printed

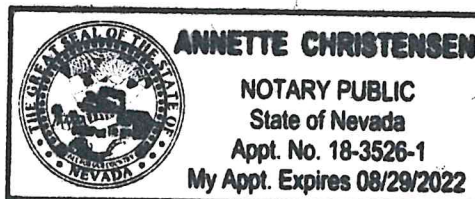
board members      6-25-20  
Title      Date

Subscribed and sworn to before me

*Annette Christensen*

This 25<sup>th</sup> day of June 2020  
date      month      year

(Notary Public Seal)



Oyaima Camman-Calvo  
Community Program Technician  
City of Las Vegas

### Professional Biography

Oyaima is committed in supporting education and serving the community. She believes in empowering individuals for a stronger and brighter future.

Oyaima currently works at the City of Las Vegas as a Community Program Technician where she empowers the community through the organization of community events to beautify neighborhoods and the community. She is the Executive Director of Keep Las Vegas Beautiful and recently has received national recognition by Keep America Beautiful for her cleanup event held in the downtown area in February 2020.

Prior to this, Oyaima worked over 23 years for Clark County School District. Majority of those years were as an office manager at elementary schools. This is where she was able to polish her skills in financing, staffing, serving the community and be a pillar of strength within the school infrastructure. She truly enjoyed helping others.

Oyaima earned her Bachelor's degree in Science of Human Services from University of Phoenix. She was the first family member to earn a degree in her family and is proud of her hard work, positive example and commitment to the community. She enjoys helping the community, spending time with her family, cooking with her husband and learning new things.

**Objective**

To gain employment at a job where I can make a difference in the community while having a positive impact on individuals who need support in difficult circumstances. I take great pride in serving and advocating for the statistically underserved. Being a pillar of strength, hope and direction for community members who need that encouragement is a special honor that I take seriously and humbly perform.

**WORK EXPERIENCES**

**Organization:** City of Las Vegas @ ISO-Q (Isolation & Quarantine) Complex for the Homeless at Cashman

**Position:** Campus Lead during Graveyard Shift

**Date:** April 15<sup>th</sup> – Current

**Duties:** Oversee the operational functions of the ISO-Q facility to run smooth and according to the regulations and procedures in place. Ensure the facility has sufficient coverage in the tents; provide solution base directions to the various situations that may occur with the clients (homeless population), staff members and/or facility throughout the assigned shift. Manage various tasks with complex content within a unique facility. Additionally, develop good working relationships with stakeholders; including medic personnel, operation staff, and case managers, cleaning crew, security team and administrative team with clear communication skills, as well as customer and client management skills.

**Organization:** City of Las Vegas Office of Community Services

**Position:** Community Program Technician

**Date:** April 15, 2019 – April 14, 2020

**Duties:** Develop and coordinate community partnerships through the various community events organized. Organize events from the steps of initiation, planning, implementing and commencement of the events. Monitor and collect data from the all events I supported, participate at and organized. Convey what worked and did not work to team members for future projects and events. Certify Keep Las Vegas Beautiful (KLVB) is following its purpose and mission within all the beautification events organized. Deliver clear and effective communication to KLVB committee members, community members, volunteers, and supervisor and team members regarding on-going projects, events and tasks. Provide support to city council members, neighborhood and community members through the support of events, addressing concerns, answering questions and ensure that the follow through occurs. Research, identify and apply for grants that will support the improvement of recycling practices, reduction of littering and beautification efforts.

**Organization:** Clark County School District Purchasing Department

**Position:** Buyer II

**Date:** January 2019 – April 2019

**Duties:** Maintaining contracts for my assigned commodity of paper products and office supplies for the entire CCSD, preparing Request for Purchases, processing of shopping carts inputted from CCSD employees, monitor Year to Date Spending for contracts and assist employees with ordering issues.

**Organization:** Clark County School District Matt Kelly Elementary School

**Position:** Office Manager

**Date:** July 2015 – January 2019

**Duties:** Provide professional and supportive customer service to parents, students, teachers, staff and community members at an at-risk school and community. Support the mission and vision of the school through hard work, consistency, patience and love. Daily payroll duties of 60+ employees (teachers, substitutes, administrators & support staff employees), budget tracking of various expenditures from four budgets, daily tracking & monthly reconciling of six credit cards, human resource responsibilities of recruiting employees, interviewing personnel, evaluations and coaching & counseling staff members. Complete inventories of school items and submit all orders. Maintain school master calendar to ensure all events have the support needed, high attendance and participation.

**Organization:** Clark County School District Various Schools & Departments

**Position:** Office Manager, Fingerprinting Technician, Security Monitor and Teacher Assistant

**Date:** March 1995 – April 2019

**Duties:** Throughout my 23 years of employment with CCSD, I have worked in different roles to support and engage the community. I spent over 12 years working within at-risk communities serving parents and students. My scope of work is difficult to categorize except by stating, "It was a work of love and true investment for others." I have worked at a brand new school from the groundbreaking ceremony and forward, existing school having a new building built, magnet school with multiple education programs, school police department records department, delivering of citations to the various courts and new staff hire fingerprinting and ensuring the safety of school campuses.

**Education**

University of Phoenix

**Degree:** Bachelors in

Science of Human Services

with a concentration in

family and child services

**Graduation Date:** 5/21/16

**GPA:** 3.81

Official transcript available  
upon request

**Computer Programs**

Microsoft Office Suite

Google Programs

Searchsoft

Enterprise Resource

Planning

Infinite Campus

**Skills**

Compassionate

Dedicated

Effective Communicator

Hard Working

Management Skills

Problem Solver

Strong Organization Skills

Team Player

Transferable Talents

**Field Experiences**

**ABC Therapy** – Patient intake, domestic violence groups, prepare case notes for courts, collecting of money and patient files.

**Procare Hospice of Nevada**

- Assisting patients, and organizing events at assisted living facility.

**Volunteerism**

Organize Community Closets

Christmas Santa Toy Delivery

Church Community Events

Food Banks for Needy Families

Clothing Donations

Youth Mentorship

**Projects Lead**

Christmas Toy Giveaway

Partnership Breakfast

Staff Yearly Appreciation  
Week

Employee Professional  
Development

Community Cleanups  
Recycling School Contest

**Language**

Speak Spanish

**Course Trained**

Inside Out Coaching Trained

**References**

Nancee "Nalani" Aki, current supervisor 808-256-8426

Alaina Criner-Wilson, previous supervisor 702-927-0636

Dr. Beverly Mathis, previous supervisor 702-375-3604

Mrs. Shawn Spight, family friend 702-742-0760

### 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).**



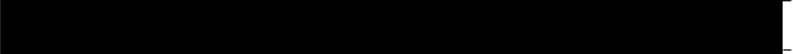
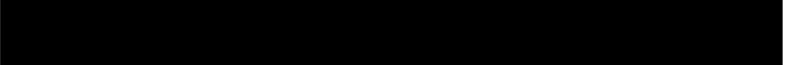
**All forms must be signed by hand.**

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 Wallace Stegner Academy of Nevada
2. Full name Jonathan David Pantages  
Home Address   
Business Name and Address   
Phone Number   
E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.  
**I Graduated from High School in 1989 in Fresno, CA. Dabbled in College at Fresno City College, but life education seemed to be my chosen path. I completed a 2-year Christian Education Degree. I have served in a wide variety of capacities in my work career. I spent a large amount of time working in the special events/hospitality industry. I was the Director of Special Events for the Fresno Fair and managed an event venue in CA. I served for a season with the Fresno Police Department as a Community Service Officer. I currently serve as a Realtor in CA and NV and am the Congregational Care Elder at Mountaintop Faith Ministries. Nearly all of my work experiences have involved public contact or public service. I enjoy working with the community and families so serving on a board of directors for a public charter school is exciting for me.**
4. ☒ Resume and professional bio are attached.

## Start-Up Charter School Board Member Information

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).

**I have not served previously on another board.**

☐

6. Why do you wish to serve on the board of the proposed charter school?

**I have a passion for helping people. The church I serve at as an employee and attend is in the heart of the area that this school would serve. I have volunteered time at the neighboring school to connect with the neighborhood children and their families to help them be as successful as possible. Being a board member would further extend my reach into the largely Hispanic community and would afford me the opportunity to directly contribute to the educational success of each student.**

7. What is your understanding of the appropriate role of a public charter school board member?

**The role of a public charter school board member is to act on behalf of the school's stakeholders and ensure school leadership is being held accountable. I understand there will also be an element of financial accountability and voting on agenda items when a decision is needed for the school.**

8. 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.

**While I have never served on a school board, I have served in an advisory capacity in many churches and I currently on the Director Team at Mountaintop Faith Ministry. My ability to be impartial, open-minded and fair, allows me to take the needs of all entities and make decisions that best serve everyone's best interest. I have the unique ability to truly think outside of the box, which allows me to be creative in all that I do. I believe this helps to propel students forward even faster than in a more traditional "cookie cutter" school experience.**

9. Describe the specific knowledge and experience that you would bring to the board.

**I bring the ability to be a bridge between opposing factors. The ability to analyze a situation and step back away from the emotions and make a rational decision based on the facts of the matter and what would be best for these students. I have many years of experience working on teams that were not always on the same page with each other, but had to find a way to work together and develop solutions that would result in meeting or exceeding the expected goal. I bring experience working in the area immediately surrounding the proposed site of this school, I am connected in the Hispanic community and that experience and connection is valuable when opening a school.**

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

**My understanding is that this school is a college preparatory school that is designed to help students in low income areas to achieve excellence and to help close the**

## Start-Up Charter School Board Member Information

achievement gap for those disadvantaged students living in the area that the school would serve. This would partially be achieved by offering a high quality education and encouraging kids to further their education. This would be accomplished by creating an atmosphere where parents, students and teachers would all work together towards that goal.

2. What is your understanding of the school's proposed educational program?  
**The educational program is a proven model that has been successful in other similar areas.**
3. What do you believe to be the characteristics of a successful school?  
**In my opinion the characteristics of a successful school include having a proven educational model as the foundation, a principal/leader who guides teachers who have a passion for children, and who will do whatever necessary, including unconventional ways of reaching students, while partnering with parents, surrounding community support (churches etc) to ensure success of each student in a safe, caring environment. I understand their will data measurements of successes of the school as well proving growth and competency.**
4. How will you know that the school is succeeding (or not) in its mission?  
**In is simplest form, if students are showing progress toward their individual goals and are on track to achieve the goal of attending a four year college.**

### Governance

1. Describe the role that the board will play in the school's operation.  
**I am prepared to "represent the owners of the school...ensure the school accomplishes that which the owners want...and to ensure that things that shouldn't occur in the school, don't occur." The board is to focus on student achievement, act strategically, recruit great leadership and use resources wisely. We focus on the big picture, not the day to day operations.**
2. How will you know if the school is successful at the end of the first year of operation?  
**Successful enrollment in to the school, development of a healthy culture, positive internal feedback from parents, test scores and other measurements.**
3. How will you know at the end of three years of the school is successful?  
**Test scores increasing and closing achievement gap and positive feedback from parents**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**The board will need to hold the leadership accountable for following the educational model and do everything possible to ensure goals are being met and financials are in line.**
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?

## Start-Up Charter School Board Member Information

**Depending on the specific guidelines that are established for us to follow, I would address the issue with the offending board member in an attempt to resolve the issue and then bring to the attention of the board chair to protect the school and students.**

### 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

## Start-Up Charter School Board Member Information

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

10. 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

I, Jonathan David Pantages, 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 Wallace Stegner Charter School is true and correct in every respect.



Signature

7/14/20

Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Wallace Stegner Academy of Nevada,  
(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.

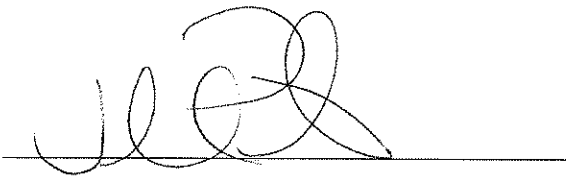
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

## Start-Up Charter School Board Member Information

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

JONATHAN PENTAGES

Name Printed

\_\_\_\_\_

7/15/20

Date

Title

State of Nevada  
County of Clark

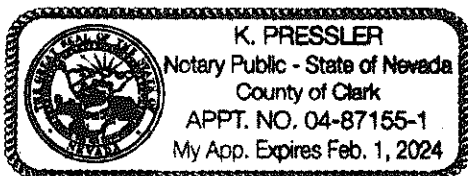
Subscribed and sworn to before me

This 19 day of July, 2020

date month year

by Jonathan David Pentages. —

(Notary Public Seal)



## **JONATHAN PANTAGES BIOGRAPHY**

**Jonathan was born in Montebello, CA and was raised in Fresno, CA. He attended public schools in Fresno and graduated from Duncan Polytechnical High School in 1989. He attended Fresno City College, and later obtained a two-year Degree in Christian Education. He has served in a wide variety of capacities over his professional career. Much of his experience is in the special events and hospitality industry. He was the Director of Special Events for the Fresno Fair and later managed an event venue in Fresno, CA. He worked for the Fresno Police Department as a Community Service Officer, joined the police academy, but eventually took a different path that focused more on ministry in the church. He currently serves as the Congregational Care Elder at Mountaintop Faith Ministries and is also a licensed Realtor in California and Nevada.**

**He has a passion for arming individuals with the tools they need to succeed in life and devotes a large amount of his time mentoring and offering both spiritual and practical guidance to those who are seeking assistance in achieving their goals and dreams.**

**Jonathan is a husband to Adriana and can often be found driving one of his three children, or his fur baby to an activity they are participating in, or taking in a football or basketball game with his family. He enjoys listening to various podcasts, music across a variety of genres and chasing his stray golf ball on the golf course.**

**He is excited for the opportunity to serve as a Board Member of the Wallace Stegner Academy and help create opportunities for members of the surrounding community to be successful in school, while preparing for college and beyond!**

# Jonathan D. Pantages

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## EDUCATION

### **CBAN Bible College, Fresno**

Associate of Arts Christian Education

2004

## PROFESSIONAL EXPERIENCE

### **MINISTRY DEVELOPMENT COORDINATOR/CONGREGATIONAL CARE ELDER**

April 2018-Present

*Mountaintop Faith Ministries, Las Vegas NV*

- Assist the Senior Pastor by maintaining contact with members via hospital visits, home visits, phone calls, email, social media and any mode of contact possible.
- Provide spiritual guidance to members and non members requesting assistance.
- Member of Director's Team that assists in implementing the vision of the Senior Pastor.

### **REALTOR**

May 2016-Present

*Brown and Brown Real Estate, Keller Williams, EXP Realty Fresno, CA/Las Vegas NV*

- Assisted clients with the purchase or sale of real estate property.
- Successfully negotiated contracts that were favorable for my clients.
- Kept up to date on current market trends and educated clients on real estate related topics.

### **GENERAL MANAGER**

Aug 2016-July 2017

*The Falls Event Center, Fresno, CA*

- Successfully maximized revenue and minimized expenses.
- Interviewed, hired and trained staff.
- Facilitated educational and training for all staff.
- Evaluated employee performance, set goals and developed improvement plans.
- Worked with corporate office to implement corporate policies and strategies at the local level.
- Promoted venue to general population via networking events, cold calls and social media efforts.
- Participated in Mastermind Groups to idea share with other local professionals.

### **SALES MANAGER**

July 2015-Aug 2016

*The Falls Event Center, Fresno, CA*

- Collaborated with Management and Sales Coordinator to consistently exceed sales goals.
- Established and maintained relationships with clients to increase client satisfaction with the venue.
- Conducted outside cold and warm calls to promote services and amenities offered by the venue.
- Negotiated, compiled and executed sales contracts and agreements with corporate representatives, nonprofit organizations, event designers, and private party organizers.

**SPECIAL EVENTS AND PROGRAMS COORDINATOR**

2012-2014 and 1997-2000

*The Big Fresno Fair, Fresno, CA*

- Responsible for booking and managing over 200 local, state and international events per year.
- Establish and maintain relationships with clients to increase client relations and satisfaction with The Fair
- Collaborated with Public Relations team to promote and market shows through local TV, radio and print media and social media
- Hired, trained and supervised operational team, including maintenance, housekeeping, and set-up staff, ticket sellers, ticket takers, parking staff and security teams for proper execution of each event
- Communicated to maintenance/operational departments clear, concise, and timely detailed specifications to effect proper set-up according to client's requirements; assisted in scheduling operational set-ups to ensure the inclusion of required equipment and services
- Responsible for facility management during events, monitored event changes, crowd control, box office, damages, media coverage and visitor relations
- Produced The Big Fresno Fair Band Review, a competition consisting of 25 bands
- Responsible for all aspects of The Big Fresno Fair Education Program
- Managed all Front of House operations for the main stage concerts

**Event/Production Manager**

May 2012- Dec 2017

*Shelli Armstrong Events & Design Fresno, CA*

- Acted as point-person for interchange of information among clients and vendors during all phases of event management to include managing clients budget, deadlines and payments
- Executed multiple aspects of detailed timeline of event for clients, vendors and the facility
- Assisted the day of coordinator of event to monitor and manage all outside services, including emergency services, catering, decorators, security, police, valet service and audio-visual

**Owner/Operator**

Mar 2009- Aug 2012

*The Pantages Company-Event Production, Fresno, CA*

- Secured contracts with local event planners and rental companies to provide set up and tear down services of rental equipment.
- Lead team to set up and tear down rental equipment
- Executed multiple aspects of detailed timeline of event for clients and vendors
- Assisted event coordinators in coordinating day of event services, including catering, decorators, security, police, valet service and audio-visual

**TECHNICAL SKILLS**

- Microsoft Office (Word, Excel, PowerPoint, Outlook)
- Read and speak conversational Spanish
- Social Media Savvy (Facebook, Instagram, Twitter, LinkedIn, Snapchat)

**BYLAWS**  
**OF**  
**WALLACE STEGNER ACADEMY OF NEVADA**

**ARTICLE I**  
**INTRODUCTION AND LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school is WALLACE STEGNER ACADEMY OF NEVADA (hereinafter referred to as the “School”) also known as WALLACE STEGNER ACADEMY OF NEVADA, Inc., a non- profit corporation. The School, is located in Clark County. The address is 2845 S Lindell Rd, Las Vegas, NV 89146.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 388A.025 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority and a non-profit corporation pursuant to NRS 388A.095(2). The Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 388A, and all other applicable Nevada laws and regulations.

**ARTICLE II**  
**PURPOSE AND MISSION**

Section 1. Purpose and Mission. The School is a rigorous college preparatory school designed to prepare students for their future careers as high school students, university students, and beyond. The School’s mission is to foster a community of active learners through academic rigor and citizenship by providing an opportunity for low-income students and children of color to close the achievement gap and achieve academic excellence.

Additionally, the purpose of the School is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 388A of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies on the basis of basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

**ARTICLE III**  
**GOVERNING BODY**

Section 1. Powers and Duties. For the foregoing purposes, the School shall operate in accordance with Chapters 82 and 388A of the Nevada Revised Statutes. The business, affairs, and property of the

School shall be managed by a Board of Directors. The founding committee to form the school will be become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- c) To develop an annual School schedule of events and activities;
- d) Establish and approve all major educational and operational policies;
- e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- h) To submit a final budget to the state pursuant to statute and regulation;
- i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- k) To ensure ongoing evaluation of the School and provide public accountability;
- l) To uphold and enforce all laws related to charter school operations;
- m) To improve and further develop the School;
- n) To strive for a diverse student population, reflective of the community;
- o) To ensure adequate funding for operation;
- p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- q) Carry out such other duties as required or described in the School's Charter.

Section 2. Prohibited Purposes and Powers. Notwithstanding the foregoing statement of purposes and powers, the School shall have and exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

Section 3. Prohibited Acts. The School shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the School or any other private person, and no part of the net income or net earnings of the School shall directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; provided, however, that the School may pay reasonable compensation for services rendered to or for the benefit of the School and may make such other payments and distributions to nonprofit corporation members as permitted by these Bylaws herein. The School shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. The School shall not participate in nor intervene in (including, without limitation, the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 388A.270(1) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 388A.525 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 388A.525 and all other applicable statutes.

Section 5. Qualifications; Election; Tenure. The Board shall be composed of five to nine (5-9) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School's Sponsor.

- a) The Board shall adhere to the statutory requirements of NRS 388A.320 which requires one (1) active or retired teacher licensed by the State of Nevada, one active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:

- 1) Accounting;
- 2) Financial services;
- 3) Law; or
- 4) Human resources.

- (b) A majority of Directors shall be residents of the county in which the school is located.

- (c) All Directors shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

- (d) A standard term shall consist of five (5) years. Directors may serve on the Board a maximum of two terms.

1. Founding Directors: Terms of the Founding Directors shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. To initially stagger the terms for the founding board, two Directors will serve three-year terms, two Directors will serve four- year terms, and the remaining three Directors will serve the usual five-year term. Those Founding Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. For purposes of determining term limits, Founding Director's terms shall not begin until January 1 of the initial school year in which they became the Board of Directors as indicated in Article III Section 4.

2. New Directors: New Directors are eligible to serve two (2) consecutive standard terms, unless, by doing so, more than half the Board would be up for election in any one year. In this case, the new Director will be given either a three or four- year initial term, which ever term would prevent more than half of the Board being up for election in one year. New Directors will begin serving on the Board immediately following their election to the Board. For the purpose of determining term limits, the New Director's initial term will begin on January 1 of the school year in which they were elected.

- (e) When the term of a Director has expired or when a Director resigns, the remaining Board Members shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If, for any reason, the Board membership should drop below five (5)

members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any board vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws.

- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board must seek candidates which adhere to the statutory requirements of NRS 388A.320. To assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board. Insofar as is practical, the Board shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage).
- (g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Director. and provide the sponsor and the Department of Education with the new Director's resume and affidavit as required pursuant to NRS 388A.320(2) and (3).
- (h) Directors shall be fingerprinted according to the NRS 388A.515 procedures for employees of the school.
- (i) The Board shall develop an orientation and training program for new Directors and an annual continuing program for existing Directors. Directors will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others.

Section 6. Conflict of Interest. The Board shall follow the Board adopted Conflict of Interest Policy.

Section 7. Annual Meeting. The annual meeting of the Board shall be held at the School in January or February of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board Members and for the transaction of such business as may come before the meeting.

Section 8. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once per quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will be made available to the public, upon request.

Section 9. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with

NRS 241.020(2). In addition to previously requested agenda items, any Board Member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 10. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 11. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 12. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 13. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one Board Member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate their power to contract nor their budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

1. Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
2. Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.
3. Financial Committee: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

Section 14. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 15. Resignation. A resignation by a Director shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 16. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 17. Proxy Voting. Proxy voting is not permitted.

Section 18. Compensation. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 388A.320 and specifically authorized by a majority vote of the Board of Directors. The School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 19. Closed Sessions. Any director may call a closed session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Directors may be excluded from such closed sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said closed session. No action may be taken in a closed session.

Section 20. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 21. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

#### **ARTICLE IV OFFICERS**

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term. The unexpired portion of the remaining term shall count as a full term and against the allotted three consecutive terms referenced in Article IV Section 2.

## **ARTICLE V STAFF**

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

## **ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS**

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board Member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or

officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

## **ARTICLE VII PROPERTY**

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.

## **ARTICLE VIII INDEMNIFICATION**

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board Member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board Member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

## **ARTICLE IX AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

## **ARTICLE X DISSOLUTION**

Revocation of Charter or Dissolution. Upon the dissolution of the School, assets shall be distributed for one or more purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are

organized and operated exclusively for such purposes. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to NRS 388A.306 and other applicable laws and appropriate regulations.

## **ARTICLE XI PURPOSE OF THE BYLAWS**

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

### **CERTIFICATION**

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_, Secretary.

**WALLACE STEGNER ACADEMY OF NEVADA**  
**Conflict of Interest Policy and Code of Ethics**

**For Directors and Officers and Members of a Committee with Board Delegated Powers**

**Article I – Purpose**

1. The purpose of this conflict of interest policy is to protect WALLACE STEGNER ACADEMY OF NEVADA (“WSAN”) and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of WSAN or might result in a possible excess benefit transaction, as that concept is defined in the Internal Revenue Code and related regulations.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify “independent” directors.

**Article II – Definitions**

1. Interested person – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which WSAN has a transaction or arrangement,
  - b. A compensation arrangement with WSAN or with any entity or individual with which WSAN has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which WSAN is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director – A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS Form 990 or, until such definition is available, the director:
  - a. Is not, and has not been for a period of at least three years, an employee of WSAN or any entity in which WSAN has a financial interest;
  - b. Does not directly or indirectly have a significant business relationship with WSAN which might affect independence indecision-making;
  - c. Is not employed as an executive of another corporation where any of WSAN’s executive officers or employees serve on that corporation’s compensation committee; and,
  - d. Does not have an immediate family member who is an executive officer or employee of WSAN or who holds a position that has a significant financial relationship with WSAN.

**Article III – Procedures**

1. Duty to Disclose – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors.
2. Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. Determining Whether a Conflict of Interest Exists – After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.
4. Procedures for Addressing the Conflict of Interest
  - a. An interested person may make a presentation at the Board of Directors meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
  - b. The Chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c. After exercising due diligence, the Board of Directors shall determine whether WSAN 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.
  - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in WSAN's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
5. Violations of the Conflicts of Interest Policy
  - a. If the Board of Directors has reasonable causes to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
  - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Article IV – Records of Proceedings**

The minutes of the Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

#### **Article V – Compensation**

- a. A voting member of the Board who receives compensation, directly or indirectly, from WSAN for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from WSAN for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from WSAN, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI – Annual Statements**

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
  - a. Has received a copy of the conflict of interest policy,
  - b. Has read and understands the policy,
  - c. Has agreed to comply with the policy, and
  - d. Understands WSAN is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board of Directors shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Board of Directors shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

#### **Article VII – Periodic Reviews**

To ensure WSAN operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to WSAN's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

#### **Article VIII – Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, WSAN may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

#### **Article IX – Code of Ethics**

Directors, officers and members of committees with Board delegated authority shall act in an ethical, business like and lawful manner, including proper use of authority and appropriate decorum when acting

in their official capacity. Directors shall exercise reasonable care, good faith and due diligence in governing and managing the affairs of WSAN.

They will not attempt to exercise individual authority over WSAN. Interaction with the administrator and staff must recognize the lack of authority vested in individual directors, officers and members of committees, except when explicitly authorized by the Board of Directors. Except when deliberating during Board of Directors meetings, individuals will not express individual judgements of performance of the administrator or staff.

Directors, officers and members of committees with Board delegated authority shall respect the confidentiality of sensitive information known to them and used for purposes of governance and management, and respect that the obligation to maintain confidentiality extends indefinitely beyond the term in office.

Directors shall be properly prepared for Board deliberation and support the legitimacy and authority of the final determination of the Board on any matter without regard to the individual's personal position on the issue.



**POSITION TITLE:** Executive Director (Wallace Stegner Schools, LLC (EMO))

**CONTRACT YEAR:** Coincide with Wallace Stegner School's EMO contract

**EDUCATION:** An earned Master's Degree (or higher) from an Accredited College or University.

**EXPERIENCE REQUIRED:** A total of ten (10) years of school experience is required, including a minimum of two (4) years of experience as a Principal/Assistant Principal.

**REPORTS TO:** Governing Board.

**SUPERVISES:** Campus principal, and all other school leadership positions.

**POSITION GOAL:** To provide the leadership, training, and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing and enriching environment.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:** The Executive Director Shall:

- Pursue the vision and execute the mission of the school.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff
- Implement, Monitor, and Evaluate Wallace Stegner Academy of Nevada school design, curriculum, and instructional model.
- Serve as liaison to the Board of Trustees, including but not limited to providing formal and informal reports to the Board and charter entity.
- Prepare materials in conjunction with the Director of Finance and Operations for Board meeting, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, and auditing, and financial planning.
- Perform other duties as assigned by the Governing Board.



**POSITION TITLE: Campus Principal**

**CONTRACT YEAR:** Twelve (12) Months

**EDUCATION:** An earned Master's Degree (or higher) from an Accredited College or University.

**EXPERIENCE REQUIRED:** A total of five (5) years of school experience is required, including a minimum of two (1) years of experience as a Principal/Assistant Principal. Must hold a NDE-issued Administrator of a School License or be eligible to receive the same within 2 years.

**REPORTS TO:** Executive Director (Wallace Stegner Schools)

**SUPERVISES:** Instructional, and Non-Instructional staff at the school.

**POSITION GOAL:** To provide the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing and enriching environment.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:** The Campus Principal Shall:

- Pursue the vision and execute the mission of the school.
- Provide leadership and direction to all instructional and non-instructional staff.
- Day to Day Supervision and observation of all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Conduct weekly Data Meetings with teachers and other members of the leadership team.
- Conduct pre and post Data Analysis Meetings of WSA interim assessments with individual teachers.
- Conduct weekly observations and assign action steps to teachers and other instructional staff.
- Administer Wallace Stegner Academy of Nevada school design, curriculum, and instructional practices.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Market the school to surrounding communities for future students.
- Perform other duties as assigned by the Executive Director.



**POSITION TITLE: Assistant Principal**

**CONTRACT YEAR:** Twelve (12) Months

**EDUCATION:** An earned Bachelor's Degree (or higher) from an Accredited College or University.

**REQUIRED:** A minimum of five (5) years of combined school-based work experience.

**REPORTS TO:** Principal.

**POSITION GOAL:** To directly support the Principal in the day-to-day management of all aspects of the operating Wallace Stegner Academy of Nevada.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:** In collaboration with the Principal and with the Principal's guidance and direction, the assistant principal shall:

- Supervise the preparation of class schedules and individual student schedules
- Participate in weekly Data Meetings with campus principal and teachers
- Participate in weekly Do Now and Exit Ticket preparation with teachers
- Conduct weekly observations of teachers and provide action steps in coordination with campus principal
- Aid in the supervision and evaluation of certified and classified personnel
- Promote the positive image of the school within the district and the overall community
- Schedule extracurricular activities
- Organize activities for students and staff in collaboration with principal
- Assist in the preparation of all materials for all board meetings
- Assist in the preparation of teacher, parent and student handbooks
- Supervise conduct within the school and oversee all disciplinary and attendance procedures, maintaining records of any disciplinary action
- Assist in administering school rules and behavioral expectations
- Provide a safe environment for students and staff Athletic Director
- Perform other duties as assigned by the Principal



### **POSITION TITLE: EL Coordinator**

**CONTRACT YEAR:** Ten (10) Months

**EDUCATION:** An earned Bachelor's Degree (or higher) from an Accredited College or University. The EL Coordinator must be highly qualified in compliance with all applicable State and Federal laws.

**REQUIRED:** A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience. TESL Endorsement.

**REPORTS TO:** Principal.

**POSITION GOAL:** To assist and support the Principal and teachers in supporting EL students.

Ensure measurable improvement in and availability of instructional practices, research, and assessment systems that contribute to the instructional achievement of the EL population.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:** The EL Coordinator shall:

- Develop, design, and adjust curriculum resources and tools that assist content teachers in supporting student mastery of content-specific standards. Collaborate with other district departments to increase knowledge of effective EL practices in all content area instruction and intervention by meeting in small groups, one-on-one consultation, and professional development.
- Develop and facilitate ongoing, differentiated professional development for general education teachers, administrators, and special service providers regarding best practices in English language development, scaffolded instruction, district initiatives, and assessment (WIDA Screener/ACCESS).
- Provide leadership in the development of EL programming and scaffolded content instruction through data analysis of EL performance and knowledge of current EL research.
- Support schools with identification, placement, and annual progress monitoring of ELs.
- Provide support to the assessment department with annual assessments including placement and annual language proficiency assessments.
- Respond to teacher, school, parent, and community needs including informal requests regarding policies, procedures, and programming for EL students.
- Research and coordinate the selection of EL instructional materials. Oversee the process for adopting instructional materials. Assist in data collection and analysis to monitor EL programming and student academic success during and after receiving EL services.
- Collaborate with Special Populations departments to ensure equitable programming and continued academic progress for ELs with specialized learning needs.



- Maintain and develop professional skills and knowledge of EL issues and techniques by attending state meetings, EL conferences, researching, networking, reading, and through continuing education.
- Perform other duties as assigned.



**POSITION TITLE:** Special Education Teacher

**CONTRACT YEAR:** Ten (10) Months

**EDUCATION:** An earned Bachelor's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Education license.

**REPORTS TO:** Principal.

**POSITION GOAL:** To develop, implement, coordinate, and monitor Special Education curriculum for students assigned to the Special Education program.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:** The Special Education Teacher shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with state and federal guidelines;
- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain and effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;
- Assist with interviews of potential ESE teachers;
- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Models successful teaching practices at the classroom level, including differentiation accommodations.

**Anthony Grant Sudweeks, M.Ed**  
asudweeks@wsacharter.org

**Instructional Leadership**

School leader, instructional leader and instructional designer with proven results. Founder and Executive Director of one of the highest performing Title I schools in Utah. Possesses practical knowledge of curriculum development, data analysis, and effective instructional techniques. Proven ability to train and lead principals, instructional coaches, and teachers in effective data and planning meetings. Excellent leader of professional development workshops that improve classroom management and rigor. **Core competencies include:**

Instructional Design – Teacher Development – Curriculum Development – Data analysis – Professional Learning Communities – Increasing Classroom Rigor – Improving Classroom and Schoolwide Systems – Expert Schoolwide Title I Administration – Turnaround School Management – Teacher Observation – Teacher Evaluation – Positive Learning Environment – School Community Development

**Professional Experience:**

09/2015-current:                      Wallace Stegner Academy

**Principal and Executive Director** - Job duties include: effective communication of the school's mission and vision, conducting pre-service and weekly professional development workshops, performing daily in-class trainings and observations, directing weekly trainings, data teams, and PLCs, communicating with teachers, parents, and the community at large, establishing and following policies, evaluating teacher and staff performance, working with school governing board, directing the special education department, directing state and federal programs such as Title I, School Land Trust, Assessment, etc, managing a k-8 public school with over 700 students. **Despite a free/reduced rate of nearly 90%, my school is one of the highest performing Title I schools in the state of Utah, and our students outperform state averages in all subjects.** This is proven leadership.

05/2015-current:                      Wallace Stegner Academy

**Founder and Startup Director** - Job duties included: writing a 150-page charter application describing a vision of academic success for at-risk children, securing approval from the USBE, purchasing land, hiring a developer, supervising construction, guiding the school's fiscal priorities, managing cash flow, establishing budgets, hiring a full staff, purchasing everything from curriculum to clocks, marketing the school, overseeing registration and record keeping, etc.

08/12-7/2016:                      Salt Lake City School District: Glendale Middle School

**6th Grade Classroom Teacher**- Job duties included: educating students in mathematics, language arts, spelling, grammar, citizenship, literature, character development, social studies,

science, and art. I was a member of the school turnaround team and I have been responsible for presenting professional development courses for my colleagues in data-driven instruction.

08/10-06/12: American Preparatory Academy

**6th Grade Classroom Teacher-** Job duties included teaching 30 sixth graders all subjects, and developing a positive, joyful, and rigorous classroom environment.

01/08-8/10: Utah Safety Council

**Instructional Designer-** Job duties included coordinating and managing the Utah Safety Council occupational safety training program. Responsible for: training quality and curriculum of all occupational training courses, federal and state grant writing, maintenance of private contracts, and providing individualized training curriculum for customers.

## **Education**

**Southern Utah University**  
Masters Degree of Education  
Leadership in Education and Administrative Development – 2017

**University of Utah**  
Masters Degree of Education  
Instructional Design and Educational Technology – 2012

**University of Utah**  
Bachelors Degree of Art  
English- 2007

## **Certification**

Utah Administrative/Supervisory License  
Utah Level 2 Teaching License

## **Other**

Candidate for the Utah State House of Representatives District 49-

Received nearly 9000 votes but lost by 2%. I campaigned on greater funding for schools, and nearly defeated a five-year incumbent republican in a very conservative leaning district. I am an excellent community organizer both in my professional duties and in my political objectives. My campaign knocked on over 12,000 doors and raised nearly \$40,000.

Crucial Conversations Certified Trainer-

This is an excellent training that I proved to my teachers and staff that helps build high performing, and positive work cultures.

# Anastasia Davis

Elementary school teacher skilled in classroom management with class sizes up to 34 students. Enjoys implementing technology into lessons. Experience in developing classroom curriculum for the 5th grade level. Exceeded school's target goals for RISE testing in all subjects for the most recent testing season (2019). Lead the school science fair for 3 years. Maintained positive relationships with parents. Continuously looking for ways to better my school.

## Work Experience

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### 5th Grade Lead Teacher

02/2017 to Present

Wallace Stegner Academy  
Salt Lake City, UT

- Lead the 5th grade team and facilitated data meetings.
- In charge of restructuring the 5th grade math curriculum.
- Made gains in student's state test scores each year in all subject areas.
- Planned and organized school wide science fair each year.

### Student Teacher

02/2016 to 12/2016

The Charter School of  
Excellence  
Fort Lauderdale, Florida

- Paraprofessional for 1st and 5th grade teams.
- Taught ELA to small group of gifted students.
- Student taught solo for first two months of the 2016 school year in a 5th grade classroom and co-taught for another month.

## Certifications / Licenses

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### Level One Teaching License K-8

06/2020 to 06/2023

## Education

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### The University of Texas at Austin

Bachelor's  
European Studies  
Austin, Texas  
09/2009 to 05/2012

### Western Governors University

Master's  
Elementary Education  
Fort Lauderdale, Florida  
07/2015 to 12/2016

**Anthony Sudweeks's past student performance:**

This was done at WSA Utah with more than 80% Free/Reduced Rates. By 2018, WSA students were on par with state averages. Under Mr. Sudweeks's leadership, the school effectively closed the achievement gap for low-income students.

