

**EQUIPO**

**ACADEMY**

**EAST LAS VEGAS COLLEGE-PREP**

**2014 APPLICATION TO FORM  
A NEVADA PUBLIC CHARTER SCHOOL**



APPLICATION TO FORM

**EQUIPO ACADEMY**

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# EQUIPO ACADEMY

EAST LAS VEGAS COLLEGE-PREP

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Monday, August 11, 2014

Mr. Tom McCormack  
Interim Director  
Nevada State Public Charter School Authority  
1749 Stewart Street, Suite 40  
Carson City, NV 89706

Dear Mr. McCormack and Members of the SPCSA Staff,

Please accept this as an official letter of intent from the families, teachers, and community partners on The Committee to Form Equipo Academy. It is the intention of this Committee to answer Nevada's 2014 Call for Quality Charter Schools with an application to follow on Thursday, August 28, 2014.

The Committee to Form Equipo Academy represents a diverse group of leaders living and working in Southern Nevada, each committed to creating greater educational opportunities for students at risk in the 89110 and neighboring zip codes of East Las Vegas. Equipo Academy would represent the first college-preparatory sixth through twelfth grade campus designed by celebrated local educators and grounded in the highest expectations for some of Clark County's most underserved students.

In response to the letter of intent questions posed in the 2014 Charter School Operations Manual, the following information is provided at this time with a full application to follow later this month during the prescribed window for submissions.

- a. The school district in which the proposed charter school would be located is the **Clark County School District**.
- b. The proposed charter school **would be dedicated to providing educational programs and opportunities for pupils who are at risk**.
- c. The proposed charter school **would not provide distance education**.
- d. The date on which the proposed charter school would begin operation is **August 10, 2015**.

- e. The proposed sponsor of the charter school would be the **State Public Charter School Authority**.
- f. The proposed governing body **would not contract with an educational management organization for operation, management, provision, or implementation of educational services or programs.**
- g. The proposed governing body **would not contract with an educational management organization to directly employ or provide educational personnel to the proposed charter school.**
- h. The name of the proposed school is **Equipo Academy**.
- i. The name and contact information for the liaison between the committee to form the charter school and the proposed sponsor is:

**Benjamin Salkowe**  
649 Lucky Pine St  
Henderson, NV 89002  
phone: 702-885-8805  
e-mail: ben.salkowe@equipo.academy

On behalf of The Committee to Form Equipo Academy, thank you in advance for the time and energy you commit to ensuring promising new schools and educational opportunities for all students in Nevada. The members of the Committee each believe that together, committed families and educators can build a truly transformational school for East Las Vegas.

Sincerely,



Benjamin Salkowe  
Member and Liaison to the Sponsor  
Committee to Form Equipo Academy

# Nevada Charter School Application Cover Sheet Part 1 of 3

## Part 1: Basic Information

Name of the Proposed Charter School

Equipo Academy

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Name of Application Liaison (Must be a member of the Committee to Form the School)

Benjamin Salkowe

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Mailing Address of Liaison

Benjamin Salkowe  
Committee to Form Equipo Academy  
5841 E Charleston Blvd Ste 230-250  
Las Vegas, NV 89142

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Telephone for Liaison

702-885-8805

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Email Address for Liaison

ben.salkowe@equipo.academy

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Educational Management Organization, Charter Management Organization, or other Educational Service Provider (if applicable)

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Name of school or school model to be replicated (if applicable)

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Physical Address of School (If Known)

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Geographic Region or Neighborhood Where Proposed School Would be Located (See Required Element A.7.1)

East Las Vegas/Sunrise Manor

Target Zip Code 89110, Alternate Zip Codes 89101, 89104, and 89115

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School District in Which the School Would Be Located. If a distance education school, provide the county in which the administrative office of the school would be located.

Clark County School District

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Intended Opening Date (School year: e.g. fall of 20 - -)

Fall of 2015

Proposed Sponsor

State Public Charter School Authority

School District

Public College or University

Indicate which District or College/University below, if applicable:

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## Enrollment Projections

### School Year 1

Grade Levels Served

6, 7, 8, 9, 10

Projected Enrollment per grade

108 per grade in 6, 7, 8 and 72 per grade in 9, 10

### School Year 2

Grade Levels Served

6, 7, 8, 9, 10, 11

Projected Enrollment per grade

108 per grade in 6, 7, 8, 9 and 72 per grade in 10, 11

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**School Year 3**

Grade Levels Served

6, 7, 8, 9, 10, 11, 12

Projected Enrollment per grade

108 per grade in 6, 7, 8, 9, 10 and 72 per grade in 11, 12

**School Year 4**

Grade Levels Served

6, 7, 8, 9, 10, 11, 12

Projected Enrollment per grade

108 per grade in 6, 7, 8, 9, 10, 11 and 72 per grade in 12

**School Year 5**

Grade Levels Served

6, 7, 8, 9, 10, 11, 12

Projected Enrollment per grade

108 per grade in 6, 7, 8, 9, 10, 11, 12

**School Year 6**

Grade Levels Served

6, 7, 8, 9, 10, 11, 12

Projected Enrollment per grade

108 per grade

Ultimately, the school expects to serve a total of \_\_\_\_ pupils

756 students

In grades \_\_\_\_ to \_\_\_\_

6-12

**Part 2: Program Overview Part 2 of 3**

**Program for at-risk pupils (NAC 386.150(9))**

Is this school intended to serve primarily at-risk pupils? (See NRS 386.500)

Yes

No

*If yes, address Required Element A.7.6*



Will the charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(5)(p))?