<i>Year</i>	<i>Math</i>	<i>ELA</i>	<i>Science</i>
<i>2016</i>	<i>26%</i>	<i>38%</i>	<i>26%</i>
<i>2017</i>	<i>41%</i>	<i>41%</i>	<i>43%</i>
<i>2018</i>	<i>49%</i>	<i>44%</i>	<i>44%</i>



In addition to the processes explained in *Operations Plan* of this application, Wallace Stegner Academy of Nevada will use the competencies below for selecting the Principal as well.

### Principal Competencies:

The Principal will execute the mission to provide a rigorous and personalized education in a highly interactive learning environment.

The Principal will perform administrative duties and assist in the supervision and management of instructional staff.

The Principal will manage school operations, including but not limited to; supervision of instructional staff and support staff, working with parents, students and teachers on issues that may arise, as well as serve as a liaison between teachers and administration.

The following administrative evaluation categories were developed pursuant to the mission and model of WSA and are adapted to achieve the goals of the Administrative Evaluation System. The administrative evaluation categories are:

#### **Domain 1: Student Achievement**

- Standard 1: Student Learning Results
- Standard 2: Student Learning as a Priority

#### **Domain 2: Instructional Leadership**

- Standard 3: Instructional Plan Implementation
- Standard 4: Development
- Standard 5: Learning Environment

#### **Domain 3: Organizational Leadership**

- Standard 6: Decision Making
- Standard 7: Leadership Development
- Standard 8: School Management
- Standard 9: Communication

#### **Domain 4: Professional and Ethical Behavior**

- Standard 10: Professional and Ethical Behavior



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

<i>INSTRUCTION</i>	<b>Advanced</b>	<b>Proficient</b>	<b>Working Towards</b>	<b>Needs Improvement</b>
<b>Establishing Learning Expectations and Student Engagement</b>	<ul style="list-style-type: none"> <li>Serves as a model in establishing, demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call.</li> <li>Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation.</li> <li>85%-90% of student hands are raised or students are ready to answer immediately when cold called when reviewing taught material. More than 50% of hands are raised during new material</li> </ul>	<ul style="list-style-type: none"> <li>Establishes, communicates, and demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call.</li> <li>Has developed a classroom culture where 90% of the students are engaged in the learning activity.</li> <li>75-85% of hands are raised when reviewing taught material. Approximately 50% of hands are raised during new material.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work, and inconsistently uses Right is Right, No Opt Out, and Cold Call, or uses them at inappropriate times.</li> <li>Has developed a classroom culture where 80% of the students are engaged in the learning activity.</li> <li>65%-75% of hands are raised when reviewing taught material. About 35%-45% of hands are raised during new material.</li> </ul>	<ul style="list-style-type: none"> <li>Does not succeed in establishing, communicating, and/or demanding high expectations for student learning, behavior, and quality of work and does not use Right is Right, No Opt Out, or Cold Call to establish expectations.</li> <li>Less than 80% of students are engaged in the learning activity.</li> <li>Less than 65% of hands are raised when reviewing taught material. Less than 35% of hands are raised during new material.</li> </ul>
<b>Use of Instructional Strategies</b>	<ul style="list-style-type: none"> <li>Uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging.</li> <li>Always ensures student learning through modeling, guided practice, and independent practice.</li> <li>Actively seeks and implements new instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging.</li> <li>Consistently ensures student learning through modeling, guided practice, and independent practice.</li> <li>Seeks and implements new instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging.</li> <li>Inconsistently uses modeling, guided practice, and independent practice.</li> </ul>	<ul style="list-style-type: none"> <li>May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students.</li> <li>Does not use modeling, guided practice, and independent practice with any regularity.</li> </ul>
<b>Reaching the Range of Learners in a Classroom</b>	<ul style="list-style-type: none"> <li>Has established a consistent system of classroom procedures and assignments to reach a range of learners. These assignments are attainable to students with difficulties in the subject area and challenging to students who excel in the subject area.</li> <li>Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have difficulty in the subject and those who excel in the subject area.</li> <li>Reflects on student learning to support students who have difficulties in the subject area.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally has individual assignments geared towards students with difficulties in the subject area and towards students who excel in the subject area, but most of the time, the teacher targets the average learner in the classroom.</li> <li>Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum.</li> </ul>	<ul style="list-style-type: none"> <li>Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom.</li> <li>Does not reflect on student learning and does not support students on either end of the learning spectrum.</li> </ul>



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

<i>INSTRUCTION</i>	<b>Advanced</b>	<b>Proficient</b>	<b>Working Towards</b>	<b>Needs Improvement</b>
<b>Pace of Instruction</b>	<ul style="list-style-type: none"> <li>• Pace of instruction is always highly efficient, engaging, and urgent.</li> <li>• Adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson.</li> <li>• Classroom time is considered sacred and is used in a highly efficient manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Pace of instruction is usually efficient, engaging, and urgent.</li> <li>• Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson.</li> <li>• Classroom time is clearly for teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Pace of instruction is inconsistently efficient, engaging, or urgent.</li> <li>• Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson.</li> <li>• Most classroom time is for teaching and learning, but some time is lost in casual behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Pace of instruction is not efficient, engaging, or urgent.</li> <li>• Does not adjust the pace of instruction according to the needs of the activity and does not vary the pace throughout the lesson.</li> <li>• Classroom time is not always for teaching and learning. Explanation:</li> </ul>
<b>Classroom Environment</b>	<ul style="list-style-type: none"> <li>• Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, including the Blackboard Configuration.</li> <li>• Quality and updated student work is posted inside/ The classroom is well organized, neat and free of clutter. Classroom Binders are consistently well maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and regularly updates bulletin board boards and visual displays to support student learning, including the Blackboard Configuration.</li> <li>• The classroom is organized and free of clutter.</li> </ul>	<ul style="list-style-type: none"> <li>• Has bulletin boards and visual displays that may be out of date or simply decorative, but the Blackboard Configuration is present.</li> <li>• The classroom is somewhat disorganized or cluttered.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use bulletin boards and visual displays to support student learning, and/or the Blackboard Configuration is inadequate.</li> <li>• The classroom is disorganized and/or cluttered.</li> <li>• Not a positive learning environment</li> </ul>

### COMMENTS ON INSTRUCTION:

#### Strengths:

#### Areas for Growth and Action Plans:



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

<i>ASSESSMENT</i>	<b>Advanced</b>	<b>Proficient</b>	<b>Working Towards</b>	<b>Needs Improvement</b>
<b>Classroom Assessments</b>	<ul style="list-style-type: none"> <li>Classroom assessments are models for measuring student learning.</li> <li>Classroom assessments cover all skill and content material as outlined in the curriculum.</li> <li>Classroom assessments are aligned with classroom activities and school assessments.</li> <li>Assessments are given at least every other week.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom assessments cover all skill and content material as outlined in the curriculum.</li> <li>Classroom assessments are aligned with classroom activities and school assessments.</li> <li>Assessments are given with enough frequency to monitor student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom assessments inconsistently cover the skill and content material as outlined in the curriculum.</li> <li>Classroom assessments may be inconsistently aligned with classroom activities and school assessments.</li> <li>Classroom assessments are given infrequently.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom assessments are not closely linked to the skill and content material as outlined in the curriculum and/or</li> <li>Classroom assessments are not aligned with classroom activities and school assessments.</li> </ul>
<b>Checking for Understanding and Responsiveness to Daily Student Learning</b>	<ul style="list-style-type: none"> <li>Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning.</li> <li>Frequently and consistently uses higher order thinking questions to push student thinking</li> <li>Always uses real-time data to adjust instruction.</li> <li>Unrelentingly focuses on student mastery of specific objectives</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning.</li> <li>Often uses higher order thinking questions to push student thinking</li> <li>Usually uses real-time data to adjust instruction.</li> <li>Usually focuses on student mastery of specific objectives</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally uses a few checking for understanding techniques to monitor student learning.</li> <li>Sometimes, but not consistently, uses higher order thinking questions to push student thinking</li> <li>Sometimes uses real-time data to adjust instruction.</li> <li>Inconsistently focuses on student mastery of objectives</li> </ul>	<ul style="list-style-type: none"> <li>Does not employ techniques to check for understanding and plows ahead without monitoring student understanding.</li> <li>Does not use higher order thinking questions to push student thinking</li> <li>Does not use real-time data to adjust instruction.</li> <li>Does not focus on student mastery of objectives</li> </ul>
<b>Ability to Analyze Assessment Results</b>	<ul style="list-style-type: none"> <li>Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs.</li> <li>Thoroughly plans with detail to address learning needs.</li> <li>Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs.</li> <li>Thoroughly plans to address learning needs post-assessment.</li> <li>Implements that plan as written and ensures that re-teaching a spiraling happens.</li> </ul>	<ul style="list-style-type: none"> <li>Does not thoroughly analyze assessment results to understand student progress and learning needs.</li> <li>Only puts in minimal effort in developing plans to address learning needs post assessment. Lacks detail and thoughtful analysis</li> <li>Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen.</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence that teacher uses assessment results to understand student progress and learning needs.</li> <li>Does not plan to address learning needs post-assessment, or the plan is inadequate.</li> <li>Does not follow through on plan.</li> </ul>



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

<i>ASSESSMENT</i>	<b>Advanced</b>	<b>Proficient</b>	<b>Working Towards</b>	<b>Needs Improvement</b>
<b>Appropriateness of Response to Assessment Results</b>	<ul style="list-style-type: none"> <li>Provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment.</li> <li>Graded work is returned quickly.</li> <li>Always takes full responsibility for student failure and constantly works to respond to the students' learning needs.</li> <li>Uses tutoring strategically to address student learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment.</li> <li>Graded work is returned within a reasonable amount of time.</li> <li>Takes full responsibility for student failure and works to respond to the students' learning needs.</li> <li>Uses tutoring as a way to address needs.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently provides fair, accurate, and/or constructive feedback to students on their progress.</li> <li>Graded work is returned to students late.</li> <li>Does not always take full responsibility for student failure, allowing large numbers of students to fail.</li> <li>Does not use tutoring strategically.</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide timely, fair, accurate, and constructive feedback to students on their progress.</li> <li>Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments.</li> <li>Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. Blames students for failure</li> </ul>
State Tests	<ul style="list-style-type: none"> <li>Students meet or exceed the WSA goals for the year in all three subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Students meet the goal in some subjects but not all.</li> </ul>	<ul style="list-style-type: none"> <li>Students are 5% below the WSA goal.</li> </ul>	<ul style="list-style-type: none"> <li>Students are 10% or lower than the WSA goal.</li> </ul>

### COMMENTS ON ADAPTING INSTRUCTION AND ASSESSMENT:

Strengths:

Areas for Growth and Action Plans:



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

	Advanced	Proficient	Working Towards/Fair	Needs Improvement
<b>Lesson Design</b>	<ul style="list-style-type: none"> <li>Lessons are clearly aligned with the objectives that are outlined in the curriculum.</li> <li>All mastery objectives are student-centered, measurable, attainable, and challenging.</li> <li>Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding.</li> <li>Goals and objectives are always being satisfied through the lesson's activities.</li> <li>All activities and objectives are well-aligned</li> </ul>	<ul style="list-style-type: none"> <li>Lessons are aligned with the content and skill objectives that are outlined in the curriculum.</li> <li>Most mastery objectives meet all of the following criteria: student-centered, measurable, attainable, and challenging.</li> <li>Lessons are detailed, with some scripted questions, and interspersed checking for understanding.</li> <li>Goals and objectives are frequently being satisfied through the lesson's activities.</li> <li>Activities and objectives are well-aligned</li> </ul>	<ul style="list-style-type: none"> <li>Lessons are inconsistently aligned with the content and skill objectives that are outlined in the curriculum.</li> <li>Mastery objectives consistently fail to meet one of the following criteria: student-centered, measurable, attainable, and challenging.</li> <li>Lessons have a basic outline of activities with no scripted questions or interspersed checking for understanding.</li> <li>Goals and objectives are inconsistently being satisfied through the lesson's activities.</li> <li>Activities are not always aligned with objectives</li> </ul>	<ul style="list-style-type: none"> <li>Lessons are regularly not aligned with the content and skill objectives that are outlined in the curriculum.</li> <li>Mastery objectives consistently fail to meet one of the following criteria: student-centered, measurable, attainable, and challenging.</li> <li>Lessons are superficial and incomplete.</li> <li>Goals and objectives are not being satisfied through the lesson's activities.</li> <li>Activities and objectives are not aligned</li> </ul>
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>All student materials are always rigorous, attractive, error-free, and conducive to high-quality work.</li> </ul>	<ul style="list-style-type: none"> <li>Most student materials are rigorous, attractive, error-free, and conducive to high-quality work.</li> </ul>	<ul style="list-style-type: none"> <li>Student materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work.</li> </ul>	<ul style="list-style-type: none"> <li>Student materials consistently fail to meet more than one of the following criteria: rigor, attractiveness, error-free, and conducive to high-quality work.</li> </ul>
<b>Modification of Material for Students with Special Needs</b>	<ul style="list-style-type: none"> <li>Always makes necessary curriculum modifications for students with special needs, communicating frequently with the learning specialist.</li> <li>Assumes full responsibility for student achievement and seeks innovative ways to support them.</li> </ul>	<ul style="list-style-type: none"> <li>Usually makes necessary curriculum modifications for students with special needs, communicating regularly with the learning specialist(s).</li> <li>Assumes full responsibility for supporting these students.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently makes curriculum modifications for students with special needs and inconsistently communicates with the learning specialist(s).</li> <li>Does not always assume full responsibility for supporting these students.</li> </ul>	<ul style="list-style-type: none"> <li>Does not make necessary curriculum modifications for students with special needs and/or does not communicate with the learning specialist(s).</li> <li>Fails to assume full responsibility for supporting these students.</li> </ul>

COMMENTS ON CURRICULUM:



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Strengths:

Areas for Growth and Action Plans:



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

<i>CLASSROOM MANAGEMENT</i>	Advanced	Proficient	Working Towards	Needs Improvement
<b>Classroom Tone: Strong Voice and Positive Framing</b>	<ul style="list-style-type: none"> <li>The tone of classroom is always efficient, respectful and positive.</li> <li>Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> <li>Always builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.</li> </ul>	<ul style="list-style-type: none"> <li>The general tone of the classroom is efficient, respectful and positive.</li> <li>Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> <li>Often builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.</li> </ul>	<ul style="list-style-type: none"> <li>The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity.</li> <li>Sometimes narrates negative student behaviors OR inconsistently uses praise, challenge or aspiration to motivate students.</li> <li>Rarely builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.</li> </ul>	<ul style="list-style-type: none"> <li>The general tone of classroom is inefficient and/or negative.</li> <li>Does not use positive framing, and does not work to motivate students.</li> <li>Does not use economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.</li> </ul>
<b>Alignment with School Culture</b>	<ul style="list-style-type: none"> <li>School rules, values, behaviors are clearly enforced and emphasized.</li> <li>Implements a multitude of management strategies so well that the class appears to have few if any management problems.</li> </ul>	<ul style="list-style-type: none"> <li>School rules, values, behaviors are mostly enforced and emphasized.</li> <li>Implements several management strategies well so that the class has minimal management problems.</li> </ul>	<ul style="list-style-type: none"> <li>School rules, values are enforced and emphasized but with mixed effectiveness.</li> <li>Implements management strategies but with mixed effectiveness. Student behaviors can distract learning.</li> </ul>	<ul style="list-style-type: none"> <li>Does not enforce or emphasize behaviors school rules, values, and STARS.</li> <li>Management strategies are generally not employed or employed ineffectively.</li> <li>Classroom learning suffers from a lack of management.</li> </ul>
<b>Classroom Procedures and What to Do</b>	<ul style="list-style-type: none"> <li>There is always a prompt start, smooth finish to class.</li> <li>The classroom runs like clockwork, and students seem routinized to all procedures.</li> <li>Hallway transitions are a model of silent efficiency.</li> <li>Gives What to do directions that are specific, concrete, sequential, and observable.</li> <li>Always narrates compliance instead of narrating what not to do.</li> </ul>	<ul style="list-style-type: none"> <li>There is usually a prompt start, a smooth finish to class.</li> <li>The classroom runs efficiently, and students seem routinized to all procedures.</li> <li>Hallway transitions are smooth, silent and efficient.</li> <li>Gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased.</li> <li>Usually narrates compliance instead of narrating what not to do.</li> </ul>	<ul style="list-style-type: none"> <li>The class may not have a prompt start or a smooth finish.</li> <li>Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom.</li> <li>Hallway transitions are not consistently silent and efficient.</li> <li>Sometimes gives directions that are not specific, concrete, sequential and/or observable.</li> <li>Sometimes narrates what not to do.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom does not have a prompt start or a smooth finish.</li> <li>There are no clear routines OR routines are poorly executed, causing a lack of flow in the class.</li> <li>Hallway transitions are inefficient and/or noisy.</li> <li>Gives directions that are vague and difficult to follow/understand.</li> <li>Often narrates what not to do.</li> </ul>



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

<b>CLASSROOM MANAGEMENT</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Working Towards</b>	<b>Needs Improvement</b>
<b>Level of On Task Behavior and 100%</b>	<ul style="list-style-type: none"> <li>In a lesson, all students are on task at all times, and there are no side conversations.</li> <li>The teacher always notices and addresses off-task behavior.</li> <li>If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>In a lesson, nearly all students are on task at all times, and there are few, if any side conversations.</li> <li>The teacher usually notices and addresses off-task behavior.</li> <li>If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention.</li> </ul>	<ul style="list-style-type: none"> <li>In a lesson, 80% of students are consistently on task.</li> <li>The teacher does not always notice AND/OR address off-task behavior</li> <li>The teacher does not consistently use the least invasive form of intervention.</li> </ul>	<ul style="list-style-type: none"> <li>In a lesson, fewer than 80% of students are on task.</li> <li>The teacher usually does not notice off-task behavior AND/OR address off task behavior.</li> <li>The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class.</li> </ul>
<b>Ability to Refocus a Class and Do It Again</b>	<ul style="list-style-type: none"> <li>Always recognizes the need to refocus a class.</li> <li>Successfully uses Do It Again when appropriate, and moments of Do It Again are always positive and end in success.</li> <li>There is little recognizable need for Do It Again because there is 100% compliance.</li> </ul>	<ul style="list-style-type: none"> <li>Usually recognizes the need to refocus a class.</li> <li>Successfully uses Do It Again when appropriate, and moments of Do It Again are usually positive and end in success.</li> <li>There is only an occasional need for Do it Again because compliance is happening consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently recognizes the need to refocus a class and may allow problems to escalate.</li> <li>Does not always use Do It Again when appropriate, and/or moments of Do It Again do not always end in success.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an inability to recognize when a class needs to be refocused and/or lets problems escalate.</li> <li>Use of Do It Again escalates problems rather than refocuses students.</li> </ul>
<b>Dealing with Challenging Situations and Students</b>	<ul style="list-style-type: none"> <li>Always deals appropriately with challenging situations and students without derailing the learning process.</li> <li>Deftly applies elements of strong voice to address challenges.</li> <li>Does not ever engage in student excuses/distractions during correction of student misbehavior.</li> <li>Students nearly always respond to correction respectfully and with compliance.</li> <li>Always knows when and how to diffuse situations with students and/or when to involve school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Normally deals in an appropriate way with challenging situations and students.</li> <li>Applies elements of strong voice to address challenges.</li> <li>Rarely engages student excuses/distractions during correction of student misbehavior.</li> <li>Students usually respond to correction respectfully and with compliance.</li> <li>Usually knows when and how to diffuse these situations and/or when to involve school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Does not consistently deal in an appropriate way with challenging situations and students.</li> <li>Inconsistently applies elements of strong voice and students do not comply.</li> <li>Sometimes engages in student excuses/distractions during correction of student behavior.</li> <li>Inconsistently respond to correction respectfully and with compliance.</li> <li>Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately.</li> <li>Does not apply elements of strong voice and students do not respond respectively and/or do not comply.</li> <li>Often engages in student excuses/distractions during correction of student behavior.</li> <li>Students do not respond respectfully and/or with compliance, resulting in escalated problems which cause an unsafe or off-task learning environment.</li> <li>Over-reliant on or does not involve school leaders at appropriate times.</li> </ul>



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

<i>CLASSROOM MANAGEMENT</i>	Advanced	Proficient	Working Towards	Needs Improvement
<b>Relationships with Students</b>	<ul style="list-style-type: none"><li>• Creates a climate of caring in the classroom by addressing students in a respectful and positive manner.</li><li>• Positive relationships with students support learning in the classroom.</li><li>• Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth. Teacher demonstrates that s/he will not give up on students.</li></ul>	<ul style="list-style-type: none"><li>• Addresses students in a respectful and professional manner.</li><li>• Positive relationships with students usually support learning in the classroom.</li><li>• Willing to go above and beyond to help students.</li></ul>	<ul style="list-style-type: none"><li>• Does not consistently address students in a professional manner</li><li>• Fails to establish positive relationships with students that support learning.</li></ul>	<ul style="list-style-type: none"><li>• Does not address students in a professional manner.</li><li>• Relationships with students are inappropriate. Explanation:</li></ul>

### COMMENTS ON CLASSROOM MANAGEMENT:

#### Strengths:

#### Areas for Growth and Action Plans:



## TEACHER EVALUATION

**Teacher's Name:** \_\_\_\_\_ **Grade Level and Subject:** \_\_\_\_\_ **Date of Evaluation:** \_\_\_\_\_

<i>PROFESSIONALISM</i>	<b>Advanced</b>	<b>Proficient</b>	<b>Working Towards</b>	<b>Needs Improvement</b>
<b>Relationships with Families</b>	<ul style="list-style-type: none"> <li>Communicates regularly and often with families to inform them of the instructional program, as well as shares observations about the emotional and social development of the students.</li> <li>Makes frequent, usually pro-active phone calls, keeping parents informed of successes and struggles.</li> <li>Returns all phone calls from families within 24 hours.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates frequently with families to inform them of the instructional program and student progress.</li> <li>Makes regular, sometimes pro-active phone calls, keeping parents informed of successes and struggles.</li> <li>Returns most phone calls from families within 24 hours.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates sporadically with families to inform parents of the instructional program and student progress.</li> <li>Makes infrequent phone calls, keeping parents informed of successes and struggles OR phone calls are usually reactive.</li> <li>Does not consistently return phone calls from families within 24 hours.</li> </ul>	<ul style="list-style-type: none"> <li>Makes little or no attempt to inform families of student progress.</li> <li>Rarely makes phone calls to parents.</li> <li>Does not regularly return phone calls to parents.</li> </ul>
<b>Relationships with Colleagues/ School</b>	<ul style="list-style-type: none"> <li>Relationships with colleagues are extremely positive, collaborative, and generous.</li> <li>Assumes leadership among colleagues, often supporting them and engaging in professional exchange.</li> <li>Exerts a positive influence on the entire staff.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with colleagues are positive and collaborative.</li> <li>Regularly engages in professional exchange with colleagues.</li> <li>Upbeat, positive and does not complain often.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with colleagues are uneven, and collaboration is not consistently evident.</li> <li>Occasionally engages in professional exchange with colleagues.</li> <li>Can be negative and or complain about school, job, and kids.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with colleagues negatively affect the working environment, and collaboration is not evident.</li> <li>Rarely engages in professional exchange with colleagues.</li> <li>Complains frequently and is negative about the school/job/kids.</li> </ul>
<b>Additional Contributions and Responsibilities</b>	<ul style="list-style-type: none"> <li>Puts in an extraordinary amount of time and effort to contribute to student and school success.</li> <li>Independently assumes additional responsibilities when necessary and demonstrates leadership.</li> <li>Always willing to lead and /or pitch in with events or other school needs.</li> </ul>	<ul style="list-style-type: none"> <li>Puts in extra time and effort to contribute to student and school success.</li> <li>Often assumes additional responsibilities when necessary, especially when asked.</li> <li>Willing to pitch in and help with events or school needs.</li> </ul>	<ul style="list-style-type: none"> <li>Puts in sufficient time and effort to contribute to student and/or school success.</li> <li>Occasionally assumes additional responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Puts in minimal time and effort to contribute to student and school success.</li> <li>Does not assume additional responsibilities.</li> </ul>
<b>Timeliness</b> (School Day, Classes, Meetings)	<ul style="list-style-type: none"> <li>Always punctual for the school day, scheduled classes/pick-up times, and/or meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Usually punctual for the school day, scheduled classes/pick-up times, and/or meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently punctual for the school day, scheduled classes/pick-up times, and/or meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely on time for the school day, scheduled classes/pick-up times, and/or meetings.</li> </ul>
<b>Urgency</b>	<ul style="list-style-type: none"> <li>Always communicates a tangible sense of urgency in tone, movement, intensity, enthusiasm and preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly communicates a sense of urgency (tone, movement, intensity, enthusiasm and preparation).</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently communicates a sense of urgency (tone, movement, intensity, enthusiasm and preparation).</li> </ul>	<ul style="list-style-type: none"> <li>Fails to communicate a sense of urgency (tone, movement, intensity, enthusiasm and preparation).</li> </ul>
<b>Ability to Meet Deadlines</b>	<ul style="list-style-type: none"> <li>Always meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Usually meets deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently does not make deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections.</li> </ul>



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

<i>PROFESSIONALISM</i>	<b>Advanced</b>	<b>Proficient</b>	<b>Working Towards</b>	<b>Needs Improvement</b>
			which may inconvenience self, colleagues, and/or leaders.	which inconveniences self, colleagues, and/or leaders.
<b>Professional Dress and Attitude</b>	<ul style="list-style-type: none"><li>• Dress always models professional attire.</li><li>• Attitude is positive and respectful of students, families, colleagues, and school leaders.</li><li>• Always positive during staff meetings and participates actively.</li></ul>	<ul style="list-style-type: none"><li>• Dress is professional.</li><li>• Attitude is respectful of students, families, colleagues, and school leaders.</li><li>• Professional during staff meetings and participates often.</li></ul>	<ul style="list-style-type: none"><li>• Dress is mostly professional.</li><li>• Attitude is inconsistently professional with students, families, colleagues, and/or school leaders.</li><li>• Sometimes disengaged in staff meetings and/or participates infrequently.</li></ul>	<ul style="list-style-type: none"><li>• Dress is not professional.</li><li>• Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders.</li><li>• Usually disengaged in staff meetings and does not participate frequently.</li></ul>

### COMMENTS ON PROFESSIONALISM:

#### Strengths:

#### Areas for Growth and Action Plans:



## TEACHER EVALUATION

Teacher's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

<i>PROFESSIONAL DEVELOPMENT</i>	Advanced	Proficient	Working Towards	Needs Improvement
<b>Professional Development Participation and Implementation</b>	<ul style="list-style-type: none"> <li>Has a leadership presence in professional development workshops.</li> <li>Actively seeks out and implements professional development strategies in his/her classroom.</li> <li>Successfully and quickly implements strategies presented in workshops in lesson plans and presents evidence in video.</li> <li>Actively supports other teachers in their developed expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Actively participates in professional development workshops.</li> <li>Actively seeks out and implements professional development strategies in his/her classroom.</li> <li>Successfully implements strategies presented in workshops in lesson plans and presents evidence in video</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes participates actively in professional development workshops.</li> <li>Occasionally seeks out and implements professional development strategies in his/her classroom.</li> <li>Sometimes implements strategies presented in workshops, but does so inconsistently in lesson plans and/or video.</li> </ul>	<ul style="list-style-type: none"> <li>Not an active participant in professional development workshops.</li> <li>Does not take steps to seek out or utilize professional development strategies.</li> <li>Rarely implements new strategies presented in workshops.</li> </ul>
<b>Openness to Feedback</b>	<ul style="list-style-type: none"> <li>Consistently seeks leader's support at appropriate times.</li> <li>Eagerly reflects upon and responds to feedback with openness and a "good to great" attitude.</li> <li>Immediately implements feedback from school leaders and instructional leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently seeks leader's support at appropriate times.</li> <li>Reflects upon and responds to feedback with openness.</li> <li>Implements feedback from school leaders and instructional leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks leader's support infrequently, or not at appropriate times</li> <li>Inconsistently reflects upon and responds to feedback OR does not always have an open attitude.</li> <li>Does not implement feedback from school leaders or instructional leaders in a timely or consistent manner.</li> </ul>	<ul style="list-style-type: none"> <li>Does not seek leader's support at necessary times.</li> <li>Does not reflect upon or respond to feedback AND does not accept feedback with openness.</li> <li>Does not implement feedback from school leaders or instructional leaders.</li> </ul>

### COMMENTS ON PROFESSIONAL DEVELOPMENT:

#### Strengths:

#### Areas for Growth and Action Plans:



## TEACHER EVALUATION

Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

### Teacher Reply Form for Mid Year Evaluation

*After reading my evaluation...*

I am pleased about:

☐

☐

☐

☐

I plan to work on the following goals:

☐

☐

☐

☐

I have questions about or could use assistance with:

☐

\_\_\_\_\_  
Signature of Leader      Date

\_\_\_\_\_  
Signature of Teacher      Date

Instructional Leader's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

LEADERSHIP	Advanced	Proficient	Working Towards	Needs Improvement
<b>Leading Feedback/ Planning Meetings</b>	<ul style="list-style-type: none"> <li>Meets with teacher(s) every week</li> <li>Effectively follows WSA Feedback &amp; Planning Meeting Agenda, excellently integrating observation feedback with lesson planning</li> <li>Thoughtfully adjusts planning meeting model in conjunction with the principal to fully meet the needs of the teacher</li> <li>Teacher(s) "strongly agree" on mid-year survey that instructional leader "provides helpful planning and curriculum development support."</li> </ul>	<ul style="list-style-type: none"> <li>Meets with teacher(s) every week</li> <li>Regularly follows WSA Feedback &amp; Planning Meeting Agenda, integrating observation feedback with lesson planning</li> <li>Occasionally adjusts planning meeting model in conjunction with the principal to fully meet the needs of the teacher</li> <li>Teacher(s) "agree" on mid-year survey that instructional leader "provides helpful planning and curriculum development support."</li> </ul>	<ul style="list-style-type: none"> <li>Meets with teacher(s) almost every week</li> <li>Intermittently follows WSA Feedback &amp; Planning Meeting Agenda, sometimes focusing on observation feedback and other times on lesson planning</li> <li>Does not adjust planning meeting model to meet needs of the teacher or does not do so in conjunction with the principal</li> <li>Teacher(s) "do not agree" on mid-year survey that instructional leader "provides helpful planning and curriculum development support."</li> </ul>	<ul style="list-style-type: none"> <li>Does not meet consistently with teacher(s) during the school year</li> <li>Does not lead formal planning meetings or does so sporadically</li> <li>Teacher(s) "strongly disagree" on mid-year survey that instructional leader "provides helpful planning and curriculum development support."</li> </ul>
<b>Curriculum &amp; Lesson Plans</b>	<ul style="list-style-type: none"> <li>100% of lesson plans are reviewed weekly by the instructional leader.</li> <li>Curriculum and lesson plans are highly effective in answering the following three questions:               <ol style="list-style-type: none"> <li>What do my students need to know or be able to do by the end of the unit/class?</li> <li>What is the most effective way for me to teach students these important concepts?</li> <li>How do I make sure that students have really learned the concepts that I wanted them to learn?</li> </ol> </li> <li>Each lesson plan includes quality Do Nows, rigorous Heart of the Matters, and checking for understanding that correspond to the answers to the questions above</li> <li>90% of recommendations on lesson plans are actionable and represent the most important feedback for driving student learning (as evaluated during bi-monthly reviews by campus principal/supervisor )</li> <li>Teacher has made dramatic gains towards proficiency in the lesson planning process, requiring much less critical feedback later in the year</li> </ul>	<ul style="list-style-type: none"> <li>90% of lessons are turned in on time and reviewed punctually by instructional leader</li> <li>Curriculum and lesson plans effectively answer the following three questions:               <ol style="list-style-type: none"> <li>What do my students need to know or be able to do by the end of the unit/class?</li> <li>What is the most effective way for me to teach students these important concepts?</li> <li>How do I make sure that students have really learned the concepts that I wanted them to learn?</li> </ol> </li> <li>90% of lesson plans includes quality Do Nows, rigorous Heart of the Matters, and checking for understanding that correspond to the answers to the questions above</li> <li>90% of recommendations on lesson plans are actionable and are important feedback for driving student learning (as evaluated during bi-monthly reviews by campus principal/supervisor )</li> <li>Teacher has made significant gains towards proficiency in the lesson planning process, requiring less critical feedback later in the year</li> </ul>	<ul style="list-style-type: none"> <li>60-90% of lessons are turned in on time and reviewed punctually by instructional leader</li> <li>Curriculum and lesson plans effectively answer 1-2 of the following three questions:               <ol style="list-style-type: none"> <li>What do my students need to know or be able to do by the end of the unit/class?</li> <li>What is the most effective way for me to teach students these important concepts?</li> <li>How do I make sure that students have really learned the concepts that I wanted them to learn?</li> </ol> </li> <li>Lesson plans sporadically include quality Do Nows, rigorous Heart of the Matters, and checking for understanding that correspond to the answers to the questions above</li> <li>Recommendations on lesson plans are helpful for driving student learning, but they lack clarity and/or proper prioritization (as evaluated during bi-monthly reviews by campus principal/supervisor )</li> <li>Teacher has made inconsistent gains towards proficiency in the lesson planning process, and still requires significant critical feedback</li> </ul>	<ul style="list-style-type: none"> <li>Lessons are not turned in on time nor reviewed punctually by instructional leader</li> <li>Curriculum and lesson plans do not address the three core planning questions</li> <li>Lessons plan are not sufficiently rigorous nor thoughtful and do not include all essential elements</li> <li>Recommendations are not helpful for student learning</li> <li>Teacher has not made gains towards proficiency in the lesson planning process and requires significant critical feedback to bring lessons up to the standard</li> </ul>



Instructional Leader's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

LEADERSHIP	Advanced	Proficient	Working Towards	Needs Improvement
<b>Observing Teachers &amp; Providing Feedback</b>	<ul style="list-style-type: none"> <li>Observes teacher every week and maintains observation tracker consistently during the year</li> <li>Recommendations in the tracker are actionable, measurable, and the right levels for driving student achievement (as evaluated during monthly review with campus principal/supervisor)</li> <li>Teacher(s) "strongly agree" on mid-year survey that instructional leader "provides helpful instructional feedback."</li> </ul>	<ul style="list-style-type: none"> <li>Observes teachers 3 times per month and maintains 90% of observations in observation tracker</li> <li>90% of recommendations are actionable, measurable and the right levers for driving student achievement (as evaluated during monthly review with campus principal/supervisor)</li> <li>Teacher(s) "agree" on mid-year survey that instructional leader "provides helpful instructional feedback."</li> </ul>	<ul style="list-style-type: none"> <li>Observes teachers 2 times per month and maintains 50-90% of observations in observation tracker</li> <li>Recommendations are periodically actionable, measurable and the right levers for driving student achievement (as evaluated during monthly review with campus principal/supervisor)</li> <li>Teacher(s) "disagree" on mid-year survey that instructional leader "provides helpful instructional feedback."</li> </ul>	<ul style="list-style-type: none"> <li>Does not maintain regular observations of teachers and/or record in observation tracker</li> <li>Recommendations are not actionable and measurable nor are they the right levers for driving student achievement (as evaluated during monthly review with campus principal/supervisor)</li> <li>Teacher(s) "strongly disagree" on mid-year survey that instructional leader "provides helpful instructional feedback."</li> </ul>
<b>Results: Effectiveness of Instructional Feedback</b>	<ul style="list-style-type: none"> <li>Teacher(s) meet all 3 PD goals established at the beginning of each semester</li> <li>Teacher(s) implement 90% of leader feedback (as recorded in observation tracker and measured in bimonthly review of teacher progress with campus principal/supervisor)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher(s) meet 2 of 3 PD goals established at the beginning of each semester, making notable progress throughout the year</li> <li>Teacher(s) implement feedback (as recorded in observation tracker and measured in bimonthly review of teacher progress with campus principal/supervisor)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher(s) meet 1 of 3 PD goals established at the beginning of the year, and notable areas of improvement remain in their teaching</li> <li>Teacher(s) struggle to effectively implement feedback (as recorded in observation tracker and measured in bimonthly review of teacher progress with campus principal/supervisor)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher(s) do not meet PD goals</li> <li>Teacher(s) do not implement feedback (as recorded in observation tracker and measured in bimonthly review of teacher progress with campus principal/supervisor)</li> </ul>
<b>Data-Driven Instruction</b>	<ul style="list-style-type: none"> <li>All teacher materials (Do Nows, HW, in-class assessments) meet or exceed the rigor of the interim assessments, showing tight alignment to assessed standards</li> <li>Teacher adeptly uses data outside the IA cycle collected from in-class assignments to adapt instruction</li> <li>Interim assessment analysis is teacher-owned and deep (moving from "what" to "why")</li> <li>100% of teacher's post-assessment action plans drive future lesson planning</li> <li>Teachers reach 75% or higher on interim assessment and make effective plans for remediation for those students who do not meet the standard</li> <li>Teacher(s) "strongly agree" on mid-year survey that instructional leader "helps me to use data to drive instruction."</li> </ul>	<ul style="list-style-type: none"> <li>Most teacher materials (Do Nows, HW, in-class assessments) meet the rigor of the interim assessments, showing alignment to assessed standards</li> <li>Teacher uses some data outside the IA cycle collected from in-class assignments to adapt instruction</li> <li>Interim assessment analysis is mostly teacher-owned and fairly thoughtful</li> <li>Teacher implements most of strategies from post-assessment action plans and connects them to lesson planning</li> <li>Teachers come close to reaching 75% on interim assessment and make effective plans for remediation for those students who do not meet the standard</li> <li>Teacher(s) "agree" on mid-year survey that instructional leader "helps me to use data to drive instruction."</li> </ul>	<ul style="list-style-type: none"> <li>Teacher materials sporadically meet the rigor of the interim assessments, showing periodic alignment to assessed standards</li> <li>Teacher inconsistently uses data outside the IA cycle collected from in-class assignments to adapt instruction</li> <li>Interim assessment analysis is superficial and/or not completely teacher-owned</li> <li>Teacher action plans do not influence lesson planning</li> <li>Students are not meeting proficiency on interim assessments and remediation plans are ineffective</li> <li>Teacher(s) "disagree" on mid-year survey that instructional leader "helps me to use data to drive instruction."</li> </ul>	<ul style="list-style-type: none"> <li>Teacher materials do not meet the rigor of the interim assessments, showing little/no alignment to assessed standards</li> <li>Teacher does not use data outside the IA cycle to adapt instruction</li> <li>Interim assessment analysis is superficial and not teacher-owned</li> <li>Teacher action plans do not influence lesson planning</li> <li>Students are not meeting proficiency on interim assessments and remediation plans are non-existent</li> <li>Teacher(s) "strongly disagree" on mid-year survey that instructional leader "helps me to use data to drive instruction."</li> </ul>



Instructional Leader's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

LEADERSHIP	Advanced	Proficient	Working Towards	Needs Improvement
<b>Leading Professional Development</b>  (When Applicable)	Effectively leads professional development sessions at all-faculty or team meetings throughout the year: <ul style="list-style-type: none"> <li>Uses the Living The Learning Framework effectively when delivering professional development: Airtight Activities, Large Group Sharing, Small Group Sharing, Reflection and Application are appropriately used and enhance teacher learning of the PD objective</li> <li>Leader talk is less than 30% of the PD session</li> <li>Teachers rate presenter as "highly effective" on PD survey (when applicable)</li> </ul>	Effectively leads professional development sessions at all-faculty or team meetings throughout the year: <ul style="list-style-type: none"> <li>Uses the Living The Learning Framework effectively when delivering professional development: Airtight Activities, Large Group Sharing, Small Group Sharing, Reflection and Application are mostly appropriately used and generally enhance teacher learning of the PD objective</li> <li>Leader talk is less than 40% of the PD session</li> <li>Teachers rate presenter as "effective" on PD survey (when applicable)</li> </ul>	Leads professional development sessions at all-faculty or team meetings throughout the year: <ul style="list-style-type: none"> <li>Attempts to use parts of the Living The Learning Framework effectively when delivering professional development: Airtight Activities, Large Group Sharing, Small Group Sharing, Reflection and Application are sometimes used appropriately but could be improved</li> <li>Leader talk is not always less than 40% of the PD session</li> <li>Teachers rate presenter as "effective" or "ineffective" on PD survey (when applicable)</li> </ul>	Does not lead professional development or does not lead PD effectively: <ul style="list-style-type: none"> <li>Does not use the Living The Learning Framework</li> <li>Leader talk ratio is too high</li> <li>Teachers rate presenter as "ineffective" or "very ineffective" on PD survey (when applicable)</li> </ul>
<b>Growing from Teacher to Leader</b>	Embodies all of the core beliefs of WSA instructional leaders: <ul style="list-style-type: none"> <li>100% committed to the students and the school</li> <li>Humble and reflective in openness to feedback and own areas of growth</li> <li>Do whatever it takes</li> <li>Optimistic and caring and responsible for positivity of the community</li> <li>Own teachers' results as his/her own</li> </ul>	Implements the core beliefs of WSA instructional leaders 90% of the time: <ul style="list-style-type: none"> <li>100% committed to the students and the school</li> <li>Humble and reflective in openness to feedback and own areas of growth</li> <li>Do whatever it takes</li> <li>Optimistic and caring and responsible for positivity of the community</li> <li>Own teachers' results as his/her own</li> </ul>	Implements most of the core beliefs of WSA instructional leaders most of the time: <ul style="list-style-type: none"> <li>100% committed to the students and the school</li> <li>Humble and reflective in openness to feedback and own areas of growth</li> <li>Do whatever it takes</li> <li>Optimistic and caring and responsible for positivity of the community</li> <li>Own teachers' results as his/her own</li> </ul>	Does not implement all of the core beliefs of WSA instructional leaders and is not aligned on all beliefs: <ul style="list-style-type: none"> <li>100% committed to the students and the school</li> <li>Humble and reflective in openness to feedback and own areas of growth</li> <li>Do whatever it takes</li> <li>Optimistic and caring and responsible for positivity of the community</li> <li>Own teachers' results as his/her own</li> </ul>
<b>Time/Task Management</b>	<ul style="list-style-type: none"> <li>Meets all required deadlines</li> <li>Successfully manages responsibilities of teaching and instructional leadership, maintaining the highest quality in both areas</li> <li>Successfully completes stretch assignments included in instructional leader job description, exceeding expectations in their completion</li> <li>Responds within 48 hours to all requests from school leaders and teacher supervisee(s)</li> </ul>	<ul style="list-style-type: none"> <li>Meets 90% of required deadlines</li> <li>Manages responsibilities of teaching and instructional leadership, maintaining quality in both areas</li> <li>Successfully completes stretch assignments included in instructional leader job description</li> <li>Responds in a timely manner to all requests from school leaders and teacher supervisee(s)</li> </ul>	<ul style="list-style-type: none"> <li>Meets 75% of required deadlines</li> <li>Struggles to manage responsibilities for both teaching and instructional leadership, letting one or the other slip at times throughout the year</li> <li>Struggles to complete stretch assignments given all other responsibilities</li> <li>Responds inconsistently to requests from school leaders and teacher supervisee(s)</li> </ul>	<ul style="list-style-type: none"> <li>Meets less than 75% of required deadlines</li> <li>Fails to manages responsibilities of teaching and instructional leadership, letting both suffer considerably</li> <li>Does not complete stretch assignments</li> <li>Does not responds to requests from school leaders and teacher supervisee(s)</li> </ul>



Instructional Leader's Name: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

**NARRATIVE**

**OVERALL STRENGTHS:**

- ☐
- ☐
- ☐
- ☐

**AREAS OF GROWTH/GOALS:**

- ☐
- ☐
- ☐
- ☐

**KEY ACTION STEPS TO MEET THOSE GOALS:**

- ☐
- ☐
- ☐

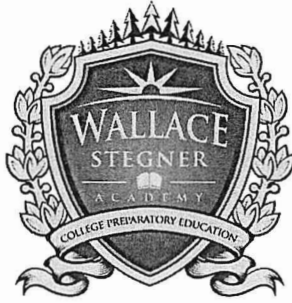
\_\_\_\_\_  
Signature of Supervisor      Date

\_\_\_\_\_  
Signature of Teacher      Date



# Attachment 13 - Student Demand

## Attachment 13 - Student Demand



## Wallace Stegner Academy of Nevada Interest Form

### Wallace Stegner Academy de Nevada No vinculante Formulario de interes

I am interested in receiving information and updates regarding Wallace Stegner Academy of Nevada Nevada public charter school for the 2021-2022 school year.

(Estoy interesado en recibir información y actualizaciones sobre Wallace Stegner Academy de Nevada escuela pública charter para el año escolar 2021-2022.)

First Name / Primer nombre:

Last Name / Apellido:

Street Address / Dirección:

City / Ciudad:

State / Estado:

Zip Code / Código postal:

Home Phone / Teléfono casa:

Cell Phone / Teléfono celular:

Email Address / Email:

Please check grade(s) your student(s) will be attending for 2021-2022 school year:

Marque las calificaciones a las que asistirá su(s) estudiante(s) durante el año escolar 2021-2022:

K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Current School(s) / Escuela(s) que asisten:

How did you hear about us? / ¿Cómo supiste de nosotros?:

- ☐ Property sign/signo de propiedad ☐ Movie Theater/cine ☐ Open House/casa abierta ☐ Print Media/medios de comunicación impresos  
☐ Radio(NPR)/radio(NPR) ☐ Radio(Other)/radio(otra) ☐ Social Media/social media (Facebook, Instagram, etc.)  
☐ Television/televisión ☐ Word of Mouth (Family, Friend, Neighbor)/boca a boca (familia, amigo, vecino)  
☐ Yard Sign/letrero de patio ☐ Other/otra \_\_\_\_\_

☐ I agree that Wallace Stegner Academy of Nevada collects and stores my name, email and form information: //Acepto que Wallace Stegner Academy de Nevada recopila y almacena mi nombre, correo electrónico y la información del formulario:

Signature (Full Name) / Firma (nombre completo):

Date / fecha

Your privacy is important to us. Wallace Stegner Academy of Nevada will not share, sell or disclose your personal information to third parties. It will only be used to transmit information pertaining to our organization. (Su privacidad es importante para nosotros. Wallace Stegner Academy de Nevada no compartirá, venderá ni divulgará su información personal a terceros. Solo se utilizará para transmitir información relacionada con nuestra organización).

NOTE: Completing this form does not guarantee acceptance into the school. You will be informed of Open Enrollment dates upon approval of Wallace Stegner Academy of Nevada by the Nevada State Charter Authority. All students are required to go through lottery selection and enrollment procedures to attend Wallace Stegner charter school. Wallace Stegner Academy of Nevada is a tuition free public charter school. We are committed to providing an equal opportunity education for all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all federal, state, and local laws.

NOTA: Completar este formulario no garantiza la aceptación en la escuela. Se le informará de las fechas de inscripción abierta una vez que Wallace Stegner Academy de Nevada lo apruebe la Autoridad de la Carta del Estado de Nevada. Se requiere que todos los estudiantes pasen por la selección de lotería y los procedimientos de inscripción para asistir a la escuela charter Wallace Stegner. Wallace Stegner Academy de Nevada es una escuela charter pública gratuita. Estamos comprometidos a proporcionar una educación de igualdad de oportunidades para todos los solicitantes sin distinción de raza, religión, color, sexo, identidad de género, orientación sexual, origen nacional, estado de ciudadanía, edad, discapacidad o cualquier otro estado protegido de acuerdo con todos los estados federales y estatales. 244



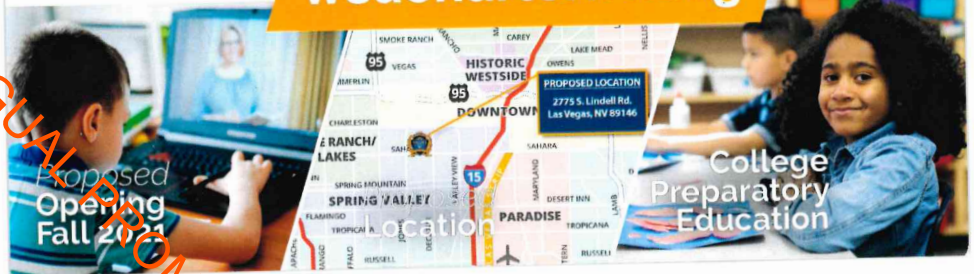
Proposed  
**K- 8<sup>th</sup> Grade**  
**Free Charter School**



Las Vegas,  
Nevada

**Your Child Deserves the Best!**  
Fill out a non-binding interest form today!

[wsacharternv.org](http://wsacharternv.org)

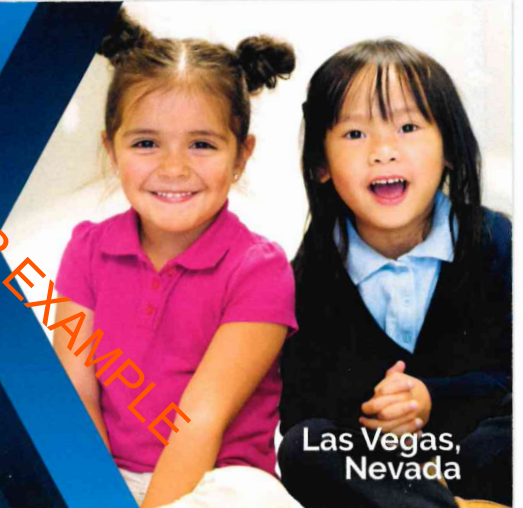


Proposed  
Opening  
Fall 2021

College  
Preparatory  
Education



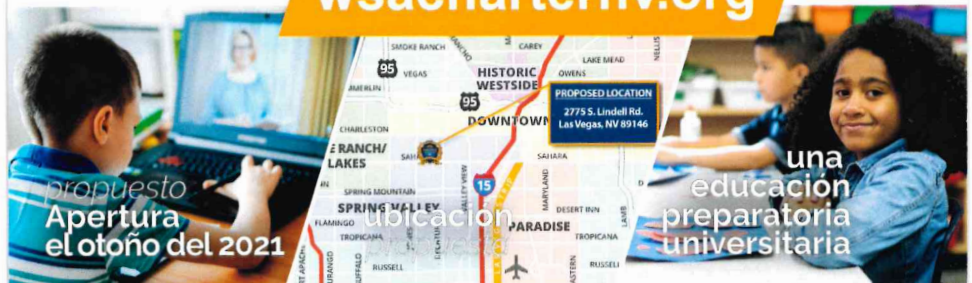
propuesto  
**Grados K-8**  
**Una escuela Pública**  
**sin costo**



Las Vegas,  
Nevada

**¡Sus hijos merecen lo mejor!**  
¡Complete hoy un formulario de interés no vinculante!

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propuesto  
Apertura  
el otoño del 2021

una  
educación  
preparatoria  
universitaria

2021-22 Planning Year Milestones	Activity	Key Personnel	Milestone Date(s)
INSTRUCTION	Professional Development	Wallace Stegner Schools (EMO)	August Opening Year
	Purchase Instructional Materials	Principal, Wallace Stegner Schools (EMO)	June/July Prior to opening
TALENT	Principal Recruitment	Wallace Stegner Schools (EMO)	Identified in this application
	Teacher Recruitment	Principal, Wallace Stegner Schools	Teacher recruitment begins immediately upon approval. School will be fully staffed by the beginning of July 2021
OPERATIONS	Property/Facility under contract	Board, Academica	12 Months prior to opening
	Lease Finalized	Board	Upon Approval
	EMO Contracts Finalized	Board, Lawyer, Academica, Wallace Stegner Schools	Upon approval
	Develop Handbooks, benefits plan etc.	Academica, Board, Wallace Stegner Schools	5 Months prior to opening
	Apply for 501c3 status	Board Academica	Upon approval
	Identify Legal Counsel	Board	After approval
	Identify Payroll, insurance, janitorial	Board Academica Wallace Stegner Schools	3 months prior to opening

<b>TECHNOLOGY</b>	Purchase	Wallace Stegner Schools, Principal	Spring of School Opening
	Technology Installed	IT Company	One month prior to school opening
<b>FINANCE</b>	Lending for FFE Secured	Academica, Board, Lender	12 months prior to opening
	Open Bank account	Board	Upon Approval
<b>2021-22 Planning Year Milestones</b>	Activity	Key Personnel	Milestone Date(s)
<b>PARENT AND COMMUNITY ENGAGEMENT</b>	Flyers, Student interest Forms, and other marketing Materials Created	Wallace Stegner Schools Board Academica	June 2020
	School Website	Wallace Stegner Schools Academica	June 2020
	Open Houses for Student Recruitment	Principal, Board Academica, Wallace Stegner Schools	Monthly or Bi-Monthly starting in July of 2020
	Door to Door Marketing	Principal, Wallace Stegner Schools	Upon approval
<b>SCHOOL SYSTEMS AND CULTURE</b>	Weekly training on WSA best practices	Wallace Stegner Schools	January 2021-June 2021
	Board Training on WSA educational model	Wallace Stegner Schools	February 2021
	Teacher Training on WSA model, instruction, materials, behavior and interventions, special education and child find	Wallace Stegner Schools Principal	August 2021
	Team building, classroom assignment, HR policies and procedures, Blood born	Wallace Stegner Schools Principal	August 2021

	pathogens, sexual harassment, school safety plan,	Staff	
	Character Development, student discipline and school culture training	Wallace Stegner Schools Principal Staff	August 2021

WALLACE STEGNER ACADEMY OF NEVADA  
AND  
ACADEMICA NEVADA  
MEMORANDUM OF UNDERSTANDING  
FOR INCUBATION YEAR

**This Incubation Year Services Agreement** (“Agreement”) is made and entered into as of January 6, 2021 (“Effective Date”), by and between, Academica Nevada, a Nevada limited liability company qualified to do business in Nevada (“Academica”) and Wallace Stegner Academy of Nevada, a proposed Nevada public charter school (“School”), for the provision management services in the School’s incubation year. Each entity is referred to individually as a “Party” and the entities collectively are referred to as the “Parties.”

WHEREAS, the School has submitted or will submit an application to the Nevada State Public Charter School Authority for a contract to operate a charter school;

WHEREAS, the School is currently governed by the Wallace Stegner Academy of Nevada Committee to Form, which will become the School’s Board of Directors should the application for a charter contract be accepted;

WHEREAS, the School has selected Academica to provide management services during the School’s incubation year;

WHEREAS, Academica has agreed to provide management services and has assisted in the School’s application process with the Nevada State Public Charter School Authority;

NOW THEREFORE, in consideration of the mutual covenants hereinafter contained, the Parties hereto agree as follows:

**I. Scope of Agreement**

A. This Agreement forms the basis of mutual understanding and respective responsibilities between the School and Academica for providing necessary management services during the School’s incubation year.

**II. Term of Agreement**

A. Either Party may terminate this Agreement for its convenience at any time upon giving thirty (30) days written notice to the other Party.

B. This Agreement shall be effective from January 4, 2021 until June 30, 2021.

C. This Agreement may be modified at any time by written consent of both Parties.

D. This Agreement shall be valid and binding only if and when it has been duly executed by an officer of the School and by Academica by January \_\_\_\_, 2020.

### III. Services

A. Academica agrees to immediately coordinate and provide the services required to support the School and will keep the School updated as to all important developments with regard to Academica's services. Academica agrees to provide all services outlined in the Agreement, including, but not limited to, the following:

1. Public relations and marketing
2. Educational staff recruitment and human resource coordination
3. Procurement of necessary furniture, equipment, curriculum, and other materials
4. Facility consultation and development
5. Student enrollment, lottery, and registration
6. Board meeting management and legal compliance
7. Bookkeeping, budgeting and financial forecasting
8. Grant solicitation from available government, private, and institutional funding sources

B. Academica and the School acknowledge that the services provided during the incubation period as outlined in section (III)(A) of this Agreement are provided by Academica without a fee as an investment in Academica's future partnership with the School.

C. Academica and the School acknowledge that fees, costs, and/or expenses will arise that are outside of the Agreement, including, but not limited to, legal fees for independent School counsel, advertising/marketing expenses, travel expenses for board members and School staff, etc.

D. Academica will provide for financing for expenses outlined in section (III)(C) of this Agreement during the School's incubation year. All expenses that will be paid through this financing shall be within the School's incubation year budget as submitted in the charter application or as later amended by the School's board.

E. The Financing agreement for funds disbursed pursuant to sections (III)(C), and (D) of this Agreement will incur no interest until the execution of a repayment agreement following the opening of the School, and may be paid in full at any time with no penalty.

F. The School and Academica acknowledge that the necessity may arise for Academica to provide additional services not mentioned in this Agreement for the support and successful opening of the School. All such services will be provided upon the mutual agreement and cooperation between the parties.

#### IV. Liability

A. Academica agrees to defend, hold harmless, and indemnify the School and its directors, officers, employees, and agents against and from any and all loss, liability, damage, claim, cost, charge, demand, or expense (including any direct, indirect, or consequential loss, liability, damage, claim, cost, charge, demand, or expense, including without limitation, attorneys' fees) for any claim caused by the negligent acts or omissions of Academica in the performance of the Agreement. Academica's duty to indemnify the School under this Agreement shall not extend to loss, liability, damage, claim, cost, charge, demand, or expense resulting from the School's willful misconduct.

#### V. Independent Contractor

Academica is, for all purposes, an independent contractor and shall not be deemed an employee of the School.

#### VI. Miscellaneous

##### A. Governing Law/Venue

This Agreement shall be governed by the laws of the State of Nevada. Any action arising out of this Agreement shall be brought before a court of competent jurisdiction in Clark County, Nevada.

##### B. Attorney's Fees

In the event a dispute arises from this Agreement, the prevailing Party shall be entitled to reasonable attorney's fees.

##### C. Waiver

Nothing in this Agreement shall be construed as a waiver of the limitations of damages against a local government contained in NRS 41.035.

##### D. Severability

The partial or complete invalidity of any one or more of the provisions of this Agreement will not affect the validity or continuing force and effect of any other provision.

##### E. Amendments

Any amendments to this Agreement must be in writing signed by both Parties.

F. Entire Agreement

This Agreement is intended solely for the benefit of the Parties hereto, represents the entire, integrated agreement between the Parties, and supersedes all prior negotiations, representations, or agreements written or oral.

THE UNDERSIGNED HAVE READ THE FOREGOING AGREEMENT IN ITS ENTIRETY AND FULLY UNDERSTAND AND ACCEPT THE TERMS AND CONDITIONS CONTAINED HEREIN.

Academica Nevada

Wallace Stegner Academy of Nevada

By: \_\_\_\_\_  
Name

By: \_\_\_\_\_  
Name

Title

Title

Address

Address

Date: \_\_\_\_\_

Date: \_\_\_\_\_

WALLACE STEGNER ACADEMY OF NEVADA  
AND  
WALLACE STEGNER SCHOOLS, LLC  
MEMORANDUM OF UNDERSTANDING  
FOR INCUBATION YEAR

**This Incubation Year Services Agreement** (“Agreement”) is made and entered into as of July 1, 2020 (“Effective Date”), by and between, Wallace Stegner Schools, a Nevada limited liability company qualified to do business in Nevada (“WSS”) and Wallace Stegner Academy of Nevada, a proposed Nevada public charter school (“School”), for the provision management services in the School’s incubation year. Each entity is referred to individually as a “Party” and the entities collectively are referred to as the “Parties.”

WHEREAS, the School has submitted or will submit an application to the Nevada State Public Charter School Authority for a contract to operate a charter school;

WHEREAS, the School is currently governed by the Wallace Stegner Academy of Nevada Committee to Form, which will become the School’s Board of Directors should the application for a charter contract be accepted;

WHEREAS, the School has selected WSS to provide educational support services during the School’s incubation year;

WHEREAS, WSS has agreed to provide educational support services and has assisted in the School’s application process with the Nevada State Public Charter School Authority;

NOW THEREFORE, in consideration of the mutual covenants hereinafter contained, the Parties hereto agree as follows:

**I. Scope of Agreement**

A. This Agreement forms the basis of mutual understanding and respective responsibilities between the School and WSS for providing necessary educational support services during the School’s incubation year.

**II. Term of Agreement**

A. Either Party may terminate this Agreement for its convenience at any time upon giving thirty (30) days written notice to the other Party.

B. This Agreement shall be effective from July 1, 2020 until June 30, 2021.

C. This Agreement may be modified at any time by written consent of both Parties.

D. This Agreement shall be valid and binding only if and when it has been duly executed by an officer of the School and by WSS by \_\_\_\_\_.

### III. Services

A. WSS agrees to immediately coordinate and provide the services required to support the School and will keep the School updated as to all important developments with regard to WSS's services. WSS agrees to provide all services outlined in the Agreement, including, but not limited to, the following:

1. School Leadership
2. School Design and model implementation
3. Teacher training, coaching and development
4. Staff hiring and evaluation
5. Data-Driven programs and interim assessments
6. Math and Language Arts Curriculum with daily formative assessments
7. Day to day operations and management of all school programs
8. System-wide collaboration
9. Educator and staff evaluations
10. School culture development and maintenance
11. Parent outreach and engagement
12. RTI and ability-based group management and design
13. Provide Board with accurate and timely information on school
14. Work with Board to establish and execute short and long term goals

B. WSS and the School acknowledge that the services provided during the incubation period as outlined in section (III)(A) of this Agreement are provided by WSS without a fee as an investment in WSS's future partnership with the School.

C. WSS and the School acknowledge that fees, costs, and/or expenses will arise that are outside of the Agreement, including, but not limited to, legal fees for independent School counsel, advertising/marketing expenses, travel expenses, etc.

D. The School will ensure financing is provided for services as outlined in section (III)(C) of this Agreement during the School's incubation year. All expenses that will be paid through this financing shall be within the School's incubation year budget as submitted in the charter application or as later amended by the School's board.

E. The Financing agreement for funds disbursed pursuant to sections (III)(C), and (D) of this Agreement will incur no interest until the execution of a repayment agreement following the opening of the School, and may be paid in full at any time with no penalty.

F. The School and WSS acknowledge that the necessity may arise for WSS to provide additional services not mentioned in this Agreement for the support and successful opening of the School. All such services will be provided upon the mutual agreement and cooperation between the parties.

#### IV. Liability

A. WSS agrees to defend, hold harmless, and indemnify the School and its directors, officers, employees, and agents against and from any and all loss, liability, damage, claim, cost, charge, demand, or expense (including any direct, indirect, or consequential loss, liability, damage, claim, cost, charge, demand, or expense, including without limitation, attorneys' fees) for any claim caused by the negligent acts or omissions of WSS in the performance of the Agreement. WSS's duty to indemnify the School under this Agreement shall not extend to loss, liability, damage, claim, cost, charge, demand, or expense resulting from the School's willful misconduct.

#### V. Independent Contractor

WSS is, for all purposes, an independent contractor and shall not be deemed an employee of the School.

#### VI. Miscellaneous

##### A. Governing Law/Venue

This Agreement shall be governed by the laws of the State of Nevada. Any action arising out of this Agreement shall be brought before a court of competent jurisdiction in Clark County, Nevada.

##### B. Attorney's Fees

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##### C. Waiver

Nothing in this Agreement shall be construed as a waiver of the limitations of damages against a local government contained in NRS 41.035.

##### D. Severability

The partial or complete invalidity of any one or more of the provisions of this Agreement will not affect the validity or continuing force and effect of any other provision.

##### E. Amendments

Any amendments to this Agreement must be in writing signed by both Parties.

F. Entire Agreement

This Agreement is intended solely for the benefit of the Parties hereto, represents the entire, integrated agreement between the Parties, and supersedes all prior negotiations, representations, or agreements written or oral.

THE UNDERSIGNED HAVE READ THE FOREGOING AGREEMENT IN ITS ENTIRETY AND FULLY UNDERSTAND AND ACCEPT THE TERMS AND CONDITIONS CONTAINED HEREIN.

Wallace Stegner Schools, LLC

Wallace Stegner Academy of Nevada

By: \_\_\_\_\_  
Name

By: \_\_\_\_\_  
Name

Title

Title

Address

Address

Date: \_\_\_\_\_

Date: \_\_\_\_\_

### **Transportation**

WSAN will not provide daily transportation for the students to and from school. Should a Special Education student who is enrolling in WSAN have an IEP that has transportation as an accommodation, WSAN will honor their IEP. WSAN will work to partner with the RTC or CCSD, as to how to best provide this accommodation. Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company. The school will work with their insurance broker agency to ensure that all necessary insurance policies and coverages are in place.

### **Food Service**

WSAN plans on providing food services at the school and anticipates participating in the National School Lunch Program. WSAN will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

### **Facilities Maintenance**

WSAN has a multi-tiered plan for maintaining the facility:

1. On-Site WSAN will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
2. WSAN will contract with a janitorial company to provide a cleaning service 5 nights a week.
3. WSAN's EMO Academica coordinates facility maintenance, repairs, etc. as well as coordinates with the contracted janitorial service provider.

### **School Health & Nursing Services**

The school provides health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed at the new campuses. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

### **Purchasing Processes**

The purchasing agent is appointed by the governing body (Traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573)

#### **Safety & Security**

WSAN proposed campuses will have Campus Monitor(s) provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan. As referenced in the Operations Question and Ongoing Operations Question One, WSAN's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.

Date: June 18<sup>th</sup>, 2020

To: Clinton House  
CEO and Senior Pastor  
Mountaintop Faith Ministries

Re: Offer: Proposed Rental of Portables, yard, and parking

Location: NEC of Westwind Rd. and Edna Ave., comprised of portions of APNs 16312207008 – 011, 16312207013 & 16312207007 and occupies approximately 3.50 acres of land and buildings.

Ownership: Mountaintop Faith Ministries

To whom it may concern:

Wallace Stegner Academy is pleased to present this term sheet (the "Term Sheet") concerning Tenant's Lease of all or a portion of the Properties under one of the options described below in descending order of priority. The school intends to lease and operate in the portable buildings as of August 2021 with options to extend lease for the 2022 and 2023 school years.

1. **Rental of Portables**

Tenants proposal is to rent the existing portable and permanent buildings located at 5510 and 5520 Edna Ave and have use of adjacent parking lot (per Exhibit "A"), comprised (but not limited to) of 9 classrooms, along with the bathrooms, administration building, one of the vacant houses currently on property, have use of the playground, and have use of the parking to be used as a charter school.

- 1) \*Lease term shall be one (1) year, with two (2) one (1) year options to extend.
  - a) Lease rate shall be the based upon \$725/student (with anticipation of having 225 students in year 1).
  - b) For its option periods: \$775/student in year 2, and \$800/student in year 3.

2. **Contingencies**

Tenant's obligation to lease the Property shall be subject to Tenant's satisfaction or waiver, not later than 180 days after the Effective Date, of the following contingencies:

- (a) Tenant's obtaining financing for its Lease and planned improvement of the Property on such terms and conditions as Tenant deems satisfactory;
- (b) Tenant's entering into a lease agreement with a tenant secured by Tenant (the "Tenant"), on such other terms and conditions as may be satisfactory to Tenant and Tenant; and
- (c) Tenant's obtaining such governmental entitlements, approvals and permits and private party consents as may be required to build and operate a public student charter school at the Property on such terms and in accordance with a site plan as Tenant deems satisfactory, including, but not limited to vacation and abandonment of roads.

3. **Assignment:**

Wallace Stegner Academy shall have the right to assign such Contract without Lessors' prior written consent.

4. **Right of First of Refusal**

Tenant to be granted Right of First Refusal to Lease the subject property in the event it is offered for sale separately from any adjacent parcels.

5. **Broker**

Landlord and Tenant each represent and warrant to the other that, except for R.O.I Commercial Real Estate, Inc. (the "Tenant's Broker"), neither has engaged any person or entity to act as a broker or finder with respect to the acquisition. Landlord and Tenant shall be responsible to equally split the Tenant's Broker's commission as follows:

- i. Rental commission – 3% of the total rent for primary & option periods to be paid upon mutual execution of each lease and option period.

Landlord and Tenant agree that this proposal is not an offer to lease but rather an attempt to establish a basis of understanding to allow both parties to proceed in good faith, and both parties further acknowledge that only a fully executed lease shall constitute a legally binding agreement.

This letter shall embody the basic understanding between the parties. Please return a signed copy to my attention no later than June 25<sup>th</sup>, 2020 at 5pm PST. Once this letter has been executed and corporate approval has been obtained, Buyer/Tenant will prepare its standard lease or purchase agreement.

Thanks for your assistance in this matter. I look forward to your prompt response.

Very truly yours,

Brian Sorrentino  
Director  
ROI Commercial Real Estate, Inc.

Seller/Landlord  
Mountaintop Faith Ministries  
Acknowledged and Approved (Landlord):

By: Clita Hase

Date: July 6, 2020

Buyer/Tenant  
Wallace Stegner Academy  
Acknowledged and Approved (Tenant):

By: William Stegner

Date: 7/9/2020

EXHIBIT "A"



## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”), entered into on this \_\_\_\_\_ day of \_\_\_\_\_, 2020, by and between Wallace Stegner Academy of Nevada (“WSAN”), a Nevada Public Charter School, and Mountaintop Faith Ministries (“Mountaintop”) (collectively the “Parties”).

**WHEREAS**, WSAN is a Nevada charter school offering a unique elementary and middle school educational opportunities to its students; and

**WHEREAS**, WSAN is seeking a location to operate their charter school for the school year ending in 2021 in an area of high academic and socioeconomic need; and

**WHEREAS**, Mountaintop is the owner of land and facilities located at 5510 and 5520 Edna Ave, Las Vegas, Nevada 89146 and 2845 S. Lindell Rd., Las Vegas, Nevada 89146, which are adjacent to each other;

**WHEREAS**, the Parties are desirous to enter an understanding whereby WSAN may lease a portion of the land and facilities owned by Mountaintop.

**NOW, THEREFORE**, the Parties agree as follows:

### **TERM AND PURPOSE:**

**5510 and 5520 Edna Ave.:** WSAN will rent the existing portable and permanent buildings located at 5510 and 5520 Edna Ave and have use of adjacent parking lot, comprised of (but not limited to) 9 classrooms, along with the bathrooms, administration building, one of the vacant houses currently on property, have use of the playground, and have use of the parking to be used as a charter school.

Mountaintop will continue to have shared use of the parking lot adjacent to 5510 and 5520 Edna Ave. during the week and have access to the buildings described in this section for church services, meetings, or other church related activities on Saturdays and Sundays. Mountaintop may use the buildings described in this section for church related meetings and activities on weekdays outside of regular school hours but will obtain prior approval from WSAN and will be cleaned and arranged properly for WSAN after use.

**2845 S. Lindell Rd.:** WSAN will have use of multiple classrooms in the facilities located at this address during school hours but will obtain prior approval from Mountaintop and will be cleaned and arranged properly for Mountaintop after use. WSAN will have shared use of the parking lot adjacent to the facilities located at this address.

**Term:** The rental term shall commence on August 1, 2021 and shall be one (1) year, with two (2) one (1) year options to extend.

**BASIC RENTAL PAYMENT:** WSAN shall pay \$725 per student enrolled, with anticipated enrollment of 225 students in year 1. For the optional periods WSAN shall pay \$775 per student enrolled in year 2 and \$800 per student in year 3.

**MOUNTAINTOP MARKETING:** Mountaintop will advertise WSAN on its website, after all recorded church services, and in any promotional materials provided by Mountaintop to its parishioners.

**GENERAL PROVISIONS:** The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. The Parties assume full responsibility for their performance under the terms of this MOU.

If at any time either party is unable to perform their duties or responsibilities under this MOU consistent with such Party's statutory and regulatory mandates, the affected Party shall immediately provide written notice to the other Party to establish a date for resolution of the matter.

**LIMITATION OF LIABILITY:** No rights or limitation of rights shall arise or be assumed between the Parties as a result of the terms of this MOU.

**FORCE MAJEURE:** No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The party suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

**GOVERNING LAW:** This MOU shall be governed by and construed in accordance with the laws of the State of Nevada.

**SEVERABILITY:** In the event that any provision of this MOU shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this MOU shall be determined to be unlawful or otherwise unenforceable, the remainder of the MOU shall remain in full force and effect, so long as the clause severed does not affect the intent of the Parties. If a Court should find that any provision of this MOU to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

**ASSIGNMENT:** Neither Party to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

**ENTIRE UNDERSTANDING:** This MOU contains the entire understanding of the Parties.

**AUTHORIZATION AND EXECUTION:** The signing of this MOU does not constitute a formal undertaking.

This MOU shall be signed by and shall be effective as of the date first written above.

\_\_\_\_\_  
Date  
Mountaintop Faith Ministries

\_\_\_\_\_  
Date  
Wallace Stegner Academy of Nevada

Wallace Stegner Academy of Nevada's expanded insurance coverage will include coverage for general liability, abuse, employee benefits, professional educators' legal liability, auto, property, equipment breakdown, crime, excess liability, Directors & Officers/Employment Practices, student accident, and Worker's Compensation. All required insurance coverages will be in place at or above Nevada-mandated baseline requirements, adjusting as student population increases each year. Please see the table below for the policy limits for each category of this coverage:

<u>Coverages:</u>	<u>2021-2022</u>	<u>Notes</u>
General Liability Aggregate	\$17,000,000	Includes Umbrella/Excess Limits of \$15M
General Liability Per Occurrence	\$16,000,000	
Products/Completed Operations Aggregate	\$17,000,000	
Personal and Advertising Injury	\$16,000,000	
Abuse or Molestation Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Abuse or Molestation Aggregate	\$17,000,000	
Student Accident - per accident	\$25,000	
Employee Benefits Liability Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Employee Benefits Liability Aggregate	\$17,000,000	
Commercial Auto Liability	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Building Limit	100% Replacement	
Employee Dishonesty/Crime	\$10,000,000	
Educators Legal Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/EPLI
Educators Legal Liability Aggregate	\$10,000,000	
Directors & Officers Liability Per Occurrence	\$10,000,000	Shared Limits with Educators/EPLI
Directors & Officers Liability Aggregate	\$10,000,000	
Employment Practices Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/Educators
Employment Practices Liability Aggregate	\$10,000,000	
Workers Compensation	\$1,000,000	
Excess/Umbrella Liability	\$3,000,000	

## Wallace Stegner Academy of Nevada (WSAN) Budget Narrative

The following narrative provides an overview of WSA projected revenue and expenses. *The budget is based upon 97.00% of planned enrollment.*

### Revenue

#### Per-Pupil Revenue:

The budget created for WSAN includes the per-pupil revenue assumption of \$7,042 for the first fiscal year of operation (2021-2022), with an estimated 1.30%-3.00% increase each subsequent year thereafter. Assumption of \$7,042 was based on the 2020-21 per-pupil state and local revenue assumption of \$6,520, a projected 10% decrease from the prior year due to the COVID-19 pandemic; with a projected 8% recovery. Please see chart below for estimated funding calculations each year.

Clark County - Per-Pupil Funding History & Projections						
	Year	State	Local	Total	Change	% change(+/-)
Historical	2012	5,136	1,035	6,171		
	2013	5,257	938	6,195	24	0.39%
	2014	5,457	1,007	6,464	269	4.34%
	2015	5,527	998	6,525	61	0.94%
	2016	5,512	1,066	6,578	53	0.81%
	2017	5,574	1,054	6,628	50	0.76%
	2018	5,700	1,030	6,730	102	1.54%
	2019	5,781	1,080	6,861	131	1.95%
	2020	6,067	1,177	7,244	383	5.58%
Projected	2021	5,460	1,059	6,520	(724)	-10.0%
	2022	5,897	1,144	7,042	522	8.0%
	2023	6,074	1,178	7,253	211	3.0%
	2024	6,165	1,196	7,362	109	1.5%
	2025	6,245	1,212	7,457	95	1.3%
	2026	6,326	1,227	7,554	97	1.3%
	2027	6,409	1,243	7,652	98	1.3%

#### National School Lunch Program (NSLP):

The budget created WSAN includes an assumptive NSLP reimbursement rate of \$3.10 per eligible student for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day.