- Yes  
 No

*If yes, address Required Element A.7.7*

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### **Vocational education status (NAC 386.415)(NRS 386.590(1))**

Is this an application for a NRS 386.590(1) vocational education charter school?

- Yes  
 No

*If yes, respond to A.10, Career Education*

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### **Distance education status**

Does the proposed school intend to provide Distance Education (also known as Online, Virtual or Cyber Education)?

- Yes  
 No

*If yes, address B.3.2, Distance Education, and submit (an) appropriate distance education application(s) to the Nevada Department of Education. Submit a copy of the application that was submitted to the NDE to the Charter School Authority also.*

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### **Private school closure/reopening as a charter school**

Will the charter school result from a private school ceasing to operate as a private school and reopening as a charter school?

- Yes  
 No

*If yes attach the Private School Conversion Assurances found at:  
[http://charterschools.nv.gov/OpenASchool/Application\\_Resources/](http://charterschools.nv.gov/OpenASchool/Application_Resources/)*

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### **Limiting Enrollment**

Will the school limit enrollment to a certain number of pupils or ratio of teachers to pupils (NAC 386.353; NAC 386.180(7))?

- Yes  
 No

If yes, what is that number or ratio?

756

*If yes, state your plan in Required Element B.3.9*

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**Part 3: School Description (150-word maximum) Part 3 of 3**

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

Equipo Academy is a proposed 6-12 college-prep charter school for students in East Las Vegas. The mission of the school is to empower students to meet high expectations, excel to and through college, and become transformational leaders within their community. To achieve these goals, the Equipo Academy founders intend to build a team of loving families, inspirational educators, and hard-working students who share a deep commitment to the Equipo mission.

**Application Certification**

Signature of Liaison 

Date

August 28, 2014

Printed Name

Benjamin J. Salkow

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# **Narrative**

## **A.1: Mission, Vision and Educational Philosophy**



## **A.1: Mission, Vision and Educational Philosophy**

### **Narrative A.1.1, *Purpose***

The purposes of Equipo Academy under NRS 386.520(4)(b) will be: (1) Improving the academic achievement of pupils, and (2) Encouraging the use of effective and innovative methods of teaching. It is the belief of the Committee to Form Equipo Academy that a school with these purposes can provide *all* students access to and preparation for the college of their choice.

### **Narrative A.1.2, *Mission***

The mission of Equipo Academy is to empower students to meet high expectations, excel to and through college, and become transformational leaders for East Las Vegas. Equipo Academy will bring together committed families, educators, and community partners willing to do whatever it takes for all students to achieve these goals.

### **Narrative A.1.3, *Vision***

The vision for Equipo Academy is an integrated sixth through twelfth grade campus where all students, regardless of starting point, are on a path to and through the college of their choice. Classrooms will reflect consistently high expectations for academics and character. A college-prep curriculum will expose every student to a rigorous liberal arts education with a schedule and sequence designed for depth of understanding. Extracurriculars will challenge students to become confident artists, thoughtful scientists, fluent programmers, lifelong athletes — leaders in whatever discipline becomes their passion. And close partnerships with families and friends will foster a support network that ensures students' continued success after graduation.

Within three years of opening, Equipo Academy will graduate its first class of seniors with 100 percent acceptance to four-year colleges. Seven years after opening, Equipo Academy's first graduating class will have earned college diplomas. And within fifteen years of opening, the

Committee to Form Equipo Academy expects that the school will be led by an Equipo Academy alumnus who has returned as leader for East Las Vegas.

#### **Narrative A.1.4, *Philosophy***

The Committee to Form Equipo Academy believes every student can graduate from college if a team of their peers, their families, their teachers and their community leaders all hold them to that expectation. An effectively designed school with a team of committed students, families, staff and community members, can overcome any obstacle to put students on a path to and through the colleges of their dreams. This is the underlying philosophy of Equipo Academy.

In Southern Nevada today, the zip code a student grows up in determines the educational opportunities that child has access to.<sup>1</sup> A student raised in Henderson's 89052 zip code finishes their K-12 education at a high school where 93.21 percent of students graduate and 46.2 percent of them earn advanced diplomas. A student growing up in East Las Vegas's 89110 zip code attends a high school where only 57.22 percent of students graduate and only 6.4 percent earn advanced diplomas. The differences are even starker for students of color and those students classified as English language learners, for whom the 2012 graduation rate is as low as 13.01 percent. Today in Clark County, the money a student's parents make, the zip code a student lives in, the color of that student's skin, and the language that student speaks at home with his or her family all determine the quality of education they receive and the life opportunities they have access to.