#### Title I:

As outlined in *Meeting the Need* of this application, WSAN projects 78% of the student population will qualify for free and reduced lunch, allowing WSAN to be Title I eligible (>40%). The budget created for WSAN includes an assumptive Title I eligible per-pupil amount of \$400. Title I provides financial assistance to schools for children from low-income families to help ensure that all children meet academic standards.

## **Special Education Funding (Part B):**

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year. Student SPED counts are budgeted at 12.84% of the anticipated student enrollment.

## **SPED Discretionary Unit:**

Anticipated \$3,455 per SPED student – Revenue is budgeted based upon prior year SPED counts. Student SPED counts are budgeted at 12.84% of the anticipated student enrollment. WSAN will not be eligible to receive this funding during their first year of operations.

## **Expenses**

### **Expense Categories:**

1. Personnel	pg. 2
2. Benefits	pg. 4
3. Payroll Services	pg. 4
4. Contractual	pg. 4
5. Contracted Services	pg. 5
6. Equipment	pg. 5
7. Supplies	pg. 6
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9. National School Lunch Program (NSLP)	pg. 7
10. Travel	pg. 7
11. Accounting, Audit, Legal Fees	pg. 7
12. Technology	pg. 8
13. Other	pg. 8

## **Personnel:**

### ***Approx. 36.97% of the budget (Year 1 – Year 6)***

WSAN will begin in Year 1 with a total staff of 19, including 11.5 total teachers and 7.5 total administrative and support staff; with a starting enrollment of 260 students. By Year 6, WSAN will be projected to expand to a total staff of 57 and a total student enrollment of 774; projected to add throughout Years 2-6, 24.5 teachers and 13.5 administrative and support staff. Below are the anticipated staffing positions for each year:

*Principal - \$80,000/year – Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*

*Assistant Principal - \$75,000/year – Develop/implement the total school program by assisting the principal in the overall running of the school.*

*Counselor - \$58,000/year – Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$60,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

ELL Coordinator - \$57,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*

Classroom Teachers (Core) - \$42,500/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Classroom Teachers (Special) - \$42,500/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Special Education Teachers - \$42,500/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Office Manager - \$45,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*

Registrar - \$38,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*

Teacher Assistants - \$12.75/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*

Receptionist - \$13.00/hour – *Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.*

National School Lunch Program (NSLP)/Cafeteria Manager - \$12.50/hour – *Manages/Oversees all aspects of the school nutrition program including menu planning, record keeping, sanitation, etc.*

Campus Monitor - \$15.00/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

On Campus Substitute Teacher - \$125/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.*

Below are the anticipated staffing needs each year; including the anticipated student enrollment and the anticipated total staffing cost each year:

Wallace Stegner Academy - Personnel						
Position	21-22	22-23	23-24	24-25	25-26	26-27
Principal	1	1	1	1	1	1
Assistant Principal	0	0	0	1	2	2
Classroom Teachers (Core)	10	16	21	25	27	27
Classroom Teachers (Special)	0	2	3	4	4	4
Special Education Teachers	1.5	3	4	4	5	5
ELL Coordinator	0.5	0.5	1.0	1.0	1.0	1.0
Curriculum Coach	0	0	0	1	1	1
Counselor	0.0	0.0	1	1	1	1
Office Manager	1	1	1	1	1	1
Registrar	0	1	1	1	1	1
Clinic Aide/FASA	0	0	0	0	1	1
Receptionist	0	1	1	1	1	1
Teacher Assistants (including SPED)	3	4	5	6	7	7
Campus Monitor/Custodian	1	1	1	2	2	2
On Campus Subs	0	1	1	1	1	1
NSLP/Cafeteria Manager	1	1	1	1	1	1
<b>Total Staff:</b>	<b>19.0</b>	<b>32.5</b>	<b>42.0</b>	<b>50.5</b>	<b>57.0</b>	<b>57.0</b>
<b>Total Staff Costs:</b>	<b>\$ 740,005</b>	<b>\$ 1,226,445</b>	<b>\$ 1,716,470</b>	<b>\$ 2,141,958</b>	<b>\$ 2,449,238</b>	<b>\$ 2,492,573</b>

*\*All salaries are expected to increase by 1.50% each year.*

*\*Additional staff positions will be added in the following years based on school growth*

### **Benefits:**

#### ***Approx. 17.93% of the budget (Year 1 – Year 6)***

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 47.25% of salaries in the 21-22 school year, increasing by 0.50% each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	21-22	22-23	23-24	24-25	25-26	26-27
Total Salaries & Wages	\$ 740,005	\$ 1,226,445	\$ 1,716,470	\$ 2,141,958	\$ 2,449,238	\$ 2,492,573
Benefits % of Salary	47.25%	47.75%	48.25%	48.75%	49.25%	49.75%
<b>Total Benefits Costs:</b>	<b>\$ 349,652</b>	<b>\$ 585,627</b>	<b>\$ 828,197</b>	<b>\$ 1,044,205</b>	<b>\$ 1,206,250</b>	<b>\$ 1,240,055</b>

### **Payroll Services:**

#### ***Approx. 0.25% of the budget (Year 1 – Year 6)***

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee. Includes a cushion for potential overages.

### **Contractual:**

#### ***Approx. 9.05% of the budget (Year 1 – Year 6)***

Academica Nevada Management Fee – \$450 per student (fee in Year 1 at \$250 per student) – Academica Nevada is an Educational Management Service Provider whose services to WSA shall include, but may not be limited to, the following:

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

Wallace Stegner Schools, LLC Management Fee (Adam/Anthony) – \$275 per student (fee will start at \$400 in Year 1, decreasing by \$50 each year until \$275 is reached in Year 4. Services may include:

- On site principal training and professional development;
- On site teacher training and professional development;
- Classroom critique and assessment;
- Technology training; and
- Help attain accreditation.

### **Contracted Services:**

#### ***Approx. 3.44 of the budget (Year 1 – Year 6)***

Special Education Contracted Services – Anticipated expense of \$210 per student the first year, increasing incrementally as student enrollment increases. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based off the charter schools Academica Nevada works closely with.

Substitute Teachers - \$165/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) WSA will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$165 per day, for 10 days per teacher.

### **Equipment:**

#### ***Approx. 3.34% of the budget (Year 1 – Year 6)***

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank will allow WSA to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45<sup>th</sup> month for a 6% residual. The proposed campus will likely enter into this lease agreement in their first year of operation. WSA budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years.

Below is a yearly breakdown of the anticipated FFE Lease cost over the first 6 years, including the total anticipated borrowed amounts and lease payments each year:

	21-22	22-23	23-24	24-25	25-26		
<b>Planned Enrollment:</b>	260	444	592	714	774		
<b>Anticipated Borrowed Amount:</b>	\$ 260,000.00	\$ 184,000.00	\$ 148,000.00	\$ 122,000.00	\$ 60,000.00		
<b>Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>	<b>School Year</b>
2021	\$ 47,900.96	\$ -	\$ -	\$ -	\$ -	\$ 47,900.96	2021-2022
2022	\$ 71,851.44	\$ 33,899.12	\$ -	\$ -	\$ -	\$ 105,750.56	2022-2023
2023	\$ 71,851.44	\$ 50,848.68	\$ 27,266.64	\$ -	\$ -	\$ 149,966.76	2023-2024
2024	\$ 71,851.44	\$ 50,848.68	\$ 40,899.96	\$ 22,476.56	\$ -	\$ 186,076.64	2024-2025
2025	\$ 23,950.48	\$ 50,848.68	\$ 40,899.96	\$ 33,714.84	\$ 11,054.08	\$ 160,468.04	2025-2026
2026	\$ -	\$ 16,949.56	\$ 40,899.96	\$ 33,714.84	\$ 16,581.12	\$ 108,145.48	2026-2027
2027	\$ -	\$ -	\$ 13,633.32	\$ 33,714.84	\$ 16,581.12	\$ 63,929.28	
2028	\$ -	\$ -	\$ -	\$ 11,238.28	\$ 16,581.12	\$ 27,819.40	
2029	\$ -	\$ -	\$ -	\$ -	\$ 5,527.04	\$ 5,527.04	
2030	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Copier/Printing – Anticipated copier lease at a rate of roughly \$25,000 annually. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases. WSA has also budgeted \$3,000 for pre-operational printing.

### **Supplies:**

***Approx. 1.85% of the budget (Year 1 – Year 6)***

Consumables – \$100 per student except for the first year of operation where most of the materials are incorporated into the FFE Lease. This includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$13 per student – utilized by administrative staff

Classroom Supplies – \$27 per student – utilized by teaching staff

Copier Supplies – \$4 per student

Nursing Supplies – \$3 per student

SPED Supplies – \$120 per SPED student– utilized by SPED teaching staff

### **Facility:**

***Approx. 18.42% of the budget (Year 1 – Year 6)***

Scheduled Lease Payment (rent) – The WSA Board will secure a facility lease in time for the commencement of school operations. The facility will allow for necessary classrooms, computer labs, science labs, multi-purpose room, and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of adequate square feet per students that the anticipated facility will offer. Year 1 rent total of \$188,500, increasing each year. Discussions regarding a facility lease agreement have yet to be finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost.

Facility/School Insurance - \$20,000 annually - based upon the figures provided by other charter schools working with Academica Nevada. Increasing each subsequent year thereafter

Public Utilities (electricity, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. WSA is budgeting roughly \$26,250 in Year 1 for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$0.12 per sq. ft. per month (rate at which the charter schools working with Academica Nevada pay as of right now), including a cushion for any major/miscellaneous janitorial expenses. Amount budgeted is based on what similar charter schools working with Academica are paying for janitorial expenses.

Custodial Supplies - \$20 per student

Facility Maintenance – basic facility maintenance of \$5,000 in Year 1, increasing as student enrollment increases and to account for general facility wear and tear.

Lawn Care - basic lawn care assumption of \$500 per month, \$6,000 annually in Year 1. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – Assumption of \$5,000 in Year 1, increasing as student enrollment increases and to account for general AC wear and tear.

Fire & Security Alarms - Assumption of \$5,000 in Year 1, based upon the actual expenses of other charter schools working with Academica Nevada. Increasing by 3% each subsequent year thereafter.

**National School Lunch Program (NSLP):**  
***Approx. 5.10% of the budget (Year 1 – Year 6)***

As outlined in [Meeting the Need](#) of this application, WSA projects 78% of the student population will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies.

Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of \$2.90 per student for 180 school days.

**Travel:**  
***Approx. 0.12% of the budget (Year 1 – Year 6)***

Travel costs associated with recruitment and staff development are estimated to be \$5,000 annually. WSA has also budgeted \$20,150 for pre-operational travel, professional development and recruiting.

**Accounting, Audit, and Legal Fees:**  
***Approx. 0.39% of the budget (Year 1 – Year 6)***

Audit/Accounting - An accounting firm that is familiar with federal and state accounting practices and is familiar with Nevada charter school audits, will provide WSA's annual audit. WSA will not incur an audit fee in the first year of operation as the first audit will take place in September following the first fiscal year. WSA based pricing on the rates given by Binder Dijker Ote (BDO), an accounting firm, who has and is currently serving charter schools similar in size of the proposed

charter. The auditing services provided, which include the auditing of school finances for annual reporting, IRS reporting, and legal compliance; are priced at \$15,000 per year.

Legal Fees – WSA aims to contract with one or more legal firms to provide legal expertise for any school specific issues that may arise during the schools’ operation. Pricing is based on the rates given by Wolfe & Wyman LLP a law firm, who has and is currently serving charter schools similar in size of the proposed charter. WSA will research firms to ensure quality legal services, which include business/tax/regulatory issues; priced at \$5,000 each year.

### **Technology:**

#### ***Approx. 1.18% of the budget (Year 1 – Year 6)***

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to insure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$42.00 per year per student).

Intellatek IT Set-up Fees – Intellatek’s initial start-up fee in Year 1 is \$7,500; to setup all of the new computer and laptop equipment for the school. After Year 1, that fee may be slightly reduced but will still account for the increase in student enrollment each year.

Infinite Campus - \$3,000 recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students. WSA has also budgeted \$4,000 for pre-operational set-up/implementation.

Website - \$4,500 annual expense each year; Year 1 expense incurred during the pre-operational year.

Telephone/Internet/Communications– annual anticipated contract expense of \$13,000 in Year 1 for phone/internet connection, incrementally increasing as student enrollment increases.

### **Other:**

#### ***Approx. 1.95% of the budget (Year 1 – Year 6)***

State Administrative Fee - 1.25% of DSA revenue – the state charges 1.25% of DSA revenue for the state sponsor fee.

Dues and Fees - Assumption of \$5,500 in Year 1, incrementally increasing each year as the student population begins to grow.

Postage – Projected annual expense of \$750 in Year 1, incrementally increasing as student enrollment increases. WSA has also budgeted \$2,100 for pre-operational postage/mailing expenses.

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$1,000 per year for miscellaneous expenses that may arise throughout the year.

Loan Repayments – As outlined in [\*Financial Plan\*](#), Academica Nevada will provide WSA with a start-up loan, up to \$60,000, for any pre-operational expenses needed prior to opening. The repayment plan is budgeted at two years, 6% interest.

Marketing/Advertising – All marketing expenses are assumed in the pre-operational budget included in Attachment 21 (Budget). WSA will market via multiple modes to ensure that all families are informed of their educational options. The marketing campaign includes, but may not be limited to, the following: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach. An amount of \$26,250 has been budgeted for Marketing/Advertising during the pre-operational year.

**CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT**  
**BETWEEN**  
**THE BOARD OF DIRECTORS FOR**  
**WALLACE STEGNER ACADEMY OF NEVADA, A NEVADA PUBLIC CHARTER SCHOOL**  
**AND**  
**ACADEMICA NEVADA, LLC**

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This is an Agreement to provide services and support to a Charter School by and between the Wallace Stegner Academy of Nevada Board of Directors (“Board”) and Academica Nevada LLC (“Service Provider”)

**WHEREAS**, Wallace Stegner Academy of Nevada (the “School” or “WSAN”) may have a contract (“the Charter”) with the Nevada State Public Charter School Commission (the “State”) to operate a charter school;

**WHEREAS**, the School is governed by the Board;

**WHEREAS**, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

**WHEREAS**, the Board desires to ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

**WHEREAS**, Service Provider has been established to provide professional services and support to public charter schools;

**WHEREAS**, it is Service Provider’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

**WHEREAS**, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

**WHEREAS**, Service Provider’s officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

**WHEREAS**, Service Provider’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

**WHEREAS**, Service Provider and its affiliate companies provides services and supports a national network of charter schools and believes that there are benefits to having combined purchasing power and a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

**WHEREAS**, it is Service Provider’s duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of WSAN, and the Board of Director’s duty to make all decisions and direct Service Provider to act accordingly on the Board’s behalf.

**WHEREAS**, WSAN and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction and to the extent instructed by the Board of Directors;

**NOW THEREFORE**, the parties to this Agreement agree as follows:

**DUTIES OF SERVICE PROVIDER:**

**1. Recitals**

The forgoing recitals are true, correct and incorporated herein.

**2. Engagement**

WSAN engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

**3. Duties**

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

**4. Board of Directors Meetings**

Service Provider will attend the meetings of the Board and the staff of the School. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of HRS 302D-12 regarding such meetings and record keeping.

**5. Record Keeping**

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with all legal requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

**6. Bookkeeping**

Service Provider will coordinate with the accounting firms selected by the Board ("the accounting firm"), and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

**7. Staff Administration**

If instructed by the Board, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be **WSAN**

employees or employees leased to WSAN, and will not be employees of Service Provider. At the Board's direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

#### **8. Financial Projections and Financial Statements**

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The Service Provider will prepare and maintain all financial records at the direction of the Board and in compliance with Nevada public accounting standards and regulations, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. WSAN will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

#### **9. Designated Contact Person**

The designated contact person of Service Provider shall be the Manager of Academica Nevada, LLC Robert B. Howell.

#### **10. Grant Solicitation**

At the request of the Board, Service Provider may solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

#### **11. Financing Solicitation and Coordination**

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

#### **12. Other Funding Sources**

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

#### **13. Annual Reporting**

Service Provider will coordinate the preparation of the Annual Report for the School. The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the-State and Charter School legislation for the Annual Report.

#### **14. Student Assessment**

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of WSAN, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

#### **15. School Board Representation**

The Board President will serve as primary liaison with the State Public Charter School Commission and its officials on behalf of the School. If instructed by the Board, Service Provider may also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

**16. Governmental Compliance**

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

**17. Charter Renewal Coordination**

At the direction of the Board, Service Provider may assist the Board with renewal of the School's Charter on a timely basis. If instructed by the Board, may negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.

**18. Curriculum Development**

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

**19. Facilities Identification Expansion, Design and Development**

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

**20. Systems Development**

If requested by the Board, Service Provider may identify and develop a Nevada based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

**TERM OF AGREEMENT**

## **21. Initial Term**

The Initial term of the Agreement shall commence on July 1, 2021 and continue initial term of two (2) years, through June 30, 2023.

## **22. Renewal**

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the initial Charter Agreement. Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

## **23. Termination**

(a) During the Initial Term of the Agreement, either party may terminate this Agreement at any time, with or without cause, by giving thirty (30) days written notice to the other party.

(b) Following the Initial Term of the Agreement, either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, **WSAN** may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, **WSAN** shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(c) **Duties upon termination.** In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to **WSAN** any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

## **COMPENSATION**

### **24. Base Compensation**

WSAN shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that WSAN receives such funds. The fee shall be payable in equal monthly installments, provided that WSAN shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee may be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2020-21 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider may lower the fee should the school experience severe financial distress.

### **25. Additional Services**

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of WSAN, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

### **26. Reimbursement of Costs**

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

### **27. Incurred Expenses**

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the school's financial records.

## **OTHER MATTERS**

### **28. Conflicts of Interest**

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

### **29. Insurance and Indemnification**

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect WSAN the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

### **30. Miscellaneous**

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Nevada.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Nevada, LLC**  
**6630 Surrey Street**  
**Las Vegas, NV 89119**  
**Attention: Robert Howell**

If to **Board**: Wallace Stegner Academy of Nevada  
6630 Surrey Street  
Las Vegas, NV 89119  
**Attention: WSAN Board Chair**

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of WSAN held on the \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_. At that meeting, the undersigned Chair of WSAN was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

**WALLACE STEGNER ACADEMY OF NEVADA**

By: \_\_\_\_\_  
\_\_\_\_\_, Board President

Date: \_\_\_\_\_

**ACADEMICA NEVADA LLC**

By: \_\_\_\_\_  
**Robert Howell, CEO**

Date: \_\_\_\_\_

**WALLACE STEGNER SCHOOLS, LLC  
EMO SERVICES AGREEMENT**

This Affiliation Agreement (this “**Agreement**”) is entered into effective as of \_\_\_\_\_, 2021 (“**Effective Date**”) by and between Wallace Stegner Schools, LLC, a Nevada corporation, and Wallace Stegner Academy of Nevada (“**MEMBER SCHOOL**”), a Nevada public charter school.

**WITNESSETH:**

**WHEREAS**, Wallace Stegner Schools, LLC (“WALLACE STEGNER”) was established to develop schools that prepare kids for their future careers as high school students, university students, and beyond by implementing a college preparatory educational program that is specifically designed to help students achieve academic excellence by utilizing rigorous and scientifically proven techniques; and

**WHEREAS**, WALLACE STEGNER has created a program for public charter schools located, or to be located, outside the State of Utah, to provide educational support services to its affiliated public charter schools; and

**WHEREAS**, as an affiliated school of the WALLACE STEGNER, a school receives, certain rights and privileges, including, (i) access to educational materials, programs and curriculum, training, branding materials approved for use by affiliated schools, and (ii) the right to conduct operations of the school as a “A Wallace Stegner Academy School”; and

**WHEREAS**, MEMBER SCHOOL either holds or has applied for a charter for a public school issued by the Nevada State Public Charter School Authority (the “Authorizer”) known as WALLACE STEGNER ACADEMY OF NEVADA in the County of Clark, State of Nevada (the “**State**”) and all references to MEMBER SCHOOL include the Charter School; and

**WHEREAS**, MEMBER SCHOOL would like the Charter School to become be an affiliate of WALLACE STEGNER; and

**WHEREAS**, the School is governed by the Board of Directors (the “Board”); and

**WHEREAS**, academic control and freedom are integral to the success of the School, and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

**WHEREAS**, the MEMBER SCHOOL shall ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

**WHEREAS**, WALLACE STEGNER’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School; and

**WHEREAS**, MEMBER SCHOOL and WALLACE STEGNER desire to enter into this agreement for the purpose of having WALLACE STEGNER provide educational services and support to the School at the direction and to the extent instructed by the Board of Directors;

**NOW THEREFORE**, the parties to this Agreement agree as follows:

## **AFFILIATION, OBLIGATIONS AND REQUIREMENTS**

### **1. Affiliation**

Upon execution of this Agreement by WALLACE STEGNER and MEMBER SCHOOL, the Charter school shall become an affiliated school of WALLACE STEGNER for the duration of the term of the agreement, and is entitled to all rights and privileges of being an affiliated school and subject to all obligations and requirements of membership during the term of the agreement.

### **2. Compliance with Standards**

During the term of the agreement, MEMBER SCHOOL shall cause the Charter School to:

- (a) Strictly comply with all applicable federal, state and local laws, including all laws relating to the operation, implementation, performance, production, promotion or distribution of any products or services related to the operation of the Charter School, its facilities, and its Educational Programs;
- (b) Brand and operate the Charter School as a “Wallace Stegner Academy School”;
- (c) Maintain all insurance and payroll programs required by law;
- (d) Meet all financial obligations associated with affiliation with WALLACE STEGNER;
- (e) Collect and maintain data on the academic achievement level of its students sufficient to allow WALLACE STEGNER to evaluate the progress of students and the effectiveness of the Educational Programs at the Charter School. The data shall include longitudinal data on the academic achievement level of the Charter School’s students using state-mandated criterion-references tests, commercially available standardized tests, and/or other similar assessment tools typically used by WALLACE STEGNER in compliance with the *Family Educational Rights and Privacy Act*;
- (f) Establish procedures for the resolution of disputes with students, parents, teachers and administrators; follow applicable established procedures; and record, timely respond to, and resolve complaints by parents, students, teachers or administrators regarding the Educational Programs and Charter School operations; and, provide WALLACE STEGNER, upon reasonable written request, all information and documents relating to complaints subject to review by MEMBER SCHOOL’s Board of Directors;
- (g) Provide WALLACE STEGNER, upon reasonable written request, any other information related to Educational Programs, WALLACE STEGNER Program IP, Oversight Programs and Proprietary Materials at the Charter School, including financial information;
- (h) Promptly notify WALLACE STEGNER of any material changes in its Educational Programs, Oversight Programs, or of any change in its governance structure, including changes in the membership of MEMBER SCHOOL’s Board of Directors; and
- (i) Not discriminate in the conduct and operation of the Charter School against any person on account of marital status, disability, genetic information, race, creed, color, sex, age, national origin or ancestry, or any other legally protected class.

### **3. Obligations of WALLACE STEGNER**

During the terms of the agreement, WALLACE STEGNER shall:

- (a) comply with all applicable federal, state and local laws in connection with matters arising from

or related to this Agreement;

- (b) provide MEMBER SCHOOL access to WALLACE STEGNER leadership training and workshop programs for MEMBER SCHOOL administrators as follows:
  - i. School Leadership
  - ii. School Design and model implementation
  - iii. Teacher training, coaching and development
  - iv. Staff hiring and evaluation
  - v. Data-Driven programs and interim assessments
  - vi. Math and Language Arts Curriculum with daily formative assessments
  - vii. Day to day operations and management of all school programs
  - viii. System-wide collaboration
  - ix. Educator and staff evaluations
  - x. School culture development and maintenance
  - xi. Parent outreach and engagement
  - xii. RTI and ability-based group management and design
  - xiii. Provide Board with accurate and timely information on school
  - xiv. Work with Board to establish and execute short and long term goals
- (c) Provide MEMBER SCHOOL an Executive Director
- (d) Access to ongoing WALLACE STEGNER conferences, trainings, and consultation services that support MEMBER SCHOOL's use and implementation of WALLACE STEGNER's curriculum and best practices, and other areas mutually agreed upon by the parties.

## **AFFILIATION FEE**

### **1. Base Compensation**

MEMBER SCHOOL shall pay an annual affiliation fee of \$400 per student per annum provided the MEMBER SCHOOL enrolls at least 300 students, a fee of \$350 provided that the MEMBER SCHOOL enrolls between 301-500 students, a fee of \$300 provided that the MEMBER SCHOOL enrolls between 501-600 students, and a fee of \$275 provided that the MEMBER SCHOOL enrolls 601 or more students. The fee shall be payable in monthly installments, provided that the MEMBER SCHOOL shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee may be adjusted should the MEMBER SCHOOL experience financial distress.

The fee shall be due and payable upon the first to occur of: (1) within (30) days of the beginning of the school year, or (2) the MEMBER SCHOOL's receipt of its state and local per pupil funding for such school year.

### **2. Reimbursement of Costs**

WALLACE STEGNER shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the Charter School, provided that the Board shall give prior written approval for such cost.

### **3. Incurred Expenses**

Pursuant to the agreement of the Board and WALLACE STEGNER, WALLACE STEGNER may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements

due hereunder from one fiscal year to the next, which will be duly noted in the school's financial records.

## **TERM OF AGREEMENT**

### **1. Duration**

The Agreement shall commence on July 1, 2021 and continue initial term of five (5) years, through June 30, 2026.

### **2. Renewal**

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the initial Charter Agreement. Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

### **3. Termination**

- (a) Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, MEMBER SCHOOL may terminate this Agreement immediately without providing WALLACE STEGNER with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, MEMBER SCHOOL shall only be required to pay Service Provider for services rendered through date of termination for cause.
- (b) Duties upon termination. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School's operations continue without interruption. WALLACE STEGNER shall immediately and peaceably deliver to MEMBER SCHOOL any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the Charter School or any transactions involving the Charter School. This Section shall survive the termination of this Agreement.

## **OTHER MATTERS**

### **1. Conflicts of Interest**

No officer, shareholder, employee or director of WALLACE STEGNER may serve on the Board. WALLACE STEGNER will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the Charter School, WALLACE STEGNER agrees to disclose the relationship to the Board.

### **2. Insurance and Indemnification**

WALLACE STEGNER shall carry liability insurance and indemnify the MEMBER SCHOOL for acts or omissions of WALLACE STEGNER. WALLACE STEGNER agrees to provide, upon request of

the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. WALLACE STEGNER hereby agrees to indemnify, hold harmless and protect MEMBER SCHOOL, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

### **3. Miscellaneous**

- (a) Neither party shall be considered in default of this Agreement if the performance of any part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- (b) This Agreement shall constitute the full, entire and complete agreement between the parties hereto.
- (c) All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.
- (d) Neither party shall assign this Agreement without the written consent of the other party;
- (e) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.
- (f) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.
- (g) This Agreement is not intended to create any rights of a third party beneficiary.
- (h) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Nevada.
- (i) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.
- (j) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to WALLACE STEGNER: Wallace Stegner Schools, LLC  
6630 Surrey Street,  
Las Vegas, NV 89119  
Attention: Wallace Stegner Schools, LLC

If to Board:

Wallace Stegner Academy of Nevada  
2553 Grandville Avenue,  
Henderson, NV 89052  
Attention: Wallace Stegner Academy of Nevada Board Chair

- (k) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.
- (l) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.
- (m) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of Wallace Stegner Academy of Nevada held on the \_\_\_\_ day of 2020. At that meeting, the undersigned Chair of Wallace Stegner Academy of Nevada was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

By: \_\_\_\_\_  
Name of Board President  
Wallace Stegner Academy of Nevada

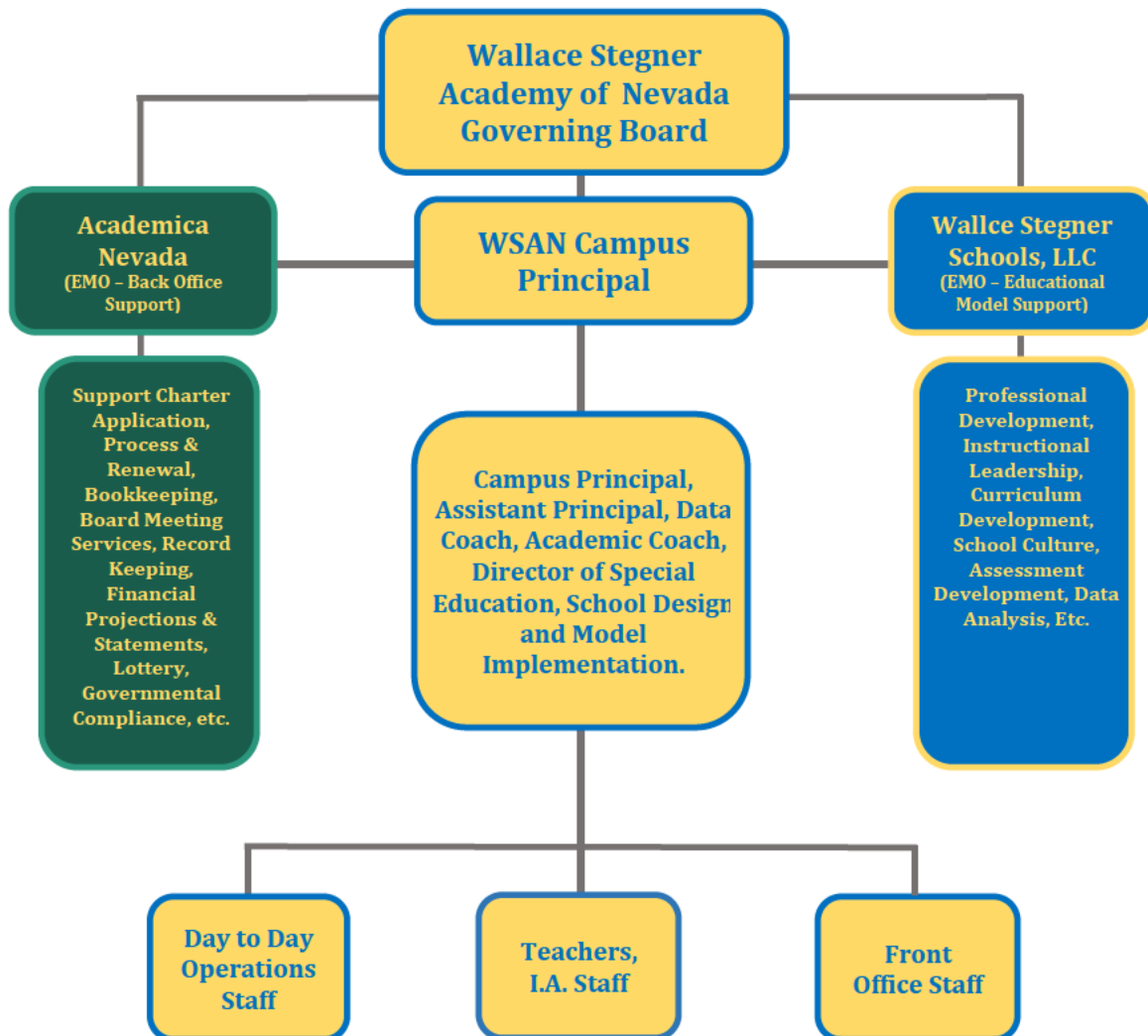
\_\_\_\_\_  
Signature

By: \_\_\_\_\_  
Name of President  
Wallace Stegner Schools, LLC

\_\_\_\_\_  
Signature

## WSAN Organizational Chart

Year 1, Year 3, Year 6



## **Proposed Duration of Contract**

### Academica Nevada

The proposed initial term of the contract is to be two years. Thereafter, the contract shall automatically renew for the full term of the initial Charter Agreement (which is expected to be an additional four [4] years), absent notice of termination. Following the term of the initial Charter Agreement, the Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that the Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

### Wallace Stegner Schools, LLC

The Agreement shall commence on July 1, 2021 and continue initial term of five (5) years, through June 30, 2026. Absent notice of termination, the Agreement shall automatically renew for the full term of the initial Charter Agreement. Thereafter, the Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the Nevada SPCSA. Please see [Attachment 21 – EMO Services Agreements](#) for further information.

## **Roles and Responsibilities**

### School Governing Board

The Governing Board will determine the academic direction and oversees the operation of the School. It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The Board will hire, evaluate, and oversee the services of both EMOs. The Committee to Form agrees that, as the Board of WSAN, it will need to identify opportunities for growth for the administrator of the school and provide the administrator support to ensure the school achieves 4- or 5-Star status consistently. This will be an ongoing process. However, to ensure early success, WSAN will partner with Wallace Stegner Schools, LLC, which will provide the administrator with training, share best practices, and collaborate on educational programs and initiatives. This partnership will provide WSAN's administrator with an immediate knowledge base and support team that will facilitate early and consistent success.

It is the responsibility of the Board to carry out the provisions of NRS 386.490 to 386.610. It shall be the responsibility of the Board to know the law and regulations governing the school, attend conferences and technical assistance meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations, and cooperate with the Board's Sponsor. The Board Chair will assure that the training and orientation will focus on preparing the Board to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt. The Board's legal counsel will not be an employee or Board Member of Academica Nevada or Wallace Stegner Schools, LLC.

### School Staff

The School's on site administration (Campus Principal, and lead staff) will ensure the operations of the school (resources, courses, policies, etc.) are in accordance with the mission and vision of the School. The faculty and staff will be responsible for carrying out the day-to-day operational procedures in their daily activities and interactions with students, parents' and the community.

The School's on-site administration (Campus Principal, and lead staff) is responsible for the working with the teaching staff, and addressing student-related issues. The administrative staff, as instructional leaders, will contribute and support school-based decisions as directed by the Executive Director. The Campus Principal will be an employee of the school, not an employee of an Educational Management Organization. The Campus Principal will have authority to delegate additional administrative tasks to supporting administrative positions including but not limited to assistant principal, lead teacher, office manager, grade/department chairs, etc.

#### Academica Nevada

The role of Academica Nevada is to serve at the will and guidance of the Board. We expect Academica Nevada to carry out the defined responsibilities found in the contract and set forth in the "Scope of Services" below in a manner that is consistent and assists the board meet its vision.

The School will hire Academica Nevada to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Nevada will provide include, but are not limited to, the following:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure Compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company; and
- Provide human resources related services such as dispute resolution and contract preparation and review.
- Assist the Board in renewing the School's charter.

It is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal;
- Use fees paid by Wallace Stegner Academy of Nevada to benefit or subsidize schools located outside of Nevada.
- Permit the school's lease and management contract to be conditioned one upon the other.

Academica Nevada will assist WSAN in furthering the school's mission and purpose by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help WSAN serve more students and maintain financial surpluses without compromising the educational goals of the school.

#### Wallace Stegner Schools, LLC

The role of Wallace Stegner Schools, LLC is to serve at the will and guidance of the Board. The school will affiliate with Wallace Stegner Schools, LLC to provide the following services:

- On site principal training and professional development;
- On site teacher training and professional development;
- School culture development;
- School design and model implementation

- Classroom critique
- Curriculum and assessment development
- Data analysis and student achievement remediation
- Hiring and evaluating all instructional and non-instructional staff including all administrative positions
- Marketing assistance
- Technology training; and
- Help attain accreditation.

None of the services provided by Wallace Stegner Schools, LLC will overlap those provided by Academica Nevada.

## **Performance Evaluation Measures and Mechanisms**

### *Academica Nevada*

The board expects Academica Nevada to perform each of the specific duties of the contract. Academica Nevada is expected to work in such a manner that the school's annual financial audits do not have any material deficiencies. The Board further expects Academica Nevada to guide the school to a surplus of not less than 5% of revenues. All state reports must be responded to in a timely manner and to the expectations of the specific state agencies. They should work in a manner that is supportive and allows the administration to focus on educational goals. The administration should be able to discuss and get immediate advice on day-to-day operational issues.

Annually, each Board Member, the Executive Director and Campus Principal will evaluate Academica Nevada in eight areas, including Financial Reporting, Financial Management, Human Resource Management, School Operations Management, Start-up and Expansion, Mission Support, Job Knowledge, and Executive Leadership. In evaluating the Academica Nevada, the Board Members, Executive Director, and the Campus Principal will use the Service Evaluation rubric found in [\*Attachment 23\(b\) – EMO Evaluation Tools\*](#).

### *Wallace Stegner Schools, LLC*

The Board expects Wallace Stegner Schools, LLC to provide regular and effective professional development resources which result in improved instruction and academic performance, as measured by the administrator's teacher evaluations and student assessments. We expect Wallace Stegner Schools, LLC to successfully assist in completing the accreditation process, and to work closely with the Campus Principal and instructors in developing open and ongoing communication which includes assistance in problem solving, successful planning strategies, and shared technology programs and training.

Annually, each Board Member will evaluate Wallace Stegner Schools, LLC in five areas, including Academics, Data-Driven Culture, School Culture, Results, and Enrollment & Board. In evaluating the Wallace Stegner Schools, LLC, the Board Members will use the Service Evaluation rubric found in [\*Attachment 23\(b\) – EMO Evaluation Tools\*](#).

## **Fees and Compensation**

### *Academica Nevada*

The fee that Academica Nevada charges is per pupil based. As the number of students enrolled increases, Academica's services necessarily increase as well. For example, a larger student body

requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources related services. A larger student body requires more equipment and fixtures which creates an increase in procurement, budget management and bookkeeping services. As a result, basing a fee on a fixed per pupil charge is “attributable to the actual services provided” and compliant with State law. Furthermore, since the fee is not a percentage of income, the fee does not increase with any increase in school funding which may be passed by the state legislature. Finally, the Academica contract contains a provision that allows the fee to be adjusted if the school is facing financial hardship.

The fee shall be payable in equal monthly installments, provided that WSAN shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received.

#### Wallace Stegner Schools, LLC

Wallace Stegner Schools, LLC charges an annual affiliation fee of \$400 per student per annum provided WSAN enrolls at least 300 students. The fee shifts to \$350 provided that WSAN enrolls between 301-500 students. The fee will also shift to \$300 provided that WSAN enrolls between 501-600 students; and \$275 provided that WSAN enrolls 601 or more students. The fee shall be payable in monthly installments, provided that WSAN shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada. The fee may be adjusted should WSAN experience financial distress.

The fee shall be payable in equal monthly installments, provided that WSAN shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received.

#### **Financial Controls and Oversight**

The Board will adopt sound financial policies and accounting procedures in accordance with Nevada Law, which will be found in the WSAN’s “Financial Policies and Procedures Manual.” These policies ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities.

Wallace Stegner Schools, LLC will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. Wallace Stegner Schools, LLC will report directly to the Governing Board. Academica Nevada, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school’s sponsor
7. overseeing Wallace Stegner Schools, LLC and all financial matters delegated to them.

School invoices relating to daily operations will be managed by the Board-approved EMO Academica

Nevada. Wallace Stegner Schools, LLC and the Campus Principal will manage the daily operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). Wallace Stegner Schools, LLC and Academica Nevada will report on a monthly basis to the Governing Board on all payroll reports, financial statements, and any other information requested by the Board.

The Board will contract with an independent accounting and audit firm to perform internal control testing and review annually. School Administration, Office Managers, Wallace Stegner Schools, LLC, and Academica Nevada staff are required to work closely with the independent accounting and audit firm to develop and implement all necessary internal controls to ensure accurate and honest accounting at all campus locations.

#### **Methods of Contract Oversight and Enforcement**

The Board will hire independent counsel to advise and guide the Board in any necessary contract oversight and enforcement. The independent counsel will NOT represent Academica Nevada or Wallace Stegner Schools, LLC in any capacity.

#### **Investment Disclosure**

Academica Nevada and Wallace Stegner Schools, LLC, do not invest any school funds.

#### **Conditions for Renewal and Termination of the Contract**

Please refer to [Attachment 21 – EMO Services Agreements](#).

## Evaluation Rubric for Academics Nevada Services

### Service Evaluation

Check the appropriate box next the performance level and provide comments when needed.

Board Management			
<b>Responsibilities:</b> Staff coordinates Board meeting dates, times, and locations. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is provided regarding Board meeting dates, times, and locations.	Inconsistent communication is provided regarding Board meeting dates, times, and locations.	Staff provides consistent communication regarding Board meeting dates, times, and locations. Quorum confirmation is always ensured.	Staff provides highly consistent communication to all parties regarding Board meeting dates, times, and locations; including calendar invites and reminders.
<b>Comments:</b>			
<b>Responsibilities:</b> Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is responsible for ensuring timely posting of agendas to designated locations as required by Open Meeting Law. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff has no communication with System Leaders during preparation of Board meeting agendas. Staff does not comply with Open Meeting Law, and deadlines are often missed.	Occasionally System Leaders receive communication from staff regarding items to be placed on the agenda. Staff occasionally complies with Open Meeting Law and required deadlines.	Without fail staff works with System Leaders to ensure that necessary items of importance are placed on each agenda. Staff diligently works to comply with Open Meeting Law and consistently meets required deadlines.	Staff provides a high level of service, consistently communicating with System Leaders to ensure all necessary and/or required items are placed on the agenda for Board consideration. Staff always ensures that all posting requirements are met per Open Meeting Law; as well as providing transparency to the system community by providing agenda access in additional locations.
<b>Comments:</b>			
<b>Responsibilities:</b> Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
There is a lack of proper support materials prior to Board meetings. Room, documents, and equipment are not prepared for Board meetings.	Timely distribution of support materials prior to Board meetings is inconsistent. Staff lacks proper preparation for Board meeting by failing to provide necessary equipment and materials for the Board meeting.	Staff prepares and distributes accurate support materials in advance of Board meetings, allowing Board members to properly prepare prior to the meetings. Rooms, documents, and equipment are consistently prepared in advance of Board meeting time, allowing meetings to begin on time and run	Staff provides highly effective support materials, which are prepared and distributed in a timely manner to allow Board members ample time for preparation. In an effort to provide transparency, staff consistently works to ensure Stakeholder's have access to Board meeting support materials.

## Evaluation Rubric for Academics Nevada Services

		efficiently.	
<b>Comments:</b>			
<b>Responsibilities:</b> Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Staff does not prepare meeting minutes, resulting in violation of Open Meeting Law.	Staff inconsistently prepares Board meeting minutes resulting in occasional violation of Open Meeting Law. Prepared minutes contain errors and/or typos.	Staff prepares accurate minutes, resulting in effective follow up on future agenda items. Staff distributes minutes in accordance with Open Meeting Law.	Staff consistently and expertly prepares minutes, capturing necessary elements of each Board meeting, allowing for an accurate depiction the meeting. As minutes are prepared, staff ensures that any item request and/or items of concern are noted for discussion with System Leaders for future agendas. Minutes are always posted in compliance with Open Meeting Law.
<b>Comments:</b>			
<b>Facilities Maintenance</b>			
<b>Responsibilities:</b> Dispatch vendors to the school site for repairs and maintenance through the Facilities Ticket System. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for repairs and maintenance are ignored and/or no attempt is made to provide service.	Some jobs entered into the ticket system are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Jobs entered into the Facilities Ticket System are responded to within 5-10 hours (depending on priority level) and vendors are dispatched to the campus.	Expert or high level of service is provided in dispatching vendors to the school site with immediate follow up when entered into the Facilities Ticket System.
<b>Comments:</b>			
<b>Responsibilities:</b> Secure vendors and bids for ongoing contracted services (janitorial, landscaping, fire inspection, etc.) <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for quotes/bids are ignored. Little or no attempt is made to find vendors.	Less than three quotes/bids are presented for ongoing contracted services. There is a delay in providing quotes of more than 40 days.	A minimum of three quotes/bids are presented for ongoing contracted services. Quote/Bids are provided in less than 35 days.	More than three vendors are brought forward with quotes/bids for ongoing contractual services. Quote/Bids are provided within less than 25 days.
<b>Comments:</b>			
<b>Responsibilities:</b> Communicate with site based personnel on requested projects/repairs. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication is provided regarding service projects or repairs.	Inconsistent communication is provided to the facilities	Effective communication is provided to the facilities representative regarding	Highly consistent level of communication is provided to schools with frequent

## Evaluation Rubric for Academica Nevada Services

	representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information.	the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests.	updates regarding the status of outstanding requests. Follow up is provided to ensure schools are highly satisfied with the outcome.
<b>Comments:</b>			
<b>Finance – Accounting</b>			
<b>Responsibilities:</b> Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Budget to actuals are never provide accurately or timely Board. No explanations of what makes up the differences.	Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.	Consistently provided timely to allow for review and development of questions at or prior to board meetings. Able to provide details and backup (when necessary) to what makes up the differences.	Consistently provided timely, provides expert knowledge of the financials.
<b>Comments:</b>			
<b>Responsibilities:</b> Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Consistently late on submission of state reports. Never communicates with the Board or Schools about new or existing required guidelines for the use of funds.	Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds.	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines.
<b>Comments:</b>			
<b>Responsibilities:</b> Provide Office Managers with support and training to meet their needs (including QB and SGF Account support).			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Office Managers were never trained, questions are never addressed.	Poorly trained, questions are inconsistently addressed in a timely manner (over 1 business day).	Received appropriate training and questions are addressed in a timely manner (within 1 business day).	Receives continuous training and communicates effectively to resolve questions.
<b>Comments:</b>			
<b>Finance – Accounts Payable</b>			
<b>Responsibilities:</b> AP Clerk answers all my questions in a timely manner and provides constant guidance.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
AP Clerk does not respond	AP Clerk will occasionally	AP Clerk addresses inquires	AP Clerk regularly takes the

## Evaluation Rubric for Academica Nevada Services

to questions and ignores requests for assistance.	respond to questions and provides moderate support and guidance.	effectively and within a reasonable amount of time (1 business day). Accounts Payable offers help and guidance when it is requested.	initiative to ask if the school is experiencing any problems, offers solutions and is highly consistent in providing guidance on policies and procedures.
<b>Comments:</b>			
<b>Responsibilities:</b> AP Clerk makes payments to vendors in a timely manner. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
AP Clerk makes little to no attempt to pay vendors on time resulting in late fees, cancellation of orders, interruptions of service and numerous payment status inquiries from vendors.	AP Clerk inconsistently pays vendors on time.	AP Clerk effectively processes payments on time, preserving positive relationships with vendors and improving credit ratings.	AP Clerk exceeds expectations by demonstrating a high turn-around time when processing payments.
<b>Comments:</b>			
<b>Responsibilities:</b> AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
AP Clerk <i>makes no attempt</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures.	AP Clerk <i>makes a moderate effort</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and sometimes guides me to follow Financial Policies & Procedures.	AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	AP Clerk <i>exceeds expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.
<b>Comments:</b>			
<b>Finance – Budgets and Bonds</b>			
<b>Responsibilities:</b> Prepare budgets that are realistic and keep the school compliant with state and debt requirements. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication with the school when prepared. Budgets are unrealistic and do not take into consideration the needs of the school. Budget would not meet the state financial framework or debt covenants.	Little communication of the budget. Budget is shared but little explanation of the budget. Options are not readily explored with the school.	The budget is communicated with the school and overall budget is explained. Options are presented when requested. The budget is realistic and will meet the state and debt covenants.	The budget is explained to the school and the school has a good understanding of the numbers. Different options are presented and explained to the school when requested to see what options may be available. The budget will pass all required state and debt covenants.
<b>Comments:</b>			

## Evaluation Rubric for Academica Nevada Services

<b>Responsibilities:</b> Facilitating the purchasing of buildings and management of the bonds. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication of the process and no updates of throughout the process. Bond covenants are not explained.	Inconsistent updates on the bonding process. Updates to the bond covenants are general and not explained well.	Effective communication about the bond with the proper staff/board members happens timely. Debt covenants are explained.	Highly consistent level of communication is provided to the proper staff/board members. Debt covenants are explained and updated as necessary.
<b>Comments:</b>			
<b>Finance – Payroll</b>			
<b>Responsibilities:</b> Complete personnel changes in the payroll system, assist with the overall payroll processing and requests. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for assistance are ignored and/or no attempt is made to assist. Communication regarding the request is poor.	Some requests are looked into immediately while others take longer to address. Communication regarding the requests needs improvement.	Requests are completed within 24 hours of being notified. Communication regarding the request is open and prompt.	Requests are handled immediately upon sending the initial request. Communication regarding the request exceeds expectations.
<b>Comments:</b>			
<b>Responsibilities:</b> Submit PERS payroll report to the state on time and accurately. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
PERS Reporting is not completed on time and it is not accurate when submitted.	PERS reporting is often completed on time and it is at times accurate.	PERS reporting is completed and submitted by the deadline and it is accurate when submitted.	PERS reporting is completed prior to the deadline and it is completely accurate.
<b>Comments:</b>			
<b>Legal Services</b>			
<b>Responsibilities:</b> Providing day-to-day legal support and advice in coordination with counsel hired by the board. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for legal support and/or advice is ignored and/or no attempt is made to provide legal support or advice.	Requests for legal support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for legal support and/or advice receive a response within a reasonable amount of time. Responses are clear, concise, and consistent.	Requests for legal support and/or advice receive a response in a timely manner. The Academica Legal Staff anticipates, communicates, and trains school leaders on relevant legal issues.
<b>Comments:</b>			
<b>Responsibilities:</b> Assist schools in preparing and drafting school and board policies and other written documents (i.e. contracts, MOU's) as requested. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>

## Evaluation Rubric for Academica Nevada Services

Requests for written policies or other documents are ignored.	Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other documents need several revisions or corrections.	Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or other documents are clear, concise, and consistent.	Requests for written policies and other documents are prepared in a timely manner. The policies or written documents are error free.
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**Comments:**

**Responsibilities:** Work with campus leaders to resolve legal issues regarding parents, staff, and students.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Academica Legal Staff is unwilling or unable to assist the school in these legal issues.	Academica Legal Staff occasionally assists in these legal issues.	Academica Legal Staff assists with these legal issues by talking to the parent and/or assisting in the discipline of a staff member or student.	Academica Legal Staff is willing to be present to meet with the parent, staff member, or student and/or assists the school in coming to a resolution that is most beneficial to the school.

**Comments:**

### Marketing/Design

**Responsibilities:** Confer with clients to determine marketing strategy and design of school marketing materials.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up with the client's wishes.	Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time to time.	Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget price point.	Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre-arranged timeline, based on the current que and time sensitivity of each request. Product meets and exceeds client's expectations in type, style, arrangement and size, and shows a mastery of understanding the targeted audience for the material.

**Comments:**

**Responsibilities:** Work closely with school principals, directors, managers, administration, and all other school representatives for creative direction.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Opinions and wishes on creative direction are followed rarely.	Some designs reflect wishes and direction of client.	Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Products are professional and meets or exceeds client's expectations in final design and presentation.

**Comments:**

## Evaluation Rubric for Academica Nevada Services

<b>National School Lunch Program (NSLP)</b>			
<b>Responsibilities:</b> Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No attempt is made to provide technical assistance.	Moderate level of technical assistance is provided.	Consistent level of technical assistance is provided.	High level of technical assistance is provided.
<b>Comments:</b>			
<b>Responsibilities:</b> Provide support in preparation and throughout the NSLP Administrative Review process.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Minimal support is provided in preparation and throughout the Administrative Review process.	Limited support is provided in preparation and throughout the Administrative Review process.	Frequent support is provided in preparation and throughout the Administrative Review process.	Initiated and highly consistent support is provided in preparation and throughout the Administrative Review process.
<b>Comments:</b>			
<b>Responsibilities:</b> Provide assistance to schools in completing all required NDA reporting and with applying for renewal of the NSLP.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Little assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Inconsistent assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Appropriate assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Advanced assistance is provided in completing NDA reports and applying for renewal of the NSLP.
<b>Comments:</b>			
<b>Procurement</b>			
<b>Responsibilities:</b> Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests from the school office manager or Principal are ignored and/or attempt to assist in purchasing the materials is not made.	Some requests are fulfilled in a sufficient manner. Requests are taking an unacceptable length of time to be fulfilled.	Quotes are obtained and orders placed in a timely manner. Suggestions are provided for materials that will meet the needs and requirements.	Expert or high level of service is provided in fulfilling requests from school staff. Records are kept and accessible of prior year purchases for reference. Any order issues that are communicated to us are immediately forwarded to the school.
<b>Comments:</b>			

## Evaluation Rubric for Academica Nevada Services

**Responsibilities:** Assist in creating the Summer Purchasing Budget for the school, and provide regular progress reporting on budget as purchases are made.

☐ UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Budgets are not communicated with the school administration, school administration is not aware of how much money they have spent and how much money that have left.	Budgets are communicated with the school administration, but only at the request of the school administration.	Budgets are updated in a timely manner and available for the school administration on a normal basis.	Budgets are customized at the request of the school administration, and the budget is communicated with the school every time it is updated.

**Comments:**

**Responsibilities:** Assist as a Liaison for and oversee summer furniture installation.

☐ UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is made with the school, installers and furniture show up to the school unannounced.	School Administration is notified of installation dates, but no attempts are made to work around requests from the school.	Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met.	The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded.

**Comments:**

**Responsibilities:** Assist as a Liaison between the school and curriculum vendors.

☐ UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is made with the school regarding what purchases they would like to make.	School Administration is aware of purchases being made but is not receiving any updates regarding the status of the order or any digital access information.	School is aware of purchases being made and is kept apprised of any backorders or shipping delays communicated to us by the vendor. Any digital access updates are processed in a timely manner.	School is provided with a list of all curriculum previously purchased and made aware of any items they need renewal or replenishment. Orders are processed as quickly as possible and updates are quickly made to digital access platforms.

**Comments:**

### Registration

**Responsibilities:** Manage lottery database and communication.

☐ UNABLE TO RATE THIS CATEGORY

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Rarely send acceptances nor monitor databases. Rarely update waitlists. Does not assist with needed	Sporadically sends out acceptances when reminded. Sporadically maintaining waitlists.	Consistently sends out acceptances when asked. Waitlists and lotteries consistently maintained as	Always monitors numbers and send out acceptances as needed. Establish and maintains accurate and up-

## Evaluation Rubric for Academica Nevada Services

phone communication.  Rarely responds in a professional and timely manner.	Makes phone calls as needed within a week. Sporadically responds in a professional and timely manner.	asked. Makes phone calls as needed or requested within 72 hours.  Consistently responds in a professional and timely manner.	to-date waitlists. Makes phone calls as needed or requested within 24 hours.  Always responds in a professional and timely manner.
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**Comments:**

**Responsibilities:** Manage Information for Annual Enrollment Audit, attend and assist during in-person DOE audit processes.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Rarely monitors Infinite Campus Master Registry to maintain accurate registration numbers.  No audit preparation guidance or assistance provided.  No training provided for reporting procedures.	Sporadically monitors Infinite Campus Master Registry to maintain accurate registration numbers.  Audit assistance provided in person but no preparation materials provided.  Only provides training for new processes and does not review currently used procedures.	Consistently monitors Infinite Campus Master Registry to maintain accurate registration numbers as requested. Provides information for audit preparation with guidance. Person on-site to assist as needed. Provides training for reporting procedures and new processes when asked.	Always monitors Infinite Campus Master Registry to maintain accurate registration numbers. Provides step-by-step information for audit preparation with individual guidance. <b>Full participation</b> assistance provided during attendance audit. Provides continual, on-going assistance and training for reporting procedures and new processes.

**Comments:**

**Responsibilities:** Manage Infinite Campus Census and Attendance information and assist in accurate monthly and quarterly attendance reporting.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Rarely provides up-to-date state required attendance reporting procedures and codes. Always provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.	Sporadically provides up-to-date state required attendance reporting procedures and codes. Sporadically provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.	Consistently provides up-to-date state required attendance reporting procedures and codes. Consistently provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.	Always provides up-to-date state required attendance reporting procedures and codes. Always provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.

**Comments:**

### School Resource Development (Grants, Charter Applications, Amendments, Renewals, School Programs)

**Responsibilities:** Coordinate the development, writing, and submission of grant proposals.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
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## Evaluation Rubric for Academica Nevada Services

Failed to demonstrate adequate understanding of the grant's purpose and/or school's requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles or submit grant proposal by deadline.	Demonstrated vague understanding of the grant's purpose or school's requests/needs for the grant. Vaguely identified various stakeholder responsibilities. Provided irregular or inconsistent status update of submission progress. Executed designated roles in an ineffective and unprofessional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant's purpose and school's request/needs for the grant. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant's purpose and clearly identified various stakeholder responsibilities, deadlines, and other related expectations. Executed designated roles in an effective and professional manner and gathered school feedback for revisions. Provided regular status update of submission progress and submitted grant by or before deadline.
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**Comments:**

**Responsibilities:** Coordinate the development, writing, and submission of charter applications, amendments, renewals & various programs

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Failed to demonstrate adequate understanding of the project's purpose. Did not identify various stakeholder responsibilities or provide update of submission progress. Failed to execute designated roles or submit project by deadline.	Demonstrated vague understanding of the project's purpose. Vaguely identified various stakeholder responsibilities. Provided irregular or inconsistent status update of submission progress. Executed designated roles in an ineffective and unprofessional manner. Submitted grant by deadline.	Demonstrated clear understanding of project's purpose. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted project by deadline.	Demonstrated clear understanding of the project's purpose and clearly identified various stakeholder responsibilities, deadlines, and other related expectations. Executed designated roles in an effective and professional manner and gathered school feedback for revisions. Provided regular status update of submission progress and submitted application by or before deadline.

**Comments:**

### State Reporting

**Responsibilities:** Alert the school system, responsible party and/or Academica Departments of items or information coming due to the State, both from the Authority and the Department of Education.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items.	Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions

## Evaluation Rubric for Academica Nevada Services

	items timely.		where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.
<b>Comments:</b>			
<b>Responsibilities:</b> Works with each school system, responsible party and/or Academica departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Staff does not provide assistance to ensure the timely and accurate submission of items or information. Nor does staff work to gain additional information when questions arise.	Staff at times will work to facilitate the gathering of information or items for submission. Staff inconsistently attempts to gather additional information from various agencies, however, little follow up takes place in this regard.	Staff regularly works with systems or necessary staff to gather the required information or items for submission. Staff offers to be of any assistance to those persons, whether to gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed.	Staff provides a high level of service in working with each system to ensure timely and accurate submission of information. When questions arise that staff cannot answer, staff diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance.
<b>Comments:</b>			
<b>Responsibilities:</b> Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to ensure that all items are submitted timely and accurately, in order to ensure the proper reimbursement to the system. Responsible for assisting with revised grant budgets, when the need arises. Assist with any questions either the system, Academica departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Staff does not maintain proper grant reimbursement records and does not meet reimbursement request deadlines. Staff is not in communication with agencies regarding grant-funding questions. Staff does not assist the system with budget revisions.	Staff maintains minimal records, which at time leads to inaccurate or late information being submitted. Staff works sparsely with other department or systems regarding grant reimbursement questions or the revisions to grant budgets. As well, staff does not interact on a regular	Staff maintains thorough records and files with regard to each grant a system is awarded, allowing for a streamlined process to ensure timely and accurate submissions. Staff works with all systems to modify grant budgets, as the need arises. Staff works with all agencies that have questions regarding grant	Staff diligently works to ensure that all grant reimbursement files are complete and accurate, resulting in consistently timely and accurate reimbursement submissions. Staff frequently works with systems to ensure that any budget modifications needed are updated and

## Evaluation Rubric for Academics Nevada Services

	basis with various agencies inquiring about spending projections.	reimbursements or other grant related questions.	submitted to the state for approval. Staff consistently follows up with the state on any questions they might have regarding the revisions, as well as the status of a submitted revision. Staff has built a strong working relationship with the various agencies in which reimbursement requests are submitted, in order to ensure any information needed is provided, resulting in timely reimbursement processing.
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**Comments:**

### Teacher Recruitment

**Responsibilities:** Track and advertise job openings for the school site. Facilitate the sharing of job openings across school systems to facilitate coordinated recruiting efforts.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Jobs are inconsistently posted to recruiting platform(s). No attempt at communication with school site administration is made by the recruitment representative. Jobs posted are consistently out of date or inaccurate.	Jobs are posted to recruiting platform(s) within a sufficient amount of time. Recruitment representative makes an attempt to communicate with the school site to update openings.	Jobs are accurately posted to recruiting platform(s) within 12-24 hours of notification of the job opening. Recruitment representative consistently communicates with school site administration to ensure job openings are up to date.	Jobs are accurately posted to recruiting platform(s) within 12 hours of notification of the job opening. Recruitment representative initiates consistent communication with school site administration regarding open positions and frequently sends prospective candidates to school administration as appropriate.

**Comments:**

**Responsibilities:** Track teacher licensure and notify teachers of license expiration.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Licensed staff are not notified of upcoming license expiration at least 6 months in advance. No attempt is made to notify licensed staff and administration when a staff member's license lapses. Requests for assistance with licensure questions are ignored.	Licensed staff are inconsistently notified of upcoming license expiration at least 6 months in advance. A modest attempt is made to notify licensed staff and administration when a staff member's license lapses. Minimal assistance is offered when licensure questions arise.	Licensed staff are consistently notified of upcoming license expiration at least 6 months in advance. Licensed staff and administration are notified promptly when a staff member's license lapses. Effective assistance is given to licensed staff and administration when	Licensed staff are consistently notified of upcoming license expiration, including an explanation of any provisions or requirements needed to renew the license. Licensed staff and administration are notified within 1 week of a staff member's license lapsing.

## Evaluation Rubric for Academica Nevada Services

		licensure questions arise.	Expert assistance is given when licensure questions arise.
<b>Comments:</b>			
<b>Responsibilities:</b> Organize and execute teacher hiring fairs. Coordinate attendance at out of state recruiting fairs for administrators as needed. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Recruitment team makes little or no attempt to organize hiring fairs during the school year. School sites have minimal opportunity to effectively hire teachers and support staff from these events.	Recruitment team prepares and executes 2 hiring fairs per school year. There is limited organization to the hiring fairs, which leads to inconsistent recruitment opportunities for school sites.	Recruitment team effectively prepares and executes 2 hiring fairs per school year. The hiring fairs are organized and frequently assist the school sites with teacher and support staff recruitment for the current or upcoming school year.	Recruitment team effectively prepares and executes 2 highly-organized hiring fairs per school year. The school sites are consistently given the opportunity to hire teachers and support staff at these events. Feedback is acquired from school sites and implemented in future hiring fairs.
<b>Comments:</b>			
<b>Travel</b>			
<b>Responsibilities:</b> To book travel for school employees in accordance with governmental regulations. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Inadequate communication with the school and requests are not handled timely. Travel does not meet the school budget requirements (GSA standards).	Limited communication with the school. Modest attempt is made to book travel with in the school budget requirements (GSA guidelines). Travel requests are not attended to in a sufficient manner.	Travel is booked in a timely manner and within school budgetary requirements (GSA guidelines).	Highly consistent communication with the school. Travel is booked in a timely manner and meets school budget requirements (GSA guidelines). Helps with travel problems when they occur.
<b>Comments:</b>			
<b>Responsibilities:</b> Registers school employees for conferences when requested. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests are ignored and conference is not booked for school employees.	Limited communication with the school regarding the conference. Conference early bird discounts and or group rates are missed (if requested on time).	Conference is booked in a timely manner. Conference early bird and/or group discounts are applied (if requested on time).	Highly consistent communication with the school. Conference early bird and/or group discounts are applied (if requested on time).
<b>Comments:</b>			



WALLACE STEGNER ACADEMY OF NEVADA

EVALUATION RUBRIC

# WALLACE STEGNER SCHOOLS EVALUATION RUBRIC

SUBJECT	ADVANCED PROFICIENT	PROFICIENT	WORKING TOWARDS	NEEDS IMPROVEMENT
Academics	<ul style="list-style-type: none"> <li>Interim Assessments (IA)s are provided prior to beginning of the school year.</li> <li>New teachers are provided with 2 weeks of pre-service training, and returning teachers are provided with 1 week of pre-service training.</li> <li>New teachers receive 2 in class observations and coaching sessions per week.</li> <li>Returning teachers receive 1 in class observation and coaching session per week.</li> <li>All teachers are currently working on an action step that is less than 30 days old.</li> <li>Adequate teaching, administrative, and support staff is hired and trained prior to each school year.</li> </ul>	<ul style="list-style-type: none"> <li>Interim Assessments (IA)s are provided prior to beginning of each term.</li> <li>New teachers are provided with 1 week of pre-service training, and returning teachers are provided with 3 days of pre-service training.</li> <li>New teachers receive 1 in class observation and coaching session per week.</li> <li>Returning teachers receive 2 in class observations and coaching sessions per month.</li> <li>90% of teachers are currently working on an action step that is less than 30 days old.</li> <li>90% teaching, administrative, and support staff is hired and trained prior to each school year.</li> </ul>	<ul style="list-style-type: none"> <li>Interim Assessments (IA)s are provided prior to each testing date.</li> <li>New teachers are provided with 3 days of pre-service training, and returning teachers are provided with 1 days of pre-service training.</li> <li>New teachers receive 2 in class observations and coaching sessions per month.</li> <li>Returning teachers receive 1 in class observation and coaching session per month.</li> <li>75% of teachers are currently working on an action step that is less than 30 days old.</li> <li>85% teaching, administrative, and support staff is hired and trained prior to each school year.</li> </ul>	<ul style="list-style-type: none"> <li>Interim Assessments (IA)s are missing or have not yet been created.</li> <li>Preservice training is extremely limited for both new and returning teachers.</li> <li>The school is regularly at the bottom of performance on the network interim assessments</li> <li>New teachers receive less than 1 in class observation and coaching session every two weeks.</li> <li>Returning teachers receive less than 1 in class observation and coaching session per month.</li> <li>Less than 75% of teachers are currently working on an action step that is less than 30 days old.</li> <li>Less than 85% teaching, administrative, and support staff is hired and trained prior to each school year.</li> </ul>
Data-Driven Culture	<ul style="list-style-type: none"> <li>Data meetings are held twice per week with each grade.</li> <li>Data analysis meeting are held with each teacher individually after each IA.</li> <li>Re-teaching plans are created with a re-teaching quiz one week after each IA.</li> </ul>	<ul style="list-style-type: none"> <li>Data meetings are held once per week with each grade.</li> <li>Data analysis meeting are held with each grade level team after each IA.</li> <li>Re-teaching plans are created without a re-teaching quiz one week after each IA.</li> </ul>	<ul style="list-style-type: none"> <li>Data meetings are held once every 2 weeks with each grade.</li> <li>Data analysis meeting are held with each grade level team after each round of testing (each meeting includes more than one subject's IA).</li> <li>Re-teaching plans are created without a re-teaching quiz two week after each IA.</li> </ul>	<ul style="list-style-type: none"> <li>Data meetings are held once every 2 weeks or longer with some grades.</li> <li>Data analysis meeting are not held with each grade level team after each round of testing.</li> <li>Re-teaching plans are created or not turned in within 2 weeks after each IA.</li> </ul>
School Culture	<ul style="list-style-type: none"> <li>95% of parents indicate on annual survey that they would recommend WSN to other parents.</li> <li>80% of teaching staff retained from year to year.</li> <li>90% of teachers indicate that they would recommend WSN as a place of employment.</li> </ul>	<ul style="list-style-type: none"> <li>85% of parents indicate on annual survey that they would recommend WSN to other parents.</li> <li>75% of teaching staff retained from year to year.</li> <li>80% of teachers indicate that they would recommend WSN as a place of employment.</li> </ul>	<p>See Past Success:</p> <ul style="list-style-type: none"> <li>75% of parents indicate on annual survey that they would recommend WSN to other parents.</li> <li>70% of teaching staff retained from year to year.</li> <li>70% of teachers indicate that they would recommend WSN as a place of employment.</li> </ul>	<p>See Past Success:</p> <ul style="list-style-type: none"> <li>65% or less of parents indicate on annual survey that they would recommend WSN to other parents.</li> <li>65% or less of teaching staff retained from year to year.</li> <li>60% or less of teachers indicate that they would recommend WSN as a place of employment.</li> </ul>
Results	<ul style="list-style-type: none"> <li>WSN out performs the average nearest 5 elementary and middle schools by 10% on the state language arts assessment.</li> <li>WSN out performs the average nearest 5 elementary and middle schools by 10% on the state math assessment.</li> <li>WSN out performs the average nearest 5 elementary and middle schools by 10% on the state science assessment.</li> <li>80% of WSN students in grades K-2 are reading on grade level by the end of each school year.</li> </ul>	<ul style="list-style-type: none"> <li>WSN out performs the average nearest 5 elementary and middle schools by 5% on the state language arts assessment.</li> <li>WSN out performs the average nearest 5 elementary and middle schools by 5% on the state math assessment.</li> <li>WSN out performs the average nearest 5 elementary and middle schools by 5% on the state science assessment.</li> <li>70% of WSN students in grades K-2 are reading on grade level by the end of each school year.</li> </ul>	<ul style="list-style-type: none"> <li>WSN out performs the average nearest 5 elementary and middle schools by 1% on the state language arts assessment.</li> <li>WSN out performs the average nearest 5 elementary and middle schools by 1% on the state math assessment.</li> <li>WSN out performs the average nearest 5 elementary and middle schools by 1% on the state science assessment.</li> <li>60% of WSN students in grades K-2 are reading on grade level by the end of each school year.</li> </ul>	<ul style="list-style-type: none"> <li>WSN does not out performs the average nearest 5 elementary and middle schools on the state language arts assessment.</li> <li>WSN does not out performs the average nearest 5 elementary and middle schools on the state math assessment.</li> <li>WSN does not out performs the average nearest 5 elementary and middle schools on the state science assessment.</li> </ul>

### WALLACE STEGNER SCHOOLS EVALUATION RUBRIC

SUBJECT	ADVANCED PROFICIENT	PROFICIENT	WORKING TOWARDS	NEEDS IMPROVEMENT
				<ul style="list-style-type: none"> <li>Less than 60% of WSAN students in grades K-2 are reading on grade level by the end of each school year.</li> </ul>
<b>Enrollment and Board</b>	<b>Plan the Reteach:</b> <ul style="list-style-type: none"> <li>WSAN increases student enrollment by 10%</li> <li>Wallace Stegner Schools reports to board on the state of the school at each board meeting.</li> </ul>	<b>Plan the Reteach:</b> <ul style="list-style-type: none"> <li>WSAN increases student enrollment by 5%</li> <li>Wallace Stegner Schools reports to board on the state of the school at most board meetings.</li> </ul>	<b>Plan the Reteach:</b> <ul style="list-style-type: none"> <li>WSAN does not increases student enrollment.</li> <li>Wallace Stegner Schools reports to board on the state of the school at some board meetings.</li> </ul>	<b>Plan the Reteach:</b> <ul style="list-style-type: none"> <li>WSAN decreases in student enrollment.</li> <li>Wallace Stegner Schools does not report to board on the state of the school at board meetings.</li> </ul>

#### OVERALL STRENGTHS:

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#### AREAS OF GROWTH/GOALS:

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Academic Framework		
Section	School Goal	EMO Responsibility
Student Progress Over Time		
2.1.a Are schools making adequate progress based on the school's Median Student Growth Percentiles in reading?	1. Reading: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years. 2. Math: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years. 3. Science: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.	Wallace Stegner Schools, LLC, will oversee the implementation and monitoring of these goals.
2.1.b Are schools making adequate progress based on the school's Median Student Growth Percentiles in math?		
2.1.c Are schools making adequate growth based on the percentage of students meeting AGP in reading?		
2.1.d Are students making adequate growth based on the percentage of students meeting AGP in math?	1. Reading: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years. 2. Math: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years. 3. Science: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.	
2.1.e Using Adequate Growth results, are schools meeting AGP in reading when compared with traditional school that charter school students would otherwise attend?		
2.1.f Using Adequate Growth results, are schools meeting AGP in math when compared with traditional school that charter school students would otherwise attend?		
2.1.g Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in reading?		
2.1.h Are students in sub-	1. Reading: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years. 2. Math: WSAN will have more students on grade level as	

groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in math?	defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years. 3. Science: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.	
<b>Student Achievement</b>		
2.2.a Are students achieving proficiency on state examinations in reading?	1. Reading: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.	Wallace Stegner Schools, LLC, will oversee the implementation and monitoring of these goals.
2.2.b Are students achieving proficiency on state examinations in math?	2. Math: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years. 3. Science: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.	
2.2.c Using proficiency rates, are schools achieving proficiency in reading when compared with the traditional school that charter school student would otherwise attend?	1. Reading: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.	
2.2.d Using proficiency rates, are schools achieving proficiency in math when compared with the traditional school that charter school student would otherwise attend?	2. Math: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years. 3. Science: WSAN will have more students on grade level as defined by Nevada's statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.	

2.2.e Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in reading?	<div>1. Reading: WSAN will have more students on grade level as defined by Nevada’s statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.</div> <div>2. Math: WSAN will have more students on grade level as defined by Nevada’s statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.</div> <div>3. Science: WSAN will have more students on grade level as defined by Nevada’s statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.</div>	
2.2.f Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in math?		
Career and College Readiness		
2.3.a Based on scores obtained from SBAC, are students making adequate growth points for being college ready by the time they graduate?	<div>1. Reading: WSAN will have more students on grade level as defined by Nevada’s statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.</div> <div>2. Math: WSAN will have more students on grade level as defined by Nevada’s statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.</div> <div>3. Science: WSAN will have more students on grade level as defined by Nevada’s statewide assessment than the average of the 5 nearest elementary and middle schools within 3 years.</div>	Wallace Stegner Schools, LLC, will oversee the implementation and monitoring of these goals.
2.3.b Are students on target for being college ready by the time they graduate as measured by the SBAC benchmarks in English and Math?		
English		
Math		
2.3.c Are students graduating from high school?		
2.3.d Do students have the content and skill knowledge needed to succeed beyond high school?		
Financial Framework		
Section	School Goal	EMO Responsibility
Near Term Measures		
1. Current Ratio	Maintain 1.1 ratio or greater, establish a reserve of cash on	Academica Nevada is responsible for developing
2. Unrestricted days cash		

on hand	hand, forecast enrollment, maintain all debts current (no delinquent accounts)	the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.
3. Enrollment forecast accuracy		
4. Debt default		
Sustainability Measures		
1. Total Margin	Maintain positive total margin, debt to asset ratio, positive cash flow, debt serves coverage ratio	Academica Nevada is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.
2. Debt to asset ratio		
3. Cash Flow		
4. Debt service coverage ratio		
Operational Framework		
Section	School Goal	EMO Responsibility
Educational Program		
1. Essential terms of the charter agreement	Charter contract compliance, curriculum and instruction, student support services	Academica Nevada works with the School's administration to procure curriculum, Academica Nevada will help WSA
2. Education requirements		
3. Students with disabilities		

4. English Language Learner Students		identify a 3 <sup>rd</sup> party Student Support Organization.
Financial Management & Oversight		
1. Financial Reporting and compliance	Compliance with state reporting guidelines, annual independent audit	Academica Nevada is responsible for developing the school’s annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board’s chosen accounting firm in their annual audit.
2. Financial management and oversight		
Governance & Reporting		
1. Governance and reporting	Nevada Statute and Academic Code compliance, board governance, annual evaluation of school leadership and the EMO, accurate and timely reporting	Academica Nevada provides policy support and legal counsel, Academica Nevada maintains board meeting notifications and provides board support.
2. Management accountability		
3. Reporting requirements		
Students & Employees		
1. Rights of students	Highly qualified teachers, attendance records	Academica Nevada is a school resource for questions or issues related to HR services, Academica Nevada assists the Board in staff recruitment and hiring and HQ status, Academica Nevada works to identify and procure data management systems for the school.
2. Attendance goals		
3. Staff credentials		
4. Employee rights		
5. Background checks		
School Enrollment		
1. Facilities and transportation	Maintain safe and respectful learning environment	Academica Nevada manages 3 <sup>rd</sup> party contractors for the
2. Health and safety		

3. Information management		maintenance and repair of WSAN, under the direction of the Board, Academica issues requests for proposals from vendors, reviews contracts, and offers recommendations, Academica is responsible for procurement of the School's furniture, fixtures, and equipment.
<b>Additional Obligations</b>		
1. Additional obligations	Not Applicable	Not Applicable

# SECRETARY OF STATE



## NEVADA STATE BUSINESS LICENSE

ACADEMICA NEVADA, LLC

**Nevada Business Identification # NV20111037666**

**Expiration Date: 01/31/2021**

In accordance with Title 7 of Nevada Revised Statutes, pursuant to proper application duly filed and payment of appropriate prescribed fees, the above named is hereby granted a Nevada State Business License for business activities conducted within the State of Nevada.

Valid until the expiration date listed unless suspended, revoked or cancelled in accordance with the provisions in Nevada Revised Statutes. License is not transferable and is not in lieu of any local business license, permit or registration.

**License must be cancelled on or before its expiration date if business activity ceases. Failure to do so will result in late fees or penalties which, by law, cannot be waived.**



Certificate Number: B20191107351238

You may verify this certificate  
online at <http://www.nvsos.gov>

IN WITNESS WHEREOF, I have hereunto set my  
hand and affixed the Great Seal of State, at my  
office on 11/07/2019.

*Barbara K. Cegavske*

BARBARA K. CEGAVSKE  
Secretary of State

**BARBARA K. CEGAVSKE**

*Secretary of State*

**KIMBERLEY PERONDI**

*Deputy Secretary for  
Commercial Recordings*

**STATE OF NEVADA**



**OFFICE OF THE  
SECRETARY OF STATE**

*Commercial Recordings Division*

*202 N. Carson Street*

*Carson City, NV 89701*

*Telephone (775) 684-5708*

*Fax (775) 684-7138*

*North Las Vegas City Hall*

*2250 Las Vegas Blvd North, Suite 400*

*North Las Vegas, NV 89030*

*Telephone (702) 486-2880*

*Fax (702) 486-2888*

**Business Entity - Filing Acknowledgement**

07/10/2020

**Work Order Item Number:** W2020071001340 - 688787

**Filing Number:** 20200775966

**Filing Type:** Articles of Organization

**Filing Date/Time:** 07/10/2020 12:37:42 PM

**Filing Page(s):** 2

**Indexed Entity Information:**

**Entity ID:** E7759672020-1

**Entity Name:** Wallace Stegner Schools,  
LLC

**Entity Status:** Active

**Expiration Date:** None

Non-Commercial Registered Agent

Anthony Sudweeks

6630 Surrey St., Las Vegas, NV 89119, USA

The attached document(s) were filed with the Nevada Secretary of State, Commercial Recording Division. The filing date and time have been affixed to each document, indicating the date and time of filing. A filing number is also affixed and can be used to reference this document in the future.

Respectfully,

A handwritten signature in black ink that reads "Barbara K. Cegavske".

BARBARA K. CEGAVSKE  
Secretary of State



BARBARA K. CEGAUSKE  
Secretary of State  
202 North Carson Street  
Carson City, Nevada 89701-4201  
(775) 684-5708  
Website: [www.nvsos.gov](http://www.nvsos.gov)  
[www.nvsilverflume.gov](http://www.nvsilverflume.gov)

## Formation - Limited-Liability Company

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> NRS 86 - Articles of Organization Limited-Liability Company   | <input type="checkbox"/> NRS 86.544 - Registration of Foreign Limited-Liability Company              |
| <input type="checkbox"/> NRS 89 - Articles of Organization Professional Limited-Liability Company | <input type="checkbox"/> NRS 86.555 - Registration of Professional Foreign Limited-Liability Company |

<b>1. Name Being Registered in Nevada:</b> (See instructions)	<b>Wallace Stegner Schools, LLC</b>
<b>2. Foreign Entity Name:</b> (Name in home jurisdiction)	
<b>3. Jurisdiction of Formation:</b> (Foreign Limited-Liability Companies)	<b>3a) Jurisdiction of formation:</b> <input type="text"/> <b>3b) Date formed:</b> <input type="text"/> <b>3c) I declare this entity is in good standing in the jurisdiction of its formation.</b> <input type="checkbox"/>
<b>4. Registered Agent for Service of Process*:</b> (check only one box)	<input type="checkbox"/> Commercial Registered Agent (name only below) <input checked="" type="checkbox"/> Noncommercial Registered Agent (name and address below) <input type="checkbox"/> Office or position with Entity (title and address below) <b>Anthony Sudweeks</b> Name of Registered Agent OR Title of Office or Position with Entity <b>6630 Surrey St.</b> <b>Las Vegas</b> <b>Nevada</b> <b>89119</b> Street Address City Zip Code <input type="text"/> <b>Nevada</b> <input type="text"/> Mailing Address (If different from street address) City Zip Code  <i>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.</i> <b>X Anthony Sudweeks</b> <b>07/10/2020</b> Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity Date
<b>5. Management:</b> (Domestic Limited-Liability Companies only)	Company shall be managed by: (check one box) <input type="checkbox"/> Manager(s) OR <input checked="" type="checkbox"/> Member(s)
<b>6. Name and Address of each Manager(s) or Managing Member(s):</b> (NRS 86 and NRS 86.544, see instructions) <b>Name and Address of the Original Manager(s) and Member(s):</b> (NRS 89, see instructions) <b>IMPORTANT:</b> A certificate from the regulatory board must be submitted showing that each individual is licensed at the time of filing.	<b>1) Anthony Sudweeks</b> Name <b>10122 S. Bell Canyon Rd.</b> <b>Sandy</b> <b>UT</b> <b>84092</b> Address City State Zip Code <b>2) Adam Gerlach</b> Name <b>674 Dove Way</b> <b>Farmington</b> <b>UT</b> <b>84025</b> Address City State Zip Code
<b>7. Dissolution Date:</b> (Domestic only)	Latest date upon which the company is to dissolve (if existence is not perpetual): <input type="text"/>



BARBARA K. CEGAVSKE  
Secretary of State  
202 North Carson Street  
Carson City, Nevada 89701-4201  
(775) 684-5708  
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## Formation - Limited-Liability Company

Continued, Page 2

<b>8. Profession to be Practiced:</b> (NRS 89 only)				
<b>9. Series and/or Restricted Limited-Liability Company:</b> (Optional)	Check box if a Series Limited-Liability Company <input type="checkbox"/> Domestic Limited-Liability Company's only: The Limited-Liability Company is a Restricted Limited-Liability Company <input checked="" type="checkbox"/>			
<b>10. Records Office:</b> (Foreign Limited-Liability Companies)	Address <input type="text"/> City <input type="text"/> State <input type="text"/> Zip code <input type="text"/> Country <input type="text"/>			
<b>11. Street Address of Principal Office:</b> (Foreign Limited-Liability Companies)	Address <input type="text"/> City <input type="text"/> State <input type="text"/> Zip code <input type="text"/> Country <input type="text"/>			
<b>12. Name, Address and Signature of the Organizer:</b> (NRS 86, NRS 89 - Each Organizer must be a licensed professional.)  <b>Name and Signature of Manager or Member:</b> (NRS 86.544 only)  See instructions	<p>*Foreign Limited-Liability Company - In the event the designated Agent for Service of Process resigns and is not replaced or the agent's authority has been revoked or the agent cannot be found or served with exercise of reasonable diligence, then the Secretary of State is hereby appointed as the Agent for Service of Process.</p> <p>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.</p> <p><input type="text"/> <input type="text"/> Name Country <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Address City State Zip/Postal Code <b>X</b> <u>Michael Muehle</u> (attach additional page if necessary)</p>			

### 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)

# SECRETARY OF STATE



## DOMESTIC LIMITED-LIABILITY COMPANY (86) CHARTER

I, BARBARA K. CEGAVSKE, the duly qualified and elected Nevada Secretary of State, do hereby certify that **Wallace Stegner Schools, LLC** did, on 07/10/2020, file in this office the original Articles of Organization that said document is now on file and of record in the office of the Secretary of State of the State of Nevada, and further, that said document contains all the provisions required by the law of the State of Nevada.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on 07/10/2020.

*Barbara K. Cegavske*

Certificate Number: B20200710916929

You may verify this certificate

online at <http://www.nvsos.gov>

BARBARA K. CEGAVSKE  
Secretary of State

Date of this notice: 07-10-2020

Employer Identification Number:  
85-1888077

Form: SS-4

Number of this notice: CP 575 B

WALLACE STEGNER SCHOOLS LLC  
ANTHONY SUDWEEKS MBR  
6630 SURREY ST  
LAS VEGAS, NV 89119

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 85-1888077. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1065

03/15/2021

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

A limited liability company (LLC) may file Form 8832, *Entity Classification Election*, and elect to be classified as an association taxable as a corporation. If the LLC is eligible to be treated as a corporation that meets certain tests and it will be electing S corporation status, it must timely file Form 2553, *Election by a Small Business Corporation*. The LLC will be treated as a corporation as of the effective date of the S corporation election and does not need to file Form 8832.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at [www.irs.gov](http://www.irs.gov). If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

### IMPORTANT REMINDERS:

- \* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- \* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- \* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is WALL. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Keep this part for your records.

CP 575 B (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 B

999999999999

Your Telephone Number    Best Time to Call    DATE OF THIS NOTICE: 07-10-2020  
(        )        -        EMPLOYER IDENTIFICATION NUMBER: 85-1888077  
FORM: SS-4        NOBOD

INTERNAL REVENUE SERVICE  
CINCINNATI OH 45999-0023

A barcode consisting of vertical bars of varying heights, used for automated mail sorting.

WALLACE STEGNER SCHOOLS LLC  
ANTHONY SUDWEEKS MBR  
6630 SURREY ST  
LAS VEGAS, NV 89119

**STATE OF NEVADA****BARBARA K. CEGAVSKE***Secretary of State***OFFICE OF THE  
SECRETARY OF STATE***Commercial Recordings & Notary Division**202 N. Carson Street**Carson City, NV 89701**Telephone (775) 684-5708**Fax (775) 684-7138**North Las Vegas City Hall**2250 Las Vegas Blvd North, Suite 400**North Las Vegas, NV 89030**Telephone (702) 486-2880**Fax (702) 486-2888*

Michael Muehle  
6630 Surrey St.  
Las Vegas, NV 89119, USA

**Work Order #: W2020071001340**

July 10, 2020

Receipt Version: 1

**Special Handling Instructions:****Submitter ID: 23183****Charges**

Description	Filing Number	Filing Date/Time	Filing Status	Qty	Price	Amount
Articles of Organization	20200775966	7/10/2020 12:37:42 PM	InternalReview	1	\$75.00	\$75.00
Initial List	20200775968	7/10/2020 12:37:42 PM	InternalReview	1	\$350.00	\$350.00
Total						\$425.00

**Payments**

Type	Description	Payment Status	Amount
Credit Card	5944098492396334803016	Success	\$425.00
Total			\$425.00

**Credit Balance: \$0.00**

Michael Muehle  
6630 Surrey St.  
Las Vegas, NV 89119, USA

**STATE OF NEVADA****BARBARA K. CEGAVSKE***Secretary of State***OFFICE OF THE  
SECRETARY OF STATE***Commercial Recordings & Notary Division**202 N. Carson Street**Carson City, NV 89701**Telephone (775) 684-5708**Fax (775) 684-7138**North Las Vegas City Hall**2250 Las Vegas Blvd North, Suite 400**North Las Vegas, NV 89030**Telephone (702) 486-2880**Fax (702) 486-2888*

Michael Muehle  
6630 Surrey St.  
Las Vegas, NV 89119, USA

**Work Order #: W2020071001340**

July 10, 2020

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Description	Filing Number	Filing Date/Time	Filing Status	Qty	Price	Amount
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Total						\$425.00

**Payments**

Type	Description	Payment Status	Amount
Credit Card	5944098492396334803016	Success	\$425.00
Total			\$425.00

**Credit Balance: \$0.00**

Michael Muehle  
6630 Surrey St.  
Las Vegas, NV 89119, USA

**BARBARA K. CEGAVSKE**

*Secretary of State*

**KIMBERLEY PERONDI**

*Deputy Secretary for  
Commercial Recordings*

**STATE OF NEVADA**



**OFFICE OF THE  
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2250 Las Vegas Blvd North, Suite 400  
North Las Vegas, NV 89030  
Telephone (702) 486-2880  
Fax (702) 486-2888*

**Business Entity - Filing Acknowledgement**

07/10/2020

**Work Order Item Number:** W2020071001340 - 688787  
**Filing Number:** 20200775966  
**Filing Type:** Articles of Organization  
**Filing Date/Time:** 07/10/2020 12:37:42 PM  
**Filing Page(s):** 2

**Indexed Entity Information:**

**Entity ID:** E7759672020-1

**Entity Name:** Wallace Stegner Schools,  
LLC

**Entity Status:** Active

**Expiration Date:** None

Non-Commercial Registered Agent  
Anthony Sudweeks  
6630 Surrey St., Las Vegas, NV 89119, USA

The attached document(s) were filed with the Nevada Secretary of State, Commercial Recording Division. The filing date and time have been affixed to each document, indicating the date and time of filing. A filing number is also affixed and can be used to reference this document in the future.

Respectfully,

A handwritten signature in black ink that reads "Barbara K. Cegavske".

BARBARA K. CEGAVSKE  
Secretary of State

**BARBARA K. CEGAVSKE**

*Secretary of State*

**KIMBERLEY PERONDI**

*Deputy Secretary for  
Commercial Recordings*

**STATE OF NEVADA**



**OFFICE OF THE  
SECRETARY OF STATE**

*Commercial Recordings Division*

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*North Las Vegas City Hall  
2250 Las Vegas Blvd North, Suite 400  
North Las Vegas, NV 89030  
Telephone (702) 486-2880  
Fax (702) 486-2888*

**Business Entity - Filing Acknowledgement**

07/10/2020

**Work Order Item Number:** W2020071001340 - 688788  
**Filing Number:** 20200775968  
**Filing Type:** Initial List  
**Filing Date/Time:** 07/10/2020 12:37:42 PM  
**Filing Page(s):** 2

**Indexed Entity Information:**

**Entity ID:** E7759672020-1

**Entity Name:** Wallace Stegner Schools,  
LLC

**Entity Status:** Active

**Expiration Date:** None

Non-Commercial Registered Agent  
Anthony Sudweeks  
6630 Surrey St., Las Vegas, NV 89119, USA

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BARBARA K. CEGAVSKE  
Secretary of State



**BARBARA K. CEGAVSKE**  
Secretary of State  
202 North Carson Street  
Carson City, Nevada 89701-4201  
(775) 684-5708

Website: [www.nvsos.gov](http://www.nvsos.gov)  
[www.nvsilverflume.gov](http://www.nvsilverflume.gov)

Filed in the Office of <i>Barbara K. Cegavske</i> Secretary of State State Of Nevada	Business Number E7759672020-1 Filing Number 20200775966 Filed On 07/10/2020 12:37:42 PM Number of Pages 2
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## Formation - Limited-Liability Company

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> NRS 86 - Articles of Organization Limited-Liability Company   | <input type="checkbox"/> NRS 86.544 - Registration of Foreign Limited-Liability Company              |
| <input type="checkbox"/> NRS 89 - Articles of Organization Professional Limited-Liability Company | <input type="checkbox"/> NRS 86.555 - Registration of Professional Foreign Limited-Liability Company |

<b>1. Name Being Registered in Nevada:</b> (See instructions)	<b>Wallace Stegner Schools, LLC</b>
<b>2. Foreign Entity Name:</b> (Name in home jurisdiction)	
<b>3. Jurisdiction of Formation:</b> (Foreign Limited-Liability Companies)	3a) Jurisdiction of formation: <input type="text"/> 3b) Date formed: <input type="text"/> 3c) I declare this entity is in good standing in the jurisdiction of its formation. <input type="checkbox"/>
<b>4. Registered Agent for Service of Process*:</b> (check only one box)	<input type="checkbox"/> Commercial Registered Agent (name only below) <input checked="" type="checkbox"/> Noncommercial Registered Agent (name and address below) <input type="checkbox"/> Office or position with Entity (title and address below) <b>Anthony Sudweeks</b> Name of Registered Agent OR Title of Office or Position with Entity <b>6630 Surrey St.</b> <b>Las Vegas</b> <b>Nevada</b> <b>89119</b> Street Address City Zip Code <input type="text"/> <b>Nevada</b> <input type="text"/> Mailing Address (If different from street address) City Zip Code  <i>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.</i> <input checked="" type="checkbox"/> <b>Anthony Sudweeks</b> <b>07/10/2020</b> Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity Date
<b>5. Management:</b> (Domestic Limited-Liability Companies only)	Company shall be managed by: (check one box) <input type="checkbox"/> Manager(s) OR <input checked="" type="checkbox"/> Member(s)
<b>6. Name and Address of each Manager(s) or Managing Member(s):</b> (NRS 86 and NRS 86.544, see instructions) <b>Name and Address of the Original Manager(s) and Member(s):</b> (NRS 89, see instructions) <b>IMPORTANT:</b> A certificate from the regulatory board must be submitted showing that each individual is licensed at the time of filing.	1) <b>Anthony Sudweeks</b> Name <b>10122 S. Bell Canyon Rd.</b> <b>Sandy</b> <b>UT</b> <b>84092</b> Address City State Zip Code 2) <b>Adam Gerlach</b> Name <b>674 Dove Way</b> <b>Farmington</b> <b>UT</b> <b>84025</b> Address City State Zip Code
<b>7. Dissolution Date:</b> (Domestic only)	Latest date upon which the company is to dissolve (if existence is not perpetual): <input type="text"/>



BARBARA K. CEGAVSKE  
Secretary of State  
202 North Carson Street  
Carson City, Nevada 89701-4201  
(775) 684-5708  
Website: [www.nvsos.gov](http://www.nvsos.gov)  
[www.nvsilverflume.gov](http://www.nvsilverflume.gov)

## Formation - Limited-Liability Company

Continued, Page 2

<b>8. Profession to be Practiced:</b> (NRS 89 only)															
<b>9. Series and/or Restricted Limited-Liability Company:</b> (Optional)	Check box if a Series Limited-Liability Company <input type="checkbox"/> Domestic Limited-Liability Company's only: The Limited-Liability Company is a Restricted Limited-Liability Company <input checked="" type="checkbox"/>														
<b>10. Records Office:</b> (Foreign Limited-Liability Companies)	<table border="1"><tr><td>Address</td><td>City</td><td>State</td><td>Zip code</td></tr><tr><td>Country</td><td></td><td></td><td></td></tr></table>	Address	City	State	Zip code	Country									
Address	City	State	Zip code												
Country															
<b>11. Street Address of Principal Office:</b> (Foreign Limited-Liability Companies)	<table border="1"><tr><td>Address</td><td>City</td><td>State</td><td>Zip code</td></tr><tr><td>Country</td><td></td><td></td><td></td></tr></table>	Address	City	State	Zip code	Country									
Address	City	State	Zip code												
Country															
<b>12. Name, Address and Signature of the Organizer:</b> (NRS 86, NRS 89 - Each Organizer must be a licensed professional.)  <b>Name and Signature of Manager or Member:</b> (NRS 86.544 only)  See instructions	<p>*Foreign Limited-Liability Company - In the event the designated Agent for Service of Process resigns and is not replaced or the agent's authority has been revoked or the agent cannot be found or served with exercise of reasonable diligence, then the Secretary of State is hereby appointed as the Agent for Service of Process.</p> <p>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.</p> <table border="1"><tr><td>Michael Muehle</td><td></td></tr><tr><td>Name</td><td>Country</td></tr><tr><td></td><td></td></tr><tr><td>Address</td><td>City</td><td>State</td><td>Zip/Postal Code</td></tr><tr><td>X Michael Muehle</td><td colspan="3">(attach additional page if necessary)</td></tr></table>	Michael Muehle		Name	Country			Address	City	State	Zip/Postal Code	X Michael Muehle	(attach additional page if necessary)		
Michael Muehle															
Name	Country														
Address	City	State	Zip/Postal Code												
X Michael Muehle	(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)



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 Secretary of State  
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 Carson City, Nevada 89701-4201  
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# Initial List and State Business License Application

## Initial List Of Officers, Managers, Members, General Partners, Managing Partners, or Trustees:

**Wallace Stegner Schools, LLC**

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

Filed in the Office of	Business Number
<i>Barbara K. Cegavske</i>	E7759672020-1
Secretary of State	Filing Number
State Of Nevada	20200775968
	Filed On
	07/10/2020 12:37:42 PM
	Number of Pages
	2

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 and 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.\*\***



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## Initial List and State Business License Application - Continued

### Officers, Managers, Members, General Partners, Managing Partners or Trustees:

CORPORATION, INDICATE THE MANAGING MEMBER:

Anthony Sudweeks

Name

USA

Country

10122 S. Bell Canyon Rd.

Address

Sandy

City

UT

State

84092

Zip/Postal Code

CORPORATION, INDICATE THE MANAGING MEMBER:

Adam Gerlach

Name

USA

Country

674 Dove Way

Address

Farmington

City

UT

State

84025

Zip/Postal Code

None of the officers and 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.

**X** Anthony Sudweeks

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*

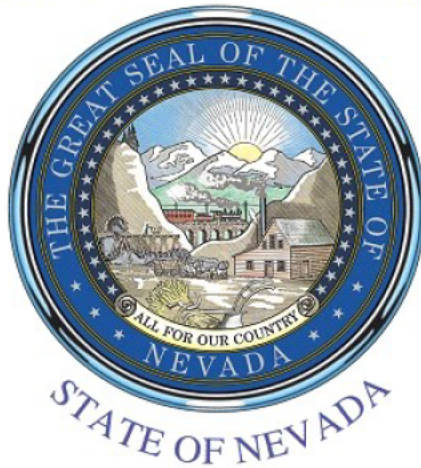
Managing Member

Title

07/10/2020

Date

# SECRETARY OF STATE



## DOMESTIC LIMITED-LIABILITY COMPANY (86) CHARTER

I, BARBARA K. CEGAVSKE, the duly qualified and elected Nevada Secretary of State, do hereby certify that **Wallace Stegner Schools, LLC** did, on 07/10/2020, file in this office the original Articles of Organization that said document is now on file and of record in the office of the Secretary of State of the State of Nevada, and further, that said document contains all the provisions required by the law of the State of Nevada.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on 07/10/2020.

*Barbara K. Cegavske*

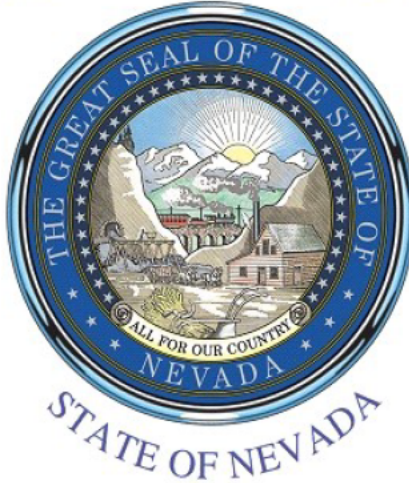
Certificate Number: B20200710916929

You may verify this certificate

online at <http://www.nvsos.gov>

BARBARA K. CEGAVSKE  
Secretary of State

# SECRETARY OF STATE



## NEVADA STATE BUSINESS LICENSE

**Wallace Stegner Schools, LLC**

**Nevada Business Identification # NV20201833200**

**Expiration Date: 07/31/2021**

In accordance with Title 7 of Nevada Revised Statutes, pursuant to proper application duly filed and payment of appropriate prescribed fees, the above named is hereby granted a Nevada State Business License for business activities conducted within the State of Nevada.

Valid until the expiration date listed unless suspended, revoked or cancelled in accordance with the provisions in Nevada Revised Statutes. License is not transferable and is not in lieu of any local business license, permit or registration.

**License must be cancelled on or before its expiration date if business activity ceases. Failure to do so will result in late fees or penalties which, by law, cannot be waived.**



Certificate Number: B20200710916930

You may verify this certificate  
online at <http://www.nvsos.gov>

IN WITNESS WHEREOF, I have hereunto set my  
hand and affixed the Great Seal of State, at my  
office on 07/10/2020.

*Barbara K. Cegavske*

BARBARA K. CEGAVSKE  
Secretary of State

As a part of the application, the SPCSA has requested the three most recent audits of the EMO, Academica Nevada be provided. Academica Nevada requests that the Deputy Attorney General arrange for a private review of the audited financial statements. Academica Nevada does not release proprietary financial information publicly, as that information would disclose trade secrets with regard to business structure and operations. Academica Nevada has been operating within the State of Nevada for more than ten years and has a proven track record of financial security and responsibility while supporting the opening of more than 25 charter school campuses. Any requests for additional financial information or questions regarding Academica Nevada's financial operations may be addressed privately to the Chief Operating Officer of Academica Nevada, Ryan Reeves, at 702-431-6260.

Additionally, as Wallace Stegner Schools, LLC was recently incorporated, no historical financial documents exist in relation to the organization, nor has an audit yet been performed.

Therefore, this attachment is not applicable.

**Anthony Grant Sudweeks, M.Ed**  
asudweeks@wsacharter.org

**Instructional Leadership**

School leader, instructional leader and instructional designer with proven results. Founder and Executive Director of one of the highest performing Title I schools in Utah. Possesses practical knowledge of curriculum development, data analysis, and effective instructional techniques. Proven ability to train and lead principals, instructional coaches, and teachers in effective data and planning meetings. Excellent leader of professional development workshops that improve classroom management and rigor. **Core competencies include:**

Instructional Design – Teacher Development – Curriculum Development – Data analysis – Professional Learning Communities – Increasing Classroom Rigor – Improving Classroom and Schoolwide Systems – Expert Schoolwide Title I Administration – Turnaround School Management – Teacher Observation – Teacher Evaluation – Positive Learning Environment – School Community Development

**Professional Experience:**

09/2015-current:                      Wallace Stegner Academy

**Principal and Executive Director** - Job duties include: effective communication of the school's mission and vision, conducting pre-service and weekly professional development workshops, performing daily in-class trainings and observations, directing weekly trainings, data teams, and PLCs, communicating with teachers, parents, and the community at large, establishing and following policies, evaluating teacher and staff performance, working with school governing board, directing the special education department, directing state and federal programs such as Title I, School Land Trust, Assessment, etc, managing a k-8 public school with over 700 students. **Despite a free/reduced rate of nearly 90%, my school is one of the highest performing Title I schools in the state of Utah, and our students outperform state averages in all subjects.** This is proven leadership.

05/2015-current:                      Wallace Stegner Academy

**Founder and Startup Director** - Job duties included: writing a 150-page charter application describing a vision of academic success for at-risk children, securing approval from the USBE, purchasing land, hiring a developer, supervising construction, guiding the school's fiscal priorities, managing cash flow, establishing budgets, hiring a full staff, purchasing everything from curriculum to clocks, marketing the school, overseeing registration and record keeping, etc.

08/12-7/2016:                      Salt Lake City School District: Glendale Middle School

**6th Grade Classroom Teacher**- Job duties included: educating students in mathematics, language arts, spelling, grammar, citizenship, literature, character development, social studies,

science, and art. I was a member of the school turnaround team and I have been responsible for presenting professional development courses for my colleagues in data-driven instruction.

08/10-06/12: American Preparatory Academy

**6th Grade Classroom Teacher-** Job duties included teaching 30 sixth graders all subjects, and developing a positive, joyful, and rigorous classroom environment.

01/08-8/10: Utah Safety Council

**Instructional Designer-** Job duties included coordinating and managing the Utah Safety Council occupational safety training program. Responsible for: training quality and curriculum of all occupational training courses, federal and state grant writing, maintenance of private contracts, and providing individualized training curriculum for customers.

## **Education**

**Southern Utah University**  
Masters Degree of Education  
Leadership in Education and Administrative Development – 2017

**University of Utah**  
Masters Degree of Education  
Instructional Design and Educational Technology – 2012

**University of Utah**  
Bachelors Degree of Art  
English- 2007

## **Certification**

Utah Administrative/Supervisory License  
Utah Level 2 Teaching License

## **Other**

Candidate for the Utah State House of Representatives District 49-

Received nearly 9000 votes but lost by 2%. I campaigned on greater funding for schools, and nearly defeated a five-year incumbent republican in a very conservative leaning district. I am an excellent community organizer both in my professional duties and in my political objectives. My campaign knocked on over 12,000 doors and raised nearly \$40,000.

Crucial Conversations Certified Trainer-

This is an excellent training that I proved to my teachers and staff that helps build high performing, and positive work cultures.

# Adam Gerlach

## Objective

My goal is to further my career as an educator as a charter school director for Wallace Stegner Academy; using researched based methodologies to assist students in achievement, and make a difference in the life of my students. I am an expert in using technology in the classroom to promote the acquisition skills that ultimately lead to higher level thinking skills. I have trained dozens of teachers to be successful in their own classrooms. I create a positive classroom-learning environment that makes it possible for students to succeed. I am also very capable of leading a team to help promote better teaching practices and the achievement of all students.

## Experience

American Preparatory Academy, Legacy Preparatory Academy, Glendale Middle School 2006-2015

6<sup>th</sup> Grade Teacher- Responsible for educating my 6<sup>th</sup> grade students as well as other students in a 4-6 environment. Responsible for training new teachers and instructors how to develop themselves as effective teachers. Collaborated with other team members in PLCs to facilitate student learning and streamline school operations. Worked as team lead. Helped create, establish, and maintain achievement-leveled groupings for students in Math and Reading for 300 students and 12 teachers. Trained teachers and administrators how to teach achievement-leveled groups. Collaborated with other team members in PLCs to facilitate student learning and streamline school operations. Used data often to inform and improve my instruction.

Self Employed

2001-Current

Owner and manager of a window cleaning and Christmas lights company. Responsible for training employees to complete tasks in an acceptable manner. Ensured client satisfaction.

Wallace Stegner Academy Board of Directors 2013-2015

Served as Vice Chair. Responsible for drafting and editing 140-page charter. Creation of budget. Researching Curriculum and Best Practices. Influential in helping Wallace Stegner Academy receive approval from the USOE.

Wallace Stegner Academy of Utah 2015-Current

Co-Executive Director. Responsible for hiring and training staff. Creating and managing a budget of millions of dollars. Procuring furniture and resources for an entire school. Responsible for recruiting parents and students. Meeting with various subcontractors to meet the needs of a school. Purchasing and developing curriculum. During my time at WSA I have helped lead the school to being the top performing Title One charter school in the State of Utah.

## Education

Weber State University

1999-2003

Bachelor's Degree in Psychology

Southern Utah University

2020-2022

Master's Degree in Educational Leadership



**Certification and  
Training**

Level 2 Teaching Certification- (Elementary 1-8)

ESL Endorsement

Champs Positive behavior management

Teach Like a Champion Train the Trainer

Explicit Instruction

Data Driven Instruction

# Kyle R. McOmber

---

## Work Experience

### **Director, School Resource Development**

Academica Nevada

**Las Vegas, NV**

10/2016 - Present

- Direct team efforts on charter development.
- Provide support through training and assistance through the application process.
- Direct marketing efforts and engagement with community partners for new schools.

### **Fellow**

Building Excellent Schools

**Las Vegas, NV**

8/2016-10/2016

- Building Excellent Schools (BES) trains high-capacity individuals to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools.
- The Fellowship - a rigorous, yearlong, comprehensive training program in urban charter school creation and leadership - has resulted in the establishment of more than 100 schools in 15 states and the District of Columbia. BES schools educate over 25,000 students annually, in schools that span grades Pre-K–12.
- BES holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions, and governance.

### **Educational Operations Analyst**

Public Consulting Group

**Washington, D.C.**

9/2015-8/2016

- Co-led team effort that successfully secured a Request For Proposal for helping Delaware schools receive reimbursement for Medicaid services.
- Trained and supported more than 100 school districts on using company products to improve student IEP and 504 processes.
- Ensured client and community needs are met by meeting frequently with local educational leaders.

### **Finance, Operations, and Strategic Initiatives Intern**

DC Public Charter School Board

**Washington, D.C.**

2/2015-8/2015

- Reviewed the quarterly financial performance of 115 charter schools operated by 62 nonprofits.
- Created professional develop plan for more than 30 office employees through primary research.
- Assisted HR in candidate reviews for open positions by sourcing, narrowing down and interviewing candidate pools.

### **Education Policy Intern**

HCM Strategists

**Washington, D.C.**

1/2014-8/2014

- Advocated and advanced effective education policies through writing policy reports, legislative hearing briefs and client memos.
- Performed literature, systematic reviews and interviews to identify and process new sources of information
- Attended congressional hearings, conferences and seminars to stay current on developments in educational policy.

**Teach for America, 2011 Corps Member****Raleigh/Durham, NC**

Teach For America, Eastern North Carolina Corps

5/2011-6/2013

- Selected from competitive pool of approximately 20,000 applicants to join national teacher corps of recent college graduates and professionals who commit two years to teach in low performing public schools.
- Led approximately 175 students towards high academic achievement with exam benchmarks at 81% and 92% for class averages; End-of-Year State Exam 97% pass rate.
- Contributed to Davie Middle School in becoming one of only two schools in the Halifax County School District to achieve “high-growth,” during the 2011-12 SY.

**Educational Experience****American University****Washington, D.C.**

- Master of Public Administration, School of Public Affairs, May 2015
- Recipient of Graduate Honor Award Scholarship.

**Brigham Young University****Provo, UT**

- Bachelor of Arts: History, April 2010
  - Minor: Business Administration
- Fluency in Spanish (16 credit hours)

# STUDENT CULTURE RUBRIC

Campus: \_\_\_\_\_ Date: \_\_\_\_\_

SCHOOL-WIDE SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
<b>Breakfast</b>	<ul style="list-style-type: none"> <li>BB and breakfasts set out at 7:30 by custodian</li> <li>Teacher monitors are on time and are actively monitoring</li> <li>Room is silent</li> <li>95% of students are doing independent reading without reminder</li> <li>100% of students are seated or moving with permission</li> <li>90% of students have arrived 5 minutes prior to Circle</li> <li>Transition to Circle is quiet and quick</li> <li>HW collection system runs seamlessly and requires no management from school leaders</li> <li>Systems guarantee that students leave eating area clean</li> </ul>	<ul style="list-style-type: none"> <li>BB and breakfasts set out at 7:00 by custodian</li> <li>Teacher monitors are on time and are mostly actively monitoring</li> <li>Room is silent</li> <li>90% of students are doing independent reading without reminder</li> <li>90% of students are seated or moving with permission</li> <li>85% of students have arrived 5 minutes prior to Circle</li> <li>Transition to Circle is quiet and quick</li> <li>HW collection system runs seamlessly and requires no management from school leaders</li> <li>Systems guarantee that students leave eating area clean</li> </ul>	<ul style="list-style-type: none"> <li>BB and breakfasts are not yet set out upon student arrival at 7:00</li> <li>Teacher monitors are late and/or not actively monitoring</li> <li>Frequent reminders must be made to keep the room silent</li> <li>80% of students are doing independent reading without reminder</li> <li>A significant number of students are moving about the cafeteria without permission</li> <li>80% of students have arrived 5 minutes prior to Circle</li> <li>Transition to Circle is inefficient</li> <li>HW collection system requires management from school leaders</li> <li>Some students clean up in eating area, but cafeteria is left somewhat messy</li> </ul>	<ul style="list-style-type: none"> <li>BB and breakfasts are not yet set out upon student arrival at 7:00</li> <li>Teacher monitors are late and are not actively monitoring</li> <li>Frequent reminders must be made to keep the room silent</li> <li>Less than 80% of students are doing independent reading without reminder</li> <li>A significant number of students are moving without permission</li> <li>Less than 80% of students have arrived 5 minutes prior to Circle</li> <li>Transition to Circle is inefficient and requires correction from teachers and school leaders</li> <li>HW collection system is not in place</li> <li>Cafeteria is left messy</li> </ul>
<b>Community Circle</b>	<ul style="list-style-type: none"> <li>Circle is organized such that all students can see and actively participate in circle activities.</li> <li>All circle topics address core values, college, or community needs.</li> <li>All students are silent and tracking the speaker.</li> <li>Students are engaged and participate enthusiastically.</li> <li>Leader encourages student participation through relevant questions and/or student presentation.</li> <li>Leader provides opportunity for teachers to present or give input.</li> <li>All transitions within circles are silent, smooth, and efficient.</li> <li>Leader always models taxonomy techniques (cold call, CFU, positive framing)</li> </ul>	<ul style="list-style-type: none"> <li>Circle is organized such that almost all students can see and actively participate in circle activities.</li> <li>Almost all circle topics address core values, college, or community needs.</li> <li>95% of students are silent and tracking the speaker.</li> <li>Students are engaged and participate.</li> <li>Leader encourages student participation through relevant questions and/or student presentation.</li> <li>Leader provides opportunity for teachers to present or give input.</li> <li>Transitions within circles are mostly silent, smooth, and efficient.</li> <li>Leader consistently models taxonomy techniques (cold call, CFU, positive framing)</li> </ul>	<ul style="list-style-type: none"> <li>Circle is somewhat disorganized such that some students are unable to see and participate in circle activities.</li> <li>Circle topics may not be connected to core values, college, or community needs.</li> <li>There are some side conversations and not all students are tracking the speaker.</li> <li>Students participate begrudgingly.</li> <li>Leader does not encourage student participation with questions or student presentation.</li> <li>Leader infrequently opens the floor for other adult voices.</li> <li>Transitions within circle can be noisy or take too long.</li> <li>Leader occasionally models taxonomy techniques (cold call, CFU, positive framing)</li> </ul>	<ul style="list-style-type: none"> <li>Circle is poorly organized, limiting students' ability to see and participate in circle activities.</li> <li>Circle topics are not connected to core values, college, or community needs.</li> <li>Side conversations disrupt the flow of Circle</li> <li>Students do not participate.</li> <li>Other adults do not participate.</li> <li>Transitions within circle are almost always noisy and take too long.</li> <li>Leader does not model taxonomy techniques (cold call, CFU, positive framing)</li> </ul>

## STUDENT CULTURE RUBRIC

SCHOOL-WIDE SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
<b>Leader Tone</b>	<ul style="list-style-type: none"> <li>Leaders are always upbeat, motivational, and inspiring.</li> <li>Positive Framing: leaders narrate the positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students</li> <li>Leaders are attentive to every detail in school and address those that are out of place immediately.</li> <li>Leaders carry themselves with confidence and authority so that students are keenly aware of their presence.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders are most often upbeat, motivational, and inspiring with occasional moments of ineffective tone, language or delivery.</li> <li>Positive Framing: leaders almost always narrate the positive student behaviors (only rarely calling out the negative) and use praise, challenge and aspiration to motivate the students</li> <li>Leaders are attentive to most details in school and address those that are out of place quickly.</li> <li>Leaders carry themselves with confidence and authority so that students are aware of their presence.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders seem overwhelmed or aloof and only make occasional attempts at being motivated and inspiring</li> <li>Leaders narrate negative rather than positive behaviors.</li> <li>Leaders are inconsistent with recognizing details and/or addressing those quickly.</li> <li>Acts of student misbehavior occur within the presence of the principal.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders seem overwhelmed, aloof, and do not make occasional attempts at being motivated and inspiring.</li> <li>Leaders are mostly negative in their interactions with students and teachers</li> <li>Leaders do not recognize details and/or do not address those quickly.</li> <li>Acts of student misbehavior occur within the presence of the principal.</li> </ul>
<b>Lunch</b>	<ul style="list-style-type: none"> <li>Lunches are set up beforehand</li> <li>Lunch lines are highly organized</li> <li>Teacher monitor completes lunch tracking system</li> <li>Lunch is served within 10 min</li> <li>Students are seated during lunch according to grade level.</li> <li>Transition to clean up and dismissal occur with little to no teacher intervention</li> <li>Students are engaged in polite conversation at a reasonable tone</li> <li>Students wipe tables, clean up the floor.</li> <li>Student leaders monitor that clean-up is complete</li> <li>Students respond immediately to hand clap signaling the end of lunch</li> <li>Dismissal is complete within 5 min.</li> <li>ES/MS: No movement without permission.</li> <li>ES/MS: Teachers are on time for pick-up from lunch</li> <li>ES/MS: Dismissal is silent.</li> </ul>	<ul style="list-style-type: none"> <li>Lunches are set up beforehand</li> <li>Lunch lines are organized with minimal disruptions</li> <li>Teacher monitor completes lunch tracking system</li> <li>Lunch is served within 10 min</li> <li>Students are seated during lunch according to grade level.</li> <li>Transition to clean up and dismissal occur with little to no teacher intervention</li> <li>Students are engaged in polite conversation at a reasonable tone</li> <li>Students wipe tables, clean up the floor.</li> <li>Student leaders and teachers monitor that clean-up is complete.</li> <li>Students respond to hand clap signaling the end of lunch</li> <li>Dismissal is complete within 5 min.</li> <li>ES/MS: No movement without permission.</li> <li>ES/MS: Teachers are on time for pick-up from lunch</li> <li>ES/MS: Dismissal is silent.</li> </ul>	<ul style="list-style-type: none"> <li>Lunch is not yet set up when students arrive</li> <li>Lines are disorganized, making lunch tracking difficult</li> <li>Teacher monitors sometimes complete lunch tracking system</li> <li>Teachers and leaders have to give frequent reminders for clean-up</li> <li>Students need frequent reminders to be silent during clean-up/dismissal</li> <li>Student conversation is either loud or happens at inappropriate times</li> <li>Hand clap must be repeated in order for students to respond.</li> <li>After dismissal the cafeteria requires cleaning</li> <li>Dismissal is complete within 10 minutes.</li> <li>ES/MS: There is an excess of student movement during lunch</li> <li>ES/MS: Teachers arrive late for student pick-up</li> <li>ES/MS: Dismissal is quiet, but not silent.</li> </ul>	<ul style="list-style-type: none"> <li>Lunch is not yet set up when students arrive</li> <li>Lines are disorganized, making lunch tracking difficult</li> <li>Teacher monitors do not complete lunch tracking system</li> <li>Students do not clean up on their own area</li> <li>Students need frequent reminders to be silent during clean-up/dismissal</li> <li>Students do not respond to the hand clap with silence and tracking.</li> <li>After dismissal the cafeteria requires cleaning</li> <li>Tone of lunch is loud or students are engaged in inappropriate discussions</li> <li>ES/MS: There is an excess of student movement during lunch</li> <li>ES/MS: Teachers arrive late for student pick-up</li> <li>ES/MS: Dismissal is loud</li> </ul>

## STUDENT CULTURE RUBRIC

SCHOOL-WIDE SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
<b>Check-Out Dismissal</b>	<ul style="list-style-type: none"> <li>○ ES/MS: Students will have materials ready for checkout before they enter the classroom. 90% of students are reading independently without adult instruction.</li> <li>○ ES/MS: Students are silent in the hallway and in the classroom without adult instruction.</li> <li>○ There are no students in hallways after dismissal.</li> <li>○ ES/MS: All teachers walk their detention/study hall students silently to the proper room; all teachers walk the remaining students silently to the exit. Students do not need reminders.</li> <li>○ Outside building teacher supervisor is present on time and creates pleasant but not silent environment for 15 mins. (not DTMS) Students do not require correction.</li> <li>○ Students outside are not running or touching one another</li> <li>○ Students must respond immediately to hand clap or other instruction.</li> <li>○ Transition back into building is silent without correction.</li> <li>○ Students begin homework automatically.</li> <li>○ Atmosphere is quiet and businesslike.</li> </ul>	<ul style="list-style-type: none"> <li>○ ES/MS: Students have materials ready for checkout without prompting as soon as they enter the classroom.</li> <li>○ ES/MS: Students are silent in the hallway and during the checkout process.</li> <li>○ There are few students in hallways after dismissal.</li> <li>○ ES/MS: All teachers walk their detention/study hall students silently to the proper room; all teachers walk the remaining students silently to the exit.</li> <li>○ Outside building teacher supervisor is present on time and creates pleasant but not silent environment for 15 mins. (not DTMS)</li> <li>○ Students outside are not running or touching one another</li> <li>○ Students must respond immediately to hand clap or other instruction.</li> <li>○ Transition back into building is silent.</li> <li>○ Students begin homework automatically.</li> <li>○ Atmosphere is quiet and businesslike.</li> </ul>	<ul style="list-style-type: none"> <li>○ ES/MS: Students need teacher prompting to get materials out for checkout</li> <li>○ ES/MS: Students have some side conversations during checkout process.</li> <li>○ There are many students in hallways after dismissal.</li> <li>○ ES/MS: Some teachers walk their detention/study hall students silently to the proper room; some walk the remaining students silently to the exit.</li> <li>○ Outside building teacher supervisor is sometimes late and and/or creates a loose environment for 15 mins. (not DTMS)</li> <li>○ Some students outside are running or touching one another.</li> <li>○ Students do not respond immediately to hand clap or other instruction the first time they are given.</li> <li>○ Transition back into building is quiet, but not silent.</li> <li>○ Students begin homework with teacher/leader instructions.</li> <li>○ Atmosphere is somewhat noisy.</li> </ul>	<ul style="list-style-type: none"> <li>○ ES/MS: Students need multiple teacher prompts to get materials out for checkout</li> <li>○ ES/MS: Students have numerous side conversations during checkout process.</li> <li>○ There are many students in hallways after dismissal.</li> <li>○ ES/MS: Few teachers walk their detention/study hall students silently to the proper room; few walk the remaining students silently to the exit.</li> <li>○ Outside building teacher supervisor is often late and and/or creates a loose environment for 15 mins. (not DTMS)</li> <li>○ Many students outside are running or touching one another.</li> <li>○ Students do not respond immediately to hand clap or other instruction the first time they are given and/or respond disrespectfully.</li> <li>○ Transition back into building is noisy.</li> <li>○ Students begin homework with multiple reminders of teacher/leader instructions.</li> <li>○ Atmosphere is noisy.</li> </ul>

## STUDENT CULTURE RUBRIC

SCHOOL-WIDE SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
<b>Dress Code</b>	<ul style="list-style-type: none"> <li>○ 100% Shirts tucked in</li> <li>○ 100% uniform belts, shoes, pants, dresses</li> <li>○ 100% Student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS</li> <li>○ 100% No extras (coats, non-uniform sweaters, etc.)</li> <li>○ Uniform discrepancies are identified and acted upon</li> </ul>	<ul style="list-style-type: none"> <li>○ 95% Shirts tucked in</li> <li>○ 95% uniform belts, shoes, pants, dresses</li> <li>○ 95% Student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS</li> <li>○ 95% No extras (coats, non-uniform sweaters, etc.)</li> <li>○ Uniform discrepancies are identified and acted upon</li> </ul>	<ul style="list-style-type: none"> <li>○ 90% Shirts tucked in</li> <li>○ 90% uniform belts, shoes, pants, dresses</li> <li>○ 90% Student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS</li> <li>○ 90% No extras (coats, non-uniform sweaters, etc.)</li> <li>○ Uniform discrepancies are identified and not acted upon</li> </ul>	<ul style="list-style-type: none"> <li>○ Less than 90% Shirts tucked in</li> <li>○ Less than 90% uniform belts, shoes, pants, dresses</li> <li>○ Less than 90% Student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS</li> <li>○ Less than 90% No extras (coats, non-uniform sweaters, etc.)</li> <li>○ Uniform discrepancies are not identified</li> </ul>
<b>Common Spaces</b>	<ul style="list-style-type: none"> <li>○ Bulletin boards are attractive and promote student learning and the school's mission</li> <li>○ Bulletin boards are updated (student work is no more 3 – 4 weeks old)</li> <li>○ Clutter-free: bags, coats and other objects have a designated place</li> </ul>	<ul style="list-style-type: none"> <li>○ Bulletin boards are filled and promote student learning and the school's mission</li> <li>○ Mostly Clutter-free: almost all bags, coats and other objects have a designated place</li> </ul>	<ul style="list-style-type: none"> <li>○ Bulletin boards are inconsistently used to promote student learning/mission</li> <li>○ Somewhat cluttered: some bags, coats and other objects do not have a designated place</li> </ul>	<ul style="list-style-type: none"> <li>○ Bulletin boards are inconsistently used to promote student learning/mission</li> <li>○ Somewhat cluttered: some bags, coats and other objects do not have a designated place</li> </ul>

## STUDENT CULTURE RUBRIC

TEACHER PROFICIENCIES	Advanced	Proficient	Working Towards	Needs Improvement
<b>Positive Framing and Teacher Tone</b>	<ul style="list-style-type: none"> <li>90-100% of teachers are upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of classroom is efficient, respectful and positive.</li> <li>Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> </ul>	<ul style="list-style-type: none"> <li>75-90% of teachers are upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of the classroom is efficient, respectful and positive.</li> <li>Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.</li> </ul>	<ul style="list-style-type: none"> <li>60-75% of teachers are upbeat, positive, motivated, and inspiring in the classroom.</li> <li>The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity.</li> <li>Does not use positive framing OR narrates negative student behaviors as often as positive, Or teacher does not use positive framing and inconsistently uses praise, challenge or aspiration to motivate students.</li> </ul>	<ul style="list-style-type: none"> <li>Most teachers are uninspiring and/or negative in the classroom</li> <li>The general tone of classroom is inefficient and/or negative.</li> <li>Does not use positive framing, and does not work to motivate students.</li> </ul>
<b>Student Joy &amp; Engagement</b>	<ul style="list-style-type: none"> <li>Students seem to be joyful and excited to be in school</li> <li>90-100% of students are engaged in classroom activities.</li> <li>Older students internalize and model behavioral expectations without teacher supervision.</li> <li>100% of students exhibit STARS or professional posture</li> </ul>	<ul style="list-style-type: none"> <li>Most students seem to be joyful and excited to be in school</li> <li>80-90% of students are engaged in classroom activities.</li> <li>Older students internalize and model behavioral expectations with minimal teacher supervision.</li> <li>90% of students exhibit STARS or professional posture</li> </ul>	<ul style="list-style-type: none"> <li>While many students seem joyful, there are notable instances of student arguments and/or lack of joy</li> <li>70-80% of students are engaged in classroom activities.</li> <li>The older students have not internalized behavioral expectations and are resistant to those expectations.</li> <li>70% of students exhibit STARS or professional posture</li> </ul>	<ul style="list-style-type: none"> <li>Students generally seem disinterested in school</li> <li>Less than 70% of students are engaged in classroom activities.</li> <li>The older students have not internalized behavioral expectations and are more resistant to those expectations than younger students</li> <li>Less than 70% of students exhibit STARS or professional posture</li> </ul>
<b>Strong Voice</b>	<ul style="list-style-type: none"> <li>Economy of language: minimal language is used to build student compliance</li> <li>Don't talk over students: adults never talk over student chitchat</li> <li>Do not engage: adults never engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults always use square up/stand still and proximity to maintain student compliance</li> <li>Quiet power: teacher always speaks slowly and quietly to develop compliance</li> </ul>	<ul style="list-style-type: none"> <li>Economy of language: minimal language is used to build student compliance</li> <li>Teachers/leaders rarely allow student side conversations while talking</li> <li>Teachers/leaders rarely engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults almost always use square up/stand still and proximity to maintain student compliance</li> <li>Quiet power: teacher almost always speaks slowly and quietly to develop compliance</li> </ul>	<ul style="list-style-type: none"> <li>More language is used than needed to build student compliance</li> <li>Teachers/leaders sometimes allow student side conversations while talking</li> <li>Teachers/leaders sometimes engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults sometimes use square up/stand still and proximity to maintain student compliance</li> <li>Quiet power: teacher sometimes speaks slowly and quietly to develop compliance</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are so verbose that students do not understand compliance requested</li> <li>Student side conversations often occur while teacher is talking</li> <li>Teachers/leaders often engage student excuses/distractions during correction of student misbehavior</li> <li>Non-verbal authority: adults rarely use square up/stand still and proximity to maintain student compliance</li> <li>Quiet power: teacher rarely speaks slowly and quietly to develop compliance</li> </ul>
<b>What to Do</b>	<ul style="list-style-type: none"> <li>Directions are specific, concrete, sequential, observable steps; steps are small enough that every student easily complies</li> <li>Narrate compliance instead of telling what <u>not</u> to do</li> </ul>	<ul style="list-style-type: none"> <li>Directions are specific, concrete, sequential, observable steps; sometimes more specific steps need to be offered if a few students do not comply on first attempt</li> <li>Narrate compliance instead of telling what <u>not</u> to do</li> </ul>	<ul style="list-style-type: none"> <li>Directions sometimes lack being specific, concrete, sequential and/or observable</li> <li>More specific directions are not offered if students do not comply</li> <li>Teacher sometimes narrates what <u>not</u> to do</li> </ul>	<ul style="list-style-type: none"> <li>Directions are vague and difficult to follow/understand</li> <li>Teacher often narrates what <u>not</u> to do</li> </ul>

## STUDENT CULTURE RUBRIC

TEACHER PROFICIENCIES	Advanced	Proficient	Working Towards	Needs Improvement
<b>100%</b>	<ul style="list-style-type: none"> <li>Least invasive interventions (mostly non-verbals, group reminders, positive framing)</li> <li>Less than 10% of class time is spent redirecting students</li> <li>100% of hands raised during review of material</li> <li>100% of students are on task during group work</li> <li>100% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>Least invasive interventions (some verbal and some non-verbal redirects)</li> <li>20% of class time spent redirecting students</li> <li>90% of hands raised during review of material</li> <li>90% of students are on task during group work</li> <li>90% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>Teacher mostly uses invasive interventions (verbal reminders and redirects; too much teacher talk)</li> <li>40% of class time spent redirecting students</li> <li>80% of hands raised during review of material</li> <li>80% of students are on task during group work</li> <li>80% of students are able to answer upon being cold-called</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses all invasive interventions (verbal reminders and redirects; too much teacher talk; rhetorical questions)</li> <li>60% of class time spent redirecting students</li> <li>Less than 80% of hands raised during review of material</li> <li>Less than 80% of students are on task during group work</li> <li>Less than 80% of students are able to answer upon being cold-called</li> </ul>
<b>Student Response to Correction</b>	<ul style="list-style-type: none"> <li>Immediate</li> <li>Silent</li> <li>Teacher correction is accomplished through direct eye contact</li> <li>Positive/Respectful</li> <li>Behavior does not reoccur within the same period</li> </ul>	<ul style="list-style-type: none"> <li>Fairly quick</li> <li>Silent</li> <li>Teacher correction is nonverbal (tap on the desk, hand signal, etc)</li> <li>Neutral/Respectful</li> <li>Behavior does not reoccur within the same period</li> </ul>	<ul style="list-style-type: none"> <li>There is wait time before the action is corrected</li> <li>Teacher correction is verbal.</li> <li>Student responds but not immediately</li> <li>Student responds negatively, but corrects action (rolls eyes, sucks teeth, sigh)</li> <li>Student action has to be corrected multiple times within a period</li> </ul>	<ul style="list-style-type: none"> <li>Student doesn't respond</li> <li>Student talks back (open defiance)</li> <li>Student only responds after the threat of a serious consequence.</li> </ul>
<b>Do it Again</b>	<ul style="list-style-type: none"> <li>Student group actions are done uniformly every time</li> <li>There is no evident need for "Do It Again;" it clearly has been done before</li> </ul>	<ul style="list-style-type: none"> <li>When student group actions are done incorrectly (walking in hallway, taking out materials, etc.), teacher has class repeat actions 100% of the time</li> <li>Actions are repeated until 100% of the students are compliant</li> </ul>	<ul style="list-style-type: none"> <li>When student group actions are done incorrectly (walking in hallway, taking out materials), teacher has class repeat actions 75%+ of the time</li> <li>Actions are repeated until 90% of the students are compliant</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not ask student to repeat incorrect group actions regularly</li> <li>When repeated, student behavior is still noncompliant</li> </ul>
<b>Tracking</b>	<ul style="list-style-type: none"> <li>100% tracking of teachers</li> <li>90% tracking of peers</li> </ul>	<ul style="list-style-type: none"> <li>100% tracking of teachers</li> <li>80% tracking of peers</li> </ul>	<ul style="list-style-type: none"> <li>90% tracking of teachers</li> <li>70% tracking of peers</li> </ul>	<ul style="list-style-type: none"> <li>Less than 90% tracking of teachers</li> <li>Less than 70% tracking of peers</li> </ul>

## STUDENT CULTURE RUBRIC

CLASSROOM SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
<b>Entry</b>	<ul style="list-style-type: none"> <li>90 – 100% of students enter the classroom in less than one minute</li> <li>100% of teachers greet 100% of their students with a handshake and greeting</li> <li>All teachers ensure that 100% of students give eye contact and return the greeting. Students that do not comply are asked to re-greet</li> <li>100% of students enter the classroom and follow set directions or classroom routines</li> <li>100% of teachers are standing at the door waiting to receive students for their next class</li> <li>100% of classes start on time or within 2 minutes of receiving class</li> <li>90% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>80% - 90% of students enter the classroom in less than one minute</li> <li>90% of teachers greet 100% of their students with a handshake and greeting</li> <li>90% of teachers ensure that 100% of students give eye contact and return the greeting. Students that do not comply are asked to re-greet</li> <li>90% of students enter the classroom and follow set directions or classroom routines</li> <li>90% of teachers are standing at the door waiting to receive students for their next class</li> <li>90% of classes start on time or within 2 minutes of receiving class</li> <li>80% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>70% - 80% of students enter the classroom in less than one minute</li> <li>70% - 80% of teachers greet 100% of their students with a handshake and greeting</li> <li>80% of teachers ensure that 100% of students give eye contact and return the greeting. Students that do not comply are asked to re-greet</li> <li>80% of students enter the classroom and follow set directions or classroom routines</li> <li>80% of teachers are standing at the door waiting to receive students for their next class</li> <li>80% of classes start on time or within 2 minutes of receiving class</li> <li>70% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Less than 70% of students enter the classroom in less than one minute</li> <li>Teachers rarely greet students</li> <li>Less than 70% of students enter the classroom and follow set directions or classroom routines</li> <li>Less than 70% of teachers are standing at the door waiting to receive students for their next class</li> <li>Less than 80% of classes start on time or within 2 minutes of receiving class</li> <li>Less than 70% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.)</li> </ul>
<b>Distributing/Collecting Work &amp; Lesson materials</b>	<ul style="list-style-type: none"> <li>90 – 100% of teachers display evidence of a system for distributing/collecting work that is efficient and routinized</li> <li>90% - 100% of students are silent or engaged in an activity while work is being collected or distributed</li> </ul>	<ul style="list-style-type: none"> <li>80% – 90% of teachers display evidence of a system for distributing/collecting work that is efficient and routinized</li> <li>80% - 90% of students are silent or engaged in an activity while work is being collected or distributed</li> </ul>	<ul style="list-style-type: none"> <li>70% - 80% of teachers display evidence of a system for distributing/collecting work that is efficient and routinized</li> <li>70% - 80% of students are silent or engaged in an activity while work is being collected or distributed</li> </ul>	<ul style="list-style-type: none"> <li>Less than 70% of teachers display evidence of a system for distributing/collecting work that is efficient and routinized</li> <li>Less than 70% of students are silent or engaged in an activity while work is being collected or distributed</li> </ul>
<b>Transition bet. activities</b>	<ul style="list-style-type: none"> <li>Efficient, time-saving (30 sec) routine</li> <li>Silent or the talking is directly connected to the content</li> <li>Teacher initiated using economy of language (Teacher says “transition” and students move)</li> <li>Immediately after the transition students begin task.</li> <li>Students know how to adjust the physical setting. (MS/HS Teacher initiated).</li> <li>Evidence of a routine</li> </ul>	<ul style="list-style-type: none"> <li>Efficient, time-saving ( up to 1 min) routine</li> <li>Silent or the talking is directly connected to the content</li> <li>Teacher facilitated</li> <li>After the transition students are waiting for directions.</li> <li>Students know how to adjust the physical setting. (MS/HS Teacher facilitated).</li> <li>Evidence of a routine</li> </ul>	<ul style="list-style-type: none"> <li>Inefficient, more than one minute</li> <li>Off task talking, too noisy</li> <li>Teacher has to repeat directions.</li> <li>After the transition students are off task.</li> <li>Physical setting is not adjusted</li> <li>Not a clearly established routine, teacher has to redo the transition</li> </ul>	<ul style="list-style-type: none"> <li>Inefficient, more than one minute</li> <li>Off task talking, too noisy</li> <li>Teacher has to repeat directions.</li> <li>After the transition students are off task.</li> <li>Physical setting is not adjusted</li> <li>Not a clearly established routine, teacher has to redo the transition</li> </ul>

## STUDENT CULTURE RUBRIC

CLASSROOM SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
<b>Exit from Class</b>	<ul style="list-style-type: none"> <li>Class ends on time with sufficient time to line up students</li> <li>Teacher uses a consistent system to have students line up that is organized, quick, and efficient</li> <li>Teacher ensures that the students are silent before leaving for the next class</li> <li>Teacher leads students to the next class</li> <li>During the transition the students remain silent without teacher reminder</li> </ul>	<ul style="list-style-type: none"> <li>Class ends on time</li> <li>Teacher uses a consistent system to have students line up that is organized, quick and efficient</li> <li>Students are silent in line</li> <li>Teacher leads students to the next class</li> <li>During transition the students may need reminders to stay silent in line</li> </ul>	<ul style="list-style-type: none"> <li>Class ends in a rushed or hurried way or goes over time</li> <li>Teacher lines up students in a disorganized way, or does not check to see that all students are ready to be lined up</li> <li>Students are talking in line</li> <li>Teacher does not lead students all the way to the next class</li> <li>During the transition students are not silent</li> </ul>	<ul style="list-style-type: none"> <li>Class ends late or in a rushed or hurried way</li> <li>No evidence of a systematic dismissal process is evident</li> <li>Students are openly talking in line</li> <li>Teacher does not lead students to the next class</li> <li>Students are loud and disorganized during the transition.</li> </ul>
<b>Transitions between classes</b>	<ul style="list-style-type: none"> <li>Hallways are silent (ES/MS)</li> <li>100% of students make transition to class within the given amount of time</li> <li>All students are walking urgently to class</li> </ul>	<ul style="list-style-type: none"> <li>90% of the students are silent(ES/MS)</li> <li>95% of students make transition to class within the given amount of time. Students who don't receive a clear consequence.</li> <li>Most students are walking urgently to class</li> </ul>	<ul style="list-style-type: none"> <li>75% of the students are silent(ES/MS)</li> <li>90% of students make transitions to class within the given amount of time. Students who don't receive a clear consequence.</li> <li>Students are inconsistently walking to class.</li> </ul>	<ul style="list-style-type: none"> <li>Below 75% of the students are silent(ES/MS)</li> <li>Less than 90% of students make transitions to class within the given amount of time. Students who don't receive a clear consequence.</li> <li>Students are running or roughhousing on the way to class.</li> <li>Students are purposely walking slowly to class</li> </ul>
<b>Student Binders/ Notebooks</b>	<ul style="list-style-type: none"> <li>100% of papers are filed (there are no loose papers in binders or backpacks)</li> <li>90% of all papers in student binders are in the appropriate section</li> <li>Binders are organized in chronological order</li> <li>Binder tabs are appropriate to subject matter</li> <li>Students can readily produce material from binder to use as resources</li> <li>100% of student binders reflect the teacher's organizational system</li> <li>Teacher monitors student binders twice per marking cycle</li> </ul>	<ul style="list-style-type: none"> <li>90% of student papers are filed</li> <li>80% of all papers in student binders are in the appropriate sections</li> <li>Binders are organized in chronological order</li> <li>Binder tabs are appropriate to subject matter</li> <li>90% of students can readily produce resources from their binders or notebooks</li> <li>90% of student binders reflect the teacher's organizational system</li> <li>Teacher monitors student binders once per marking cycle</li> </ul>	<ul style="list-style-type: none"> <li>80% of student papers are filed</li> <li>There are a significant amount of papers in the front or back pockets of the binders</li> <li>No attention paid to chronological ordering in the binder</li> <li>Binder tabs are not appropriate to subject area, or all work is being filed into one or two tabs</li> <li>80% of students can produce resources from their binders or notebooks</li> <li>80% of student binders reflect the teacher's organizational system</li> <li>Teacher does not monitor student binders</li> </ul>	<ul style="list-style-type: none"> <li>Less than 80% of student papers are filed</li> <li>Many papers in the front or back pockets of the binders</li> <li>Binder has no chronological order</li> <li>Binder tabs are not appropriate to subject area or are misused/absent</li> <li>Less than 80% of students can produce resources from their binders or notebooks</li> <li>Less than 80% of student binders reflect the teacher's organizational system or there is no system</li> <li>Teacher does not monitor student binders</li> </ul>

## STUDENT CULTURE RUBRIC

CLASSROOM SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
<b>Learning Maps / Assignment Pads</b>	<ul style="list-style-type: none"> <li>100% of students use an assignment pad to capture all homework assignments or 100% of middle school students can produce their syllabi/agendas</li> <li>All homework assignments are posted as part of the daily agenda</li> <li>Teacher always allots ample time have students write down homework assignments</li> <li>Teacher takes time to explain directions on all non-routine homework assignments</li> <li>100% of students have a designated folder or notebook for each subject to keep all homework assignments</li> <li>Homework folders are used exclusively for homework and are free of clutter and older papers</li> </ul>	<ul style="list-style-type: none"> <li>90% of students use an assignment pad to capture all homework assignments/90% of all middle school students can produce syllabi/agendas</li> <li>All homework assignments are posted as part of daily agenda</li> <li>Teacher allots ample time to have students write down homework assignments 90% of the time</li> <li>Teacher takes time to explain all non-routine homework assignments</li> <li>90% of all students have a designated folder or notebook for each subject to keep all homework assignments</li> <li>Homework folders are used exclusively for homework and are free of clutter and older papers</li> </ul>	<ul style="list-style-type: none"> <li>80% of students use an assignment pad to capture all homework assignments/80% of all middle school students can produce syllabi/agendas</li> <li>Homework assignments inconsistently posted as part of daily agenda</li> <li>Teacher infrequently allots ample time to have students write down homework assignments</li> <li>Teacher does not preview homework assignments</li> <li>Less than 90% of students have a designated homework folder or notebook for each subject to keep all homework assignments</li> <li>Homework pads/agendas are sloppy and cluttered with student work or papers</li> </ul>	<ul style="list-style-type: none"> <li>Less than 80% of students use an assignment pad to capture all homework/less than 80% of all middle school students can produce syllabi/agendas</li> <li>Homework assignments are not posted as part of the daily agenda</li> <li>Teacher does not allot time to have students write down assignments</li> <li>Teacher does not preview homework assignment</li> <li>Less than 90% of students have a designated homework folder or notebook for each subject to keep all homework assignments</li> <li>Homework pads/agendas are sloppy and cluttered with student work or papers or students do not have agendas</li> </ul>
<b>Classroom Environment</b>	<p><b>Attractiveness—100% of classrooms are:</b></p> <ul style="list-style-type: none"> <li>Clutter-Free: clean with effective storage for materials, supplies, etc.</li> <li>Desk configuration makes sense and is not too tight/loose</li> <li>Teacher desk and surrounding area are clean and well-organized</li> <li>Classroom libraries (when applicable) are well organized and appealing to student readers</li> </ul> <p><b>Walls—100% of classroom walls have:</b></p> <ul style="list-style-type: none"> <li>Posted agenda, objectives &amp; HW</li> <li>Posted schedule, team list, &amp; bathroom sign-out sheet</li> <li>Signage supports learning objectives</li> <li>High quality student work posted</li> <li>Instructional signage: word wall organized by content, unit or alphabetical; process steps</li> </ul> <p><b>Other Systems—100% of classes have:</b></p> <ul style="list-style-type: none"> <li>Clear, effective systems for student work, extra assignment copies, and plan for purged work</li> <li>Student bags and coats have a place</li> </ul>	<p><b>Attractive—90% of classrooms are:</b></p> <ul style="list-style-type: none"> <li>Mostly Clutter-Free: general cleanliness and storage for materials, supplies, etc.</li> <li>Desk configuration makes sense and is not too tight/loose</li> <li>Teacher desk and surrounding area are generally clean and organized</li> <li>Classroom libraries (when applicable) are organized</li> </ul> <p><b>Walls—90% of classroom walls have:</b></p> <ul style="list-style-type: none"> <li>Posted agenda, objectives &amp; HW</li> <li>Posted schedule, team list, &amp; bathroom sign-out sheet</li> <li>Signage supports learning objectives</li> <li>High quality student work posted</li> <li>Instructional signage</li> </ul> <p><b>Other Systems—90% of classes have:</b></p> <ul style="list-style-type: none"> <li>Clear systems for student work, extra assignment copies, and plan for purged work</li> <li>Most student bags and coats have a place</li> </ul>	<p><b>Attractiveness—70% of classrooms:</b></p> <ul style="list-style-type: none"> <li>Mostly Clutter-Free: general cleanliness and storage for materials, supplies, etc.</li> <li>Desk configuration makes sense and is not too tight/loose</li> <li>Teacher desk and surrounding area are generally clean and organized</li> <li>Classroom libraries (when applicable) are organized</li> </ul> <p><b>Walls—70% of classroom walls have:</b></p> <ul style="list-style-type: none"> <li>Posted agenda, objectives &amp; HW</li> <li>Posted schedule, team list, &amp; bathroom sign-out sheet</li> <li>Signage supports learning objectives</li> <li>High quality student work posted</li> <li>Instructional signage</li> </ul> <p><b>Other Systems—70% of classes have:</b></p> <ul style="list-style-type: none"> <li>Clear systems for student work, extra assignment copies, and plan for purged work</li> <li>Most student bags and coats have a place</li> </ul>	<p><b>Attractiveness—Most classrooms:</b></p> <ul style="list-style-type: none"> <li>Cluttered: disorganized and little storage for materials/supplies.</li> <li>Desk configuration doesn't make sense</li> <li>Teacher desk area is generally unorganized</li> </ul> <p><b>Walls—Most classroom walls do not have:</b></p> <ul style="list-style-type: none"> <li>Posted agenda, objectives &amp; HW</li> <li>Posted schedule, team list, &amp; bathroom sign-out sheet</li> <li>Signage supports learning objectives</li> <li>High quality student work posted</li> <li>Instructional signage</li> </ul> <p><b>Other Systems—Most classes have:</b></p> <ul style="list-style-type: none"> <li>No systems for student work, extra assignment copies, etc.</li> <li>student bags and coats do not have a place</li> </ul>

# STUDENT CULTURE RUBRIC

## **Wallace Stegner Academy of Nevada Weighted Lottery Policy**

Pursuant to the Nevada Department of Education Regulation R131-16 Sec. 12, Wallace Stegner Academy of Nevada (WSAN) adopts this policy to ensure that the student population of WSAN will closely resemble the student population of the community where the school is located. WSAN will accomplish this by giving a weighted preference of 2.0 in its enrollment lotteries to students who qualify for free or reduced price lunch. The weighted lottery will take place only if it is determined that the percentage of students at the WSAN campus who qualify for free and reduced lunch is less than 90% of the percentage of students eligible for free or reduced price lunch in Clark County School District. The process for the weighted lottery will be as follows:

- 1) Prior to the enrollment lottery at a WSAN campus, the campus will determine the percentage of students who are eligible for free or reduced price lunch in Clark County School District, rounded to the nearest tenth of one percent ("FRL Comparison %). Data used for this comparison percentage will be taken from the most recent full year data available on [www.nevadareportcard.nv.gov](http://www.nevadareportcard.nv.gov).
- 2) The FRL Comparison % will then be compared to the validated current school year free and reduced lunch percentage at the WSAN campus ("WSAN FRL %).
- 3) If the WSAN FRL % is less than 90% of the FRL Comparison %, the weighted lottery will apply. If the WSAN FRL % is greater than or equal to 90% of the FRL Comparison %, the weighted lottery will not apply. The weighted lottery will apply in WSAN's first year of enrollment.

Example #1: if the FRL Comparison % is 50% and the WSAN FRL % is 44%, the weighted lottery will apply.

Example #2: if the FRL Comparison % is 50% and the WSAN FRL % is 45%, the weighted lottery will not apply.

- 4) If the weighted lottery is applied, a weight of 2.0 will be applied to each applicant who provides sufficient documentation to indicate they would have qualified for free and reduced lunch based on the previous year's USDA income guidelines for free and reduced lunch.
- 5) Wallace Stegner Academy of Nevada's enrollment application will request that applying students inform WSAN whether they are:
  - a. Eligible for TANF, SNAP, FDPIR, or Medicaid, or
  - b. Qualified for a free or reduced price lunch at their previous school, or
  - c. Eligible to receive a free or reduced price lunch.
- 6) Any student who indicates they are eligible for the 2.0 weighting in the enrollment lottery will be asked to complete and sign an income verification form and provide proof of current

income or provide proof of current FRL eligibility at least three days prior to the lottery date. Any refusal to provide the required documentation necessary to validate eligibility for the weighted lottery will result in the student receiving a standard 1.0 weight in the enrollment lottery.

- 7) Qualifying for a 2.0 weight in the WSAN enrollment lottery DOES NOT qualify the student for free or reduced price lunch. In order to qualify for free or reduced price lunch, the parent will have to complete the Household Application for Free and Reduced Price School Meals released by the USDA in July of each year.
- 8) In the event a weighted lottery is not applied, any information collected for the purpose of the weighted lottery will not be used in any way by WSAN.



# School Restorative Plan of Action

Student Number:

Student Name:

DOB:

Grade:

Region:

Discipline Administrator:

## **Restorative Interventions and Explanation:**

### **Support by Community:**

- Starting on [date], [student name—Zed-1] will have weekly scheduled meetings with [administrator name—Spec-1], the Student Success Specialist. Zed-1 will also be able to request to meet with Spec-1 at other times as needed.
- This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

### **Support by Social & Emotional Learning:**

- Zed-1 will participate in mentorship and/or after school lessons tailored to their needs, starting with a lesson on respect (towards others and themselves) on [date]. Zed-1 will complete the assignment and participate in a debriefing with a Student Success Advocate.
- This intervention was selected to intentionally teach Zed-1 self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

### **Reintegration by Accountability:**

- On [date] and [date], Zed-1 participated in Restorative Conversations with [teacher name—Teach 1] to discuss the events leading up to the incident, how Zed-1 was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained and Zed-1 had the opportunity to ask clarifying questions as necessary.
- We must set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.

### **Restoration by Healing and Repairing Harm:**

- On [date], Zed-1 elected to write a letter of apology to Teach-1, the teacher they cussed at in front of the class. The letter was sincere and addressed the situation thoroughly. The letter was shared with Teach-1.
- Zed-1 was offered the opportunity to sit down with Teach-1 to discuss the matter. Zed-1 declined at this time.

- We must identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

**How will the interventions work together to provide the student with support to be successful?**

The rules and expectations of behavior have been clearly explained to Zed-1. Zed-1 has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. Zed-1 has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated. Additionally, by providing Zed-1 with access to multiple staff members and opportunities to seek assistance, we are helping Zed-1 to see that there are many people on campus who care about them and their success. We want to ensure Zed-1 knows that they can come to any of us for help or assistance and we can help them work through their struggles.

**Seeking a Change in Placement: No**

**Provide justification for removal - what interventions or supports are needed that are not available at this school site?**

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Wallace Stegner Academy	20-21(Pre-Op)	21-22	22-23	23-24	24-25	25-26	26-27
WFTE Gross Value	-	7,042	7,253	7,362	7,457	7,554	7,652
Total Students (FTEs)	-	260	444	592	714	774	774
Kinder	-	78	84	84	84	84	84
1st Grade	-	52	84	84	84	84	84
2nd Grade	-	52	84	84	84	84	84
3rd Grade	-	26	84	84	84	84	84
4th Grade	-	26	52	84	84	84	84
5th Grade	-	26	26	52	84	84	84
6th Grade	-	-	30	90	90	90	90
7th Grade	-	-	-	30	90	90	90
8th Grade	-	-	-	-	30	90	90
9th Grade	-	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-	-
Total Students (FTEs)	-	260	444	592	714	774	774
<b>Prior Year Numbers</b>							
SPED	-	33	57	76	92	99	99
ELL	-	24%	24%	24%	24%	24%	24%
Gate	-	-	-	-	-	-	-
FRL %	-	78%	78%	78%	78%	78%	78%
<b>TEACHING STAFF</b>							
Classroom Teachers	-	10.00	16.00	21.00	25.00	27.00	27.00
SPED Teachers	-	1.50	3.00	4.00	4.00	5.00	5.00
Art Teacher	-	-	1.00	1.00	1.00	1.00	1.00
Music	-	-	-	1.00	1.00	1.00	1.00
PE Teacher	-	-	1.00	1.00	1.00	1.00	1.00
Technology (STEM)	-	-	-	-	1.00	1.00	1.00
Spanish / Language	-	-	-	-	-	-	-
Additional Elective Teachers	-	-	-	-	-	-	-
Total Teaching Staff	-	11.50	21.00	28.00	33.00	36.00	36.00
<b>ADMIN &amp; SUPPORT</b>							
Principal	-	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principal	-	-	-	-	1.0	2.0	2.0
Counselor/ Student Support Advocate	-	-	-	1.0	1.0	1.0	1.0
Curriculum Coach	-	-	-	-	1.0	1.0	1.0
Office Manager	-	1.0	1.0	1.0	1.0	1.0	1.0
Registrar	-	-	1.0	1.0	1.0	1.0	1.0
Clinic Aide/ FASA	-	-	-	-	-	1.0	1.0
Receptionist	-	-	1.0	1.0	1.0	1.0	1.0
Teacher Assistants (SPED)	-	3.0	4.0	5.0	6.0	7.0	7.0
Campus Monitor/Custodian	-	1.0	1.0	1.0	1.5	2.0	2.0
NSLP/Cafeteria Manager	-	1.0	1.0	1.0	1.0	1.0	1.0
SPED Facilitator	-	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-	-
On Campus Sub	-	-	1.0	1.0	1.0	1.0	1.0
ELL Coordinator	-	0.5	0.5	1.0	1.0	1.0	1.0
Total Admin & Support	-	7.5	11.5	14.0	17.5	21.0	21.0
Total # Teachers	-	11.50	21.00	28.00	33.00	36.00	36.00
Total # Admin & Support	-	7.50	11.50	14.00	17.50	21.00	21.00
Total Staff	-	19.00	32.50	42.00	50.50	57.00	57.00
Total Salaries & Benefits as % of Expenses		57.4%	52.2%	54.1%	55.3%	56.6%	57.2%
Instruction Salaries as % of Total Salaries		73.5%	80.3%	77.5%	74.7%	72.9%	73.0%
Admin & Support Salaries as % of Total Salaries		22.7%	17.4%	19.0%	22.5%	24.5%	24.5%
Rent as % of Revenue		9.8%	14.1%	14.7%	14.7%	15.3%	15.4%

	REVENUE (@ 97%)	20-21(Pre-Op)	21-22	22-23	23-24	24-25	25-26	26-27
3110	Budget Revenue	-	1,775,892	3,123,657	4,227,349	5,164,806	5,671,608	5,745,339
4500	NSLP	-	112,916	192,825	257,101	310,084	336,142	336,142
3200	GATE	-	-	-	-	-	-	-
1510	Title I	-	75,600	104,000	177,600	236,800	285,600	309,600
	Pre-Operational Loan	60,000	-	-	-	-	-	-
4500	Special Ed Funding (Part B)	-	9,500	31,715	54,159	72,212	87,094	94,413
3115	SPED Discretionary Unit	-	-	115,342	196,968	262,624	316,746	343,363
	<b>Total Revenues</b>	<b>60,000</b>	<b>1,973,907</b>	<b>3,567,538</b>	<b>4,913,176</b>	<b>6,046,526</b>	<b>6,697,189</b>	<b>6,828,856</b>
	Actual Revenue	-	1,830,816	3,220,265	4,358,091	5,324,542	5,847,019	5,923,030
	NSLP	-	112,916	192,825	257,101	310,084	336,142	336,142
	GATE	-	-	-	-	-	-	-
	Title I	-	75,600	104,000	177,600	236,800	285,600	309,600
	Pre-Operational Loan	-	-	-	-	-	-	-
	Special Ed Funding (Part B)	-	9,500	31,715	54,159	72,212	87,094	94,413
	SPED Discretionary Unit	-	-	115,342	196,968	262,624	316,746	343,363
	<b>Total Actual Revenues:</b>	<b>-</b>	<b>2,028,832</b>	<b>3,664,146</b>	<b>5,043,919</b>	<b>6,206,263</b>	<b>6,872,600</b>	<b>7,006,547</b>
	<b>EXPENSES</b>							
	<b>Personnel Costs</b>	<b>20-21(Pre-Op)</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
104	Principal	-	80,000	81,200	95,000	96,425	97,871	99,339
104	Assistant Principal(s)	-	-	-	-	75,000	151,125	153,392
105	Curriculum Coach	-	-	-	-	60,000	60,900	61,814
105	ELL Coordinator	-	28,500	28,928	60,000	60,900	61,814	62,741
105/106	Counselor / Student Support Advocate/Dean	-	-	-	58,000	58,870	59,753	60,649
101/103	Teachers Salaries	-	425,000	778,500	1,056,000	1,297,750	1,410,500	1,433,750
101	SPED Teachers	-	63,750	129,750	176,000	179,000	227,500	231,250
107	Office Manager/ Registrar / Banker	-	45,000	45,675	84,360	85,626	86,910	88,214
107	Secretary & FASA	-	-	20,140	20,520	20,900	42,560	43,320
102	Teacher Assistants (including SPED)	-	55,080	76,320	99,000	123,120	148,680	153,720
107	Campus Monitors	-	28,800	29,280	29,760	45,360	61,440	62,400
107	Cafeteria Manager	-	-	-	-	-	-	-
	<b>Unrestricted Salaries</b>	<b>-</b>	<b>726,130</b>	<b>1,189,793</b>	<b>1,678,640</b>	<b>2,102,951</b>	<b>2,409,053</b>	<b>2,450,588</b>
	<b>Restricted Salaries</b>	<b>20-21(Pre-Op)</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
	Lead Principal Staff	-	-	-	-	-	-	-
	SPED Facilitator	-	-	-	-	-	-	-
	Speech Pathologist	-	-	-	-	-	-	-
	School Psychologist	-	-	-	-	-	-	-
	School Nurse	-	-	-	-	-	-	-
	OT	-	-	-	-	-	-	-
	GATE	-	-	-	-	-	-	-
107	Cafeteria Manager - NSLP	-	13,875	14,153	14,430	14,708	14,985	14,985
	On Campus Sub	-	-	22,500	23,400	24,300	25,200	27,000
	<b>Restricted Salaries</b>	<b>-</b>	<b>13,875</b>	<b>36,653</b>	<b>37,830</b>	<b>39,008</b>	<b>40,185</b>	<b>41,985</b>
	<b>Total Salaries and Wages</b>	<b>-</b>	<b>740,005</b>	<b>1,226,445</b>	<b>1,716,470</b>	<b>2,141,959</b>	<b>2,449,238</b>	<b>2,492,573</b>
230	PERS - 29.25%	-	216,451	358,735	502,068	626,523	716,402	729,078
	Insurances/Employment Taxes/Other Benefits	-	133,201	226,892	326,129	417,682	489,848	510,978
150	Incentives / Bonuses	-	-	-	-	-	-	-
	Stipend	-	-	-	-	-	-	-
250	Tuition Reimbursements	-	-	-	-	-	-	-
	Subst. Teachers (10 days/Teacher)	-	18,975	12,150	22,800	30,150	34,200	32,400
	<b>Total Payroll / Benefits and Related</b>	<b>-</b>	<b>1,108,632</b>	<b>1,824,222</b>	<b>2,567,467</b>	<b>3,216,313</b>	<b>3,689,687</b>	<b>3,765,029</b>
	<b>Supplies</b>	<b>20-21(Pre-Op)</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
	Consumables	-	6,500	44,400	59,200	71,400	77,400	77,400
	Zion's FFE Lease - payments	-	48,000	105,800	150,000	186,100	160,500	108,200
610	Office Supplies	-	3,380	5,772	7,696	9,282	10,062	10,062
610	Classroom Supplies	-	7,020	11,988	15,984	19,278	20,898	20,898
610	Copier Supplies	-	1,040	1,776	2,368	2,856	3,096	3,096
610	Nursing Supplies	-	780	1,332	1,776	2,142	2,322	2,322
610	SPED Supplies	-	4,006	6,841	9,122	11,001	11,926	11,926
	Athletics/Extra	-	-	-	-	-	-	-
	<b>Total Supplies</b>	<b>-</b>	<b>70,726</b>	<b>177,909</b>	<b>246,146</b>	<b>302,059</b>	<b>286,204</b>	<b>233,904</b>

	<b>Purchased Services</b>							
320	Data Analysts	-	-	5,000	8,000	8,240	8,487	8,742
300	Special Education Contracted Services	-	54,600	95,460	130,240	160,650	178,020	181,890
310	Management Fee (Academica Nevada)	-	65,000	199,800	266,400	321,300	348,300	348,300
310	Management Fee (WSA)	-	104,000	155,400	177,600	196,350	212,850	212,850
310	Payroll Services	-	6,060	9,300	11,580	13,620	15,180	15,180
340	Audit/Tax	-	-	15,000	15,750	16,538	17,364	18,233
340	Legal Fees	-	5,000	5,000	5,000	5,000	5,000	5,000
352	IT Services	-	10,920	18,648	24,864	29,988	32,508	32,508
350	IT Set-up Fees	-	7,500	7,500	7,500	7,500	7,500	5,000
591	State Administrative Fee	-	22,885	40,253	54,476	79,868	87,705	88,845
320	Affiliation Fee - Inc. (\$400 per student)							
330	Affiliation Fee - Professional Development							
	<b>Total Purchased Services</b>	-	275,965	551,361	701,410	839,054	912,915	916,548
	<b>Other Operations</b>	<b>20-21(Pre-Op)</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
533	Telephone	-	6,000	6,300	6,615	6,946	7,293	7,658
535	Internet	-	7,000	7,350	7,718	8,103	8,509	8,934
534	Cell Phones	-	-	-	-	-	-	-
531	Postage	2,100	750	1,000	1,250	1,250	1,250	1,250
535	Website	4,500	-	4,590	4,682	4,775	4,871	4,968
443	Copier / Printing	3,000	25,000	26,250	27,563	28,941	30,388	31,907
651	Infinite Campus	4,000	-	3,000	3,060	3,121	3,184	3,247
	<b>Total Other Operations</b>	<b>13,600</b>	<b>38,750</b>	<b>48,490</b>	<b>50,887</b>	<b>53,136</b>	<b>55,494</b>	<b>57,964</b>
	<b>Insurances</b>							
521	Property Insurance	-	20,000	25,000	36,000	39,600	43,560	47,916
522	Liability Insurance							
523	Other Insurances							
	<b>Total Insurances</b>	-	20,000	25,000	36,000	39,600	43,560	47,916
	<b>Other</b>							
570	Lunch Program-NSLP	-	107,631	182,385	242,513	292,079	316,455	316,455
540	Advertising/Marketing	26,250	-	-	-	-	-	-
580	Travel	20,150	5,000	5,000	5,000	5,000	5,000	5,000
340	Background and Fingerprinting	-	1,140	810	600	600	600	600
810	Dues and Fees	-	5,500	7,500	8,000	10,000	10,250	10,500
	Transportation	-	-	-	-	-	-	-
	Loan Repayments	-	31,800	31,800	-	-	-	-
900	Other Purchases	-	1,000	1,000	1,000	1,000	1,000	1,000
	<b>Total Other</b>	<b>46,400</b>	<b>152,071</b>	<b>228,495</b>	<b>257,113</b>	<b>308,679</b>	<b>333,305</b>	<b>333,555</b>
	<b>Facilities</b>	<b>20-21(Pre-Op)</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
622	Public Utilities (Electricity)	-	15,750	39,960	46,800	49,200	51,600	51,600
621	Natural Gas	-	1,313	3,330	3,900	4,100	4,300	4,300
411	Water / Sewer	-	5,250	13,320	15,600	16,400	17,200	17,200
422	Garbage/Disposal	-	3,938	9,990	11,700	12,300	12,900	12,900
490	Fire and Security alarms	-	5,000	5,150	5,305	5,464	5,628	5,796
422	Contracted Janitorial Services	-	24,000	51,840	62,400	64,800	67,200	67,200
610	Custodial Supplies	-	5,200	8,880	11,840	14,280	15,480	15,480
430/431	Facility Maintenance/Repairs/Capital Outlay	-	5,000	7,500	10,000	12,500	15,000	15,000
	Snow removal	-	-	-	-	-	-	-
420	Lawn Care	-	6,000	6,180	6,365	6,556	6,753	6,956
431	AC Maintenance & Repair	-	5,000	5,150	5,305	5,464	5,628	5,796
	<b>Total Facility</b>	-	<b>76,450</b>	<b>151,300</b>	<b>179,214</b>	<b>191,064</b>	<b>201,688</b>	<b>202,228</b>
	<b>Total Expenses Before Bldg</b>	<b>60,000</b>	<b>1,742,595</b>	<b>3,006,778</b>	<b>4,038,237</b>	<b>4,949,904</b>	<b>5,522,853</b>	<b>5,557,144</b>
	<b>Scheduled Lease Payment (Portable Bldg)</b>	-	188,500	-	-	-	-	-
	<b>Scheduled Lease Payment</b>	-	-	488,085	705,011	867,706	1,000,574	1,025,588
	<b>Scheduled Bond Payment</b>							
	<b>Additional Parking</b>	-	-	-	-	-	-	-
	<b>Surplus (Revenues-Total Expenses-Lease-Bond)</b>	-	<b>42,813</b>	<b>72,676</b>	<b>169,928</b>	<b>228,916</b>	<b>173,762</b>	<b>246,124</b>
		0.00%	2.30%	2.15%	3.65%	3.99%	2.73%	3.79%
	<b>Wallace Stegner Academy</b>	<b>20-21(Pre-Op)</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>

Charter School Name	Name of Campus (if more than one)	Year Opened	Year EMO Began Mgmt
Doral Academy of Nevada	Cactus	2014	2014
Doral Academy of Nevada	Fire Mesa	2015	2015
Doral Academy of Nevada	Pebble	2017	2017
Doral Academy of Nevada	Red Rock (Elementary)	2016	2016
Doral Academy of Nevada	Red Rock (Middle/High)	2016	2016
Doral Academy of Nevada	Saddle	2013	2013
Mater Academy of Nevada	Bonanza	2017	2017
Mater Academy of Nevada	East	2020	2020
Mater Academy of Nevada	Mountain Vista	2014	2014
Pinecrest Academy of Nevada	Cadence	2016	2016
Pinecrest Academy of Nevada	Horizon	2012	2012
Pinecrest Academy of Nevada	Inspira	2015	2015
Pinecrest Academy of Nevada	Saint Rose	2015	2015
Pinecrest Academy of Nevada	Sloan Canyon	2018	2018
SLAM Academy of Nevada	SLAM	2016	2016
Somerset Academy of Las Vegas	Aliante	2018	2018
Somerset Academy of Las Vegas	Lone Mountain	2015	2015
Somerset Academy of Las Vegas	Losee	2014	2014
Somerset Academy of Las Vegas	North Las Vegas	2011	2011
Somerset Academy of Las Vegas	Sky Pointe	2013	2013
Somerset Academy of Las Vegas	Skye Canyon	2018	2018
Somerset Academy of Las Vegas	Stephanie	2014	2014
Doral Academy of Northern Nevada	Doral (Reno)	2017	2017
Mater Academy of Northern Nevada	Mater (Reno)	2017	2017
Pinecrest Academy of Northern Nevada	Pinecrest (Reno)	2020	2020

		Sch	
City	State	Contact Name	Contact Title
Las Vegas	NV	Bethany Farmer	Principal
Las Vegas	NV	Kelly Rafalski	Principal
Las Vegas	NV	Rodney Saunders	Principal
Las Vegas	NV	Kimberly Hammond	Principal
Las Vegas	NV	Danielle McDowell	Principal
Las Vegas	NV	Eileen Gilligan	Principal
Las Vegas	NV	Amy Gronna	Principal
Las Vegas	NV	Renee Fairless	Principal
Las Vegas	NV	Olivia Carbajal	Principal
Las Vegas	NV	Jessica LeNeave	Principal
Las Vegas	NV	Wendy Shirey	Principal
Las Vegas	NV	Michael O'Dowd	Principal
Las Vegas	NV	Jon Haskel	Principal
Las Vegas	NV	Lisa Satory	Principal
Las Vegas	NV	Dan Triana	Principal
Las Vegas	NV	Elaine Kelley	Principal
Las Vegas	NV	Cesar Tiu	Principal
Las Vegas	NV	Jessica Scobell	Principal
Las Vegas	NV	Christina Threeton	Principal
Las Vegas	NV	Lee Esplin	Principal
Las Vegas	NV	Kate Lackey	Principal
Las Vegas	NV	Ruby Norland	Principal
Reno	NV	Angela Orr	Principal
Reno	NV	Gia Maraccini	Principal
Reno	NV	Jami Curtis	Principal

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[illegible]

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Executive Director	<a href="mailto:rebecca.feiden@spsca.nv.gov">rebecca.feiden@spsca.nv.gov</a>	702-486-0849
Executive Director	<a href="mailto:rebecca.feiden@spsca.nv.gov">rebecca.feiden@spsca.nv.gov</a>	702-486-0850

School Information						Student Demographic Information										Academic Performance																				
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 Below Basic	# students Below Basic	# students Below Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Below Basic	# students Below Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Below Basic	# students Below Basic	# students Proficient	# students Advanced	# students no score	
55200	Doral Cactus	Elementary	Charter	2019	5	5	6-8	2,5	1002	83	3	77	6	171	1	322	3	52	99	235	137	6	323	33	62	98	289	131	5	111	7	2	7	62	15	
55201	Doral Fire Mesa	Elementary	Charter	2019	5	5	6-8	3,5	981	275	1	97	88	32	1	308	59	79	91	170	79	20	308	50	9	50	209	111	20	105	22	7	32	36	32	
5520	Doral Pebble	Elementary	Charter	2019	5	5	6-8	6-8	920	209	67	57	65	209	1	279	85	77	73	118	107	7	279	29	82	117	168	51	7	3	12	1	13	17	2	
55202	Doral Red Rock	Elementary	Charter	2019	5	5	6-7	2,5	906	779	292	81	8	712	3	307	91	57	131	21	2	307	61	61	60	86	2	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
55203	Doral Saddle	Elementary	Charter	2019	5	5	6-8	6-8	995	16	29	76	85	206	2	353	26	123	81	1	2	353	37	85	107	211	73	6	107	39	31	28	37	9		
59 33	Mater Bonanza	Elementary	Charter	2019	3	3	K-5	3,5	906	779	292	81	8	712	3	307	91	57	131	21	2	307	61	61	60	86	2	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
9 32	Mater Mountain Vista	Elementary	Charter	2019	5	5	6-8	6-8	1056	1056	86	89	82	830	2	353	110	125	78	118	0	18	352	67	331	1	191	7	19	118	22	50	39	5		
58 32	Pinecrest Cadence	Elementary	Charter	2019	5	5	6-8	6-8	1628	502	58	189	118	38	6	308	37	90	120	2	1	308	52	72	107	2	6	139	30	125	17	6	62	119		
58 22	Pinecrest Horizon	Elementary	Charter	2019	5	5	6-8	6-8	1628	502	58	189	118	38	6	308	37	90	120	2	1	308	52	72	107	2	6	139	30	125	17	6	62	119		
58 25	Pinecrest Insp rada	Elementary	Charter	2019	5	5	6-8	6-8	1999	121	-	93	50	211	-	329	35	58	9	237	1	3	329	18	6	1	5	266	120	21	102	6	16	55	80	25
58 27	Pinecrest St Rose	Elementary	Charter	2019	5	5	6-8	6-8	992	19	19	85	50	237	2	329	35	58	9	237	1	3	329	18	6	1	5	266	120	21	102	6	16	55	80	25
59121	SLAM	Elementary	Charter	2019	5	5	6-8	6-8	921	79	95	88	112	81	3	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
5912	Somerset Alantae	Elementary	Charter	2019	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59121	Somerset Lone Mountain	Elementary	Charter	2019	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59120	Somerset Loosee	Elementary	Charter	2019	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59119	Somerset NLV	Elementary	Charter	2019	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59122	Somerset Sky Point	Elementary	Charter	2019	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59125	Somerset Skye Canyon	Elementary	Charter	2019	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59123	Somerset Stephen e	Elementary	Charter	2019	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
55200	Doral Cactus	Elementary	Charter	2018	5	5	6-8	2,5	997	-	31	79	-	179	-	308	50	108	117	200	83	3	308	50	61	158	276	118	1	118	11	28	53	79	26	
55201	Doral Fire Mesa	Elementary	Charter	2018	3	3	K-5	3,5	985	1	7	6	92	100	28	311	66	78	106	168	61	1	311	36	77	108	197	91	1	106	26	38	2	2	0	
5520	Doral Pebble	Elementary	Charter	2018	5	5	6-8	6-8	920	209	67	57	65	209	1	279	85	77	73	118	107	7	279	29	82	117	168	51	7	3	12	1	13	17	2	
55202	Doral Red Rock	Elementary	Charter	2018	5	5	6-8	6-8	906	779	292	81	8	712	3	307	91	57	131	21	2	307	61	61	60	86	2	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
55203	Doral Saddle	Elementary	Charter	2018	5	5	6-8	6-8	995	16	29	76	85	206	2	353	26	123	81	1	2	353	37	85	107	211	73	6	107	39	31	28	37	9		
9 32	Mater Bonanza	Elementary	Charter	2018	3	3	K-5	3,5	906	779	292	81	8	712	3	307	91	57	131	21	2	307	61	61	60	86	2	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
58 32	Pinecrest Cadence	Elementary	Charter	2018	5	5	6-8	6-8	1628	502	58	189	118	38	6	308	37	90	120	2	1	308	52	72	107	2	6	139	30	125	17	6	62	119		
58 22	Pinecrest Horizon	Elementary	Charter	2018	5	5	6-8	6-8	1628	502	58	189	118	38	6	308	37	90	120	2	1	308	52	72	107	2	6	139	30	125	17	6	62	119		
58 25	Pinecrest Insp rada	Elementary	Charter	2018	5	5	6-8	6-8	1999	121	-	93	50	211	-	329	35	58	9	237	1	3	329	18	6	1	5	266	120	21	102	6	16	55	80	25
59121	SLAM	Elementary	Charter	2018	5	5	6-8	6-8	921	79	95	88	112	81	3	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
5912	Somerset Alantae	Elementary	Charter	2018	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59121	Somerset Lone Mountain	Elementary	Charter	2018	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59120	Somerset Loosee	Elementary	Charter	2018	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59119	Somerset NLV	Elementary	Charter	2018	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59122	Somerset Sky Point	Elementary	Charter	2018	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59125	Somerset Skye Canyon	Elementary	Charter	2018	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
59123	Somerset Stephen e	Elementary	Charter	2018	5	5	6-8	6-8	958	23	29	95	29	5	-	307	68	88	101	151	50	18	307	67	72	90	168	78	18	93	35	35	20	23	3	
55200	Doral Cactus	Elementary	Charter	2017	5	5	6-8	2,5	997	-	31	79	-	179	-	308	50	108	117	200	83	3	308	50	61	158	276	118	1	118	11	28	53	79	26	
55201	Doral Fire Mesa	Elementary	Charter	2017	3	3	K-5	3,5	985	1	7	6	92	100	28	311	66	78	106	168	61	1	311	36	77	108	197	91	1	106	26	38	2	2	0	
5520	Doral Pebble	Elementary	Charter	2017	5	5	6-8	6-8	920	209	67	57	65	209	1	279	85	77	73	118	107	7	279	29	82	117	168	51	7	3	12	1	13	17	2	
55202	Doral Red Rock	Elementary	Charter	2017	5	5	6-8	6-8	906	779	292	81	8	712	3	307	91	57	131	21	2	307	61	61	60	86	2	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
55203	Doral Saddle	Elementary	Charter	2017	5	5	6-8	6-8	995	16	29	76	85	206	2	353	26	123	81	1	2	353	37	85	107	211	73	6	107	39	31	28	37	9		
9 32	Mater Bonanza	Elementary	Charter	2017	3	3	K-5	3,5	906	779	292	81	8	712	3	307	91	57	131	21	2	307	61	61	60	86	2	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
58 32	Pinecrest Cadence	Elementary	Charter	2017	5	5	6-8	6-8	1628	502	58	189	118	38	6	308	37	90	120	2	1	308	52	72	107	2	6	139	30	125	17	6	62	119		
58 22	Pinecrest Horizon	Elementary	Charter	2017	5	5	6-8	6-8	1628	502	58	189	118	38	6	308	37	90	120	2	1	308	52	72	107	2	6	139	30	125	17	6	62	119		
58 25	Pinecrest Insp rada	Elementary	Charter	2017	5	5	6-8	6-8	1999	121	-	93	50	211	-	329	35	58	9	237	1	3	329	18	6	1	5									



## HER INFORMATION

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**











## INDEPENDENT AUDIT DATA

- Supply the requested data from each independent audit performed for the organization or a school
- 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

Entity Description Data				
State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation
NV	46-5122331		Mater Academy of Nevada	2018-2019
NV	46-1907920		Doral Academy of Nevada	2018-2019
NV	45-5065099		Pinecrest Academy of Nevada	2018-2019
NV	27-5393412		Somerset Academy of Las Vegas	2018-2019
NV	81-1668405		SLAM Academy of Nevada	2018-2019
NV	81-5173587		Doral Academy of Northern Nevada	2018-2019
NV	81-5174782		Mater Academy of Northern Nevada	2018-2019
NV	46-5122331		Mater Academy of Nevada	2017-2018
NV	46-1907920		Doral Academy of Nevada	2017-2018
NV	45-5065099		Pinecrest Academy of Nevada	2017-2018
NV	27-5393412		Somerset Academy of Las Vegas	2017-2018
NV	81-1668405		SLAM Academy of Nevada	2017-2018
NV	81-5173587		Doral Academy of Northern Nevada	2017-2018
NV	81-5174782		Mater Academy of Northern Nevada	2017-2018
NV	46-5122331		Mater Academy of Nevada	2016-2017
NV	46-1907920		Doral Academy of Nevada	2016-2017
NV	45-5065099		Pinecrest Academy of Nevada	2016-2017
NV	27-5393412		Somerset Academy of Las Vegas	2016-2017
NV	81-1668405		SLAM Academy of Nevada	2016-2017
NV	46-5122331		Mater Academy of Nevada	2015-2016
NV	46-1907920		Doral Academy of Nevada	2015-2016
NV	45-5065099		Pinecrest Academy of Nevada	2015-2016
NV	27-5393412		Somerset Academy of Las Vegas	2015-2016
NV				
NV	46-5122331		Mater Academy of Nevada	2014-2015
NV	46-1907920		Doral Academy of Nevada	2014-2015
NV	45-5065099		Pinecrest Academy of Nevada	2014-2015
NV	27-5393412		Somerset Academy of Las Vegas	2014-2015
NV				
NV	46-1907920		Doral Academy of Nevada	2013-2014
NV	45-5065099		Pinecrest Academy of Nevada	2013-2014
NV	27-5393412		Somerset Academy of Las Vegas	2013-2014
NV				
NV	45-5065099		Pinecrest Academy of Nevada	2012-2013
NV	27-5393412		Somerset Academy of Las Vegas	2012-2013
NV	27-5393412		Somerset Academy of Las Vegas	2011-2012



ool in the past four years

Fiscal Year	Cash	Total Current Assets	Non Current Assets	Total Assets
2019	\$ 2,115,467	\$ 5,034,657	\$ 13,538,795	\$ 18,573,452
2019	\$ 9,300,532	\$ 20,245,106	\$ 70,215,547	\$ 90,460,653
2019	\$ 4,526,832	\$ 28,426,993	\$ 57,170,921	\$ 85,597,914
2019	\$ 15,967,659	\$ 28,310,076	\$ 93,989,517	\$ 122,299,593
2019	\$ 439,259	\$ 717,599	\$ 418,469	\$ 1,136,068
2019	\$ 1,045,212	\$ 3,634,455	\$ 17,490,632	\$ 21,125,087
2019	\$ 221,927	\$ 395,196	\$ 98,716	\$ 493,912
2018	\$ 1,148,834	\$ 2,692,203	\$ 1,019,659	\$ 3,711,862
2018	\$ 7,357,580	\$ 12,609,531	\$ 25,153,736	\$ 37,763,267
2018	\$ 4,820,215	\$ 6,421,426	\$ 2,064,927	\$ 8,486,353
2018	\$ 12,990,269	\$ 22,651,001	\$ 81,543,668	\$ 104,194,669
2018	\$ 515,858	\$ 729,115	\$ 466,470	\$ 1,195,585
2018	\$ 1,781,896	\$ 15,446,574	\$ 5,439,812	\$ 20,886,386
2018	\$ 335,769	\$ 506,324	\$ 139,789	\$ 646,113
2017	\$ 364,724	\$ 1,493,205	\$ 462,215	\$ 1,955,420
2017	\$ 4,904,242	\$ 5,600,581	\$ 2,563,608	\$ 8,164,189
2017	\$ 2,521,445	\$ 5,288,828	\$ 2,289,463	\$ 7,578,291
2017	\$ 6,797,555	\$ 15,299,189	\$ 39,409,597	\$ 54,708,786
2017	\$ -	\$ 448,520	\$ 431,549	\$ 880,069
2016	\$ 8,516	\$ 942,949	\$ 487,174	\$ 1,430,123
2016	\$ 2,176,814	\$ 3,879,919	\$ 1,549,618	\$ 5,429,537
2016	\$ 1,083,494	\$ 3,212,540	\$ 1,521,307	\$ 4,733,847
2016	\$ 6,205,237	\$ 18,817,850	\$ 34,828,815	\$ 53,646,665
2015	\$ 18,148	\$ 234,180	\$ 248,284	\$ 482,464
2015	\$ 1,486,477	\$ 2,551,892	\$ 1,058,788	\$ 3,610,680
2015	\$ 1,161,809	\$ 1,845,812	\$ 507,728	\$ 2,353,540
2015	\$ 3,955,036	\$ 19,406,000	\$ 32,421,280	\$ 51,827,280
2014	\$ 510,304	\$ 1,017,714	\$ -	\$ 1,017,714
2014	\$ 1,622,241	\$ 1,776,283	\$ 21,274	\$ 1,797,557
2014	\$ 1,723,783	\$ 3,902,921	\$ 173,984	\$ 4,076,905
2013	\$ 961,962	\$ 1,114,206	\$ -	\$ 1,114,206
2013	\$ 1,209,308	\$ 2,238,199	\$ -	\$ 2,238,199
2012	\$ 1,054,878	\$ 1,092,540	\$ 4,099,196	\$ 5,191,736



Independent Audit Data

Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding
\$ 2,471,853	\$ 28,152,067	\$ 30,623,920	\$ (1,501,090)	\$ 19,554,755
\$ 4,932,333	\$ 109,371,914	\$ 114,304,247	\$ (2,443,408)	\$ 43,419,051
\$ 5,104,358	\$ 107,280,513	\$ 112,384,871	\$ (7,983,769)	\$ 38,569,216
\$ 6,566,881	\$ 145,969,646	\$ 152,536,527	\$ (9,158,718)	\$ 67,827,144
\$ 633,814	\$ 4,021,921	\$ 4,655,735	\$ (103,396)	\$ 7,402,762
\$ 1,001,825	\$ 22,725,912	\$ 23,727,737	\$ (1,305,194)	\$ 5,285,411
\$ 369,314	\$ 1,510,124	\$ 1,879,438	\$ 164,070	\$ 2,506,487
\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	\$ 622,328	\$ 16,318,578
\$ 5,104,883	\$ 49,645,937	\$ 54,750,820	\$ 133,138	\$ 40,161,058
\$ 2,956,409	\$ 22,187,036	\$ 25,143,445	\$ (1,349,663)	\$ 33,862,243
\$ 5,233,509	\$ 127,051,103	\$ 132,284,612	\$ (8,423,736)	\$ 52,196,541
\$ 558,550	\$ 2,447,603	\$ 3,006,153	\$ 427,123	\$ 5,828,120
\$ 454,498	\$ 21,235,793	\$ 21,690,291	\$ (658,806)	\$ 1,397,866
\$ 532,759	\$ 100,759	\$ 633,518	\$ 216,396	\$ 1,815,934
\$ 1,018,780	\$ 4,917,293	\$ 5,936,073	\$ 487,151	\$ 9,507,679
\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205	\$ 29,501,449
\$ 2,917,222	\$ 14,957,746	\$ 17,874,968	\$ (600,924)	\$ 29,305,075
\$ 5,979,923	\$ 73,904,866	\$ 79,884,789	\$ (9,423,668)	\$ 47,015,649
\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868	\$ 3,677,755
\$ 700,717	\$ 1,666,226	\$ 2,366,943	\$ 687,515	\$ 6,557,805
\$ 1,891,290	\$ 7,779,693	\$ 9,670,983	\$ 529,554	\$ 18,055,798
\$ 1,785,354	\$ 5,094,004	\$ 6,879,358	\$ (993,815)	\$ 17,665,570
\$ 4,552,047	\$ 62,872,574	\$ 67,424,621	\$ (8,104,743)	\$ 39,665,718
\$ 299,143	\$ 178,898	\$ 478,041	\$ 157,736	\$ 2,165,379
\$ 1,185,892	\$ 2,905,228	\$ 4,091,120	\$ (209,448)	\$ 11,540,277
\$ 715,222	\$ 3,680,102	\$ 4,395,324	\$ (2,403,066)	\$ 6,700,349
\$ 3,529,571	\$ 56,026,029	\$ 59,555,600	\$ (8,387,723)	\$ 31,560,824
\$ 247,888	\$ 17,831	\$ 265,719	\$ 751,995	\$ 4,920,517
\$ 338,444	\$ -	\$ 338,444	\$ 1,459,113	\$ 6,060,552
\$ 1,241,017	\$ 104,959	\$ 1,345,976	\$ 2,730,929	\$ 19,468,500
\$ 376,430	\$ -	\$ 376,430	\$ 737,776	\$ 4,758,906
\$ 878,427	\$ -	\$ 878,427	\$ 1,359,772	\$ 11,486,000
\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895	\$ 6,324,089









Net Position (Beginning of Year)	Net Position (End of Year)
\$ 622,326	\$ (1,501,092)
\$ 133,136	\$ (2,443,410)
\$ (1,349,662)	\$ (7,983,768)
\$ (9,424,737)	\$ (9,159,719)
\$ 427,123	\$ (103,396)
\$ (658,806)	\$ (713,156)
\$ 216,396	\$ 164,069
\$ 487,151	\$ 622,326
\$ 268,205	\$ 133,136
\$ (600,924)	\$ (1,349,662)
\$ (9,423,668)	\$ (9,424,737)
\$ 369,868	\$ 427,123
\$ -	\$ (658,806)
\$ -	\$ 216,396
\$ 687,515	\$ 487,151
\$ 529,554	\$ 268,205
\$ (993,815)	\$ (600,924)
\$ (8,104,743)	\$ (9,423,668)
\$ -	\$ 369,868
\$ 157,736	\$ 687,515
\$ (209,448)	\$ 529,554
\$ (2,403,066)	\$ (993,815)
\$ (8,387,723)	\$ (8,104,743)
\$ -	\$ 157,736
\$ (1,779,011)	\$ (209,448)
\$ (2,455,654)	\$ (2,403,066)
\$ (9,842,585)	\$ (8,387,723)
\$ -	\$ 751,995
\$ 737,776	\$ 1,459,113
\$ 1,359,772	\$ 2,730,929
\$ -	\$ 737,776
\$ 458,862	\$ 1,359,772
\$ -	\$ 250,895

















## HER INFORMATION

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**













A PROPOSED

PUBLIC  
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SERVING  
K-8TH GRADE  
STUDENTS

WALLACE STEGNER ACADEMY  
OF NEVADA

[WWW.WSACHARTERNV.ORG](http://WWW.WSACHARTERNV.ORG)