From the work of a growing number of local community leaders and families, however, proof points in the landscape have begun to challenge these statistics. The Committee to Form Equipo Academy is inspired by teachers like Daniela Hernandez, Ignacio Prado, and Dale Smith who created a fifth grade "Long All-Stars" program that offered a college-prep, team-taught extended day to three classes of fifth graders and elevated their entire school's state

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<sup>1</sup> All school data obtained from the Nevada Annual Reports of Accountability available at: <http://www.nevadareportcard.com>

achievement scores. The Committee is inspired by teacher Justin Brecht, who promotes deeper learning and higher-level thinking at his elementary school's "BRICK Academy" where students attend school hours before and hours after the traditional schedule. The Committee is inspired by fellow member, Erica Mosca, who is literally creating a college pathway outside the traditional school day to help her high school students in the Leaders in Training non-profit program become community leaders and future college graduates. And the Committee is inspired by the hundreds of families and fellow members working in the Scholars Working OverTime (SWOT) program, a sixth through ninth grade team of transformational teachers and committed students challenging the district model for middle school instruction.

While each of these programs has created a proof point for what is possible, none has yet demonstrated that a full-scale school with hundreds of families can systematically upend the achievement gap in East Las Vegas. This Committee seeks to create a school that leverages the examples and innovations of these tremendous educators to create a rigorous, college-preparatory campus that rivals the most successful public charter schools in any city across the nation. And this Committee intends to build their school in East Las Vegas.

Nationwide, a growing number of high-achieving schools from Los Angeles to Houston to New York have demonstrated the capacity for a rigorous and comprehensive college-prep educational model to have transformational impacts on the lives of students underserved by traditional school districts. The common premise of these different schools is their refusal to accept poverty, zip code, or family circumstance as a life determinant in a child's educational outcomes.<sup>2</sup> The leaders of these schools and systems, leaders dubbed "cage-busters" by one researcher, break through political and bureaucratic fences to rethink the design, tradition, and habits of schooling in pursuit of the greatest possible outcomes for students.<sup>3</sup> And what ultimately drives these different schools across very different regions is a set of simple common

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<sup>2</sup> Thernstrom, A. and Thernstrom, S. (2003). *No Excuses: Closing the Racial Gap in Learning*. Simon & Schuster Paperbacks: New York, New York.

<sup>3</sup> Hess, F. M. (2013). *Cage-busting Leadership*. Harvard Education Press: Cambridge, Massachusetts.

components: incredibly high expectations, tremendous human capital, and an absolute refusal to allow any external obstacle to prevent a student from being successful.

The implications for the educational landscape in Southern Nevada are clear: despite the many challenges the region faces, its schools and leaders have the capacity to help all students excel to and through college if they build teams that commit themselves to the core practices of the best in college-preparatory education. From visiting and studying highly effective, charter schools, meeting with their leaders and implementing their best practices, the educators in the Committee to Form Equipo Academy have distilled five core principles that frame the guiding philosophy for the school design of high expectations at Equipo Academy.

**High expectations for all.** In order to have a transformational impact on students' lives, Equipo Academy will always insist that every student can learn to meet the highest expectations for academics, character, fitness and arts achievement. The Committee believes that every teacher and member of the staff can be a transformational leader. And staff of the school will always expect that every family is deeply invested in the work of their children.

**Transformational teachers and leaders.** Nothing will impact students so much as the teachers supporting them on their journey, and nothing will empower those teachers more than the leadership at the head of the school. Equipo Academy will invest more energy and resources into cultivating innovative human capital than any other aspect of the campus.

**Innovation driven by data.** There are no silver bullets. Instead, high-achieving school teams commit to an ongoing cycle of data gathering, analysis, reflection, and innovation. Equipo Academy leaders will never be afraid to change practices or habits to better meet their mission, but will always hold themselves accountable to prove innovations deliver on their bottom line.

**A pathway to and through college.** Equipo Academy will seek more than college access, it will seek college success. Staff will not only prepare students to get to college, but prepare

families to support students through college as well. Founding families will further empower one another with the tools, data, opportunities to transform the odds for their children.

**The joy factor.** While the mission is challenging and the obstacles students face can be daunting, Equipo Academy will undertake challenges and obstacles with joy and creativity. Students and staff will celebrate successes and recognize achievement. In so doing, they will build a deep commitment that inspires the team to work harder and longer.

Research has shown that schools that embody these core principles are able to build the strong culture, deliver the rigorous academics, and cultivate the deep family involvement that has a transformational impact on students' lives and community outcomes. These kinds of schools steer students away from crime, reduce teenage pregnancies, and provide alternatives to substance abuse. Most importantly, research and experience across the country has shown that even the most underserved students can find a path to and through college.<sup>4</sup>

Unique to the Equipo Academy charter application is a five-year history of Committee members using these core principles in their own college-prep programs within the Clark County School District. Four years ago they told the first families they served in East Las Vegas that if they were willing to work harder than they ever had before, they could do things that people normally might call impossible. So perhaps the best way to sum up the Equipo Academy philosophy, is their slogan "Impossible is not."

The Committee to Form Equipo Academy believes that if they design a school and build a team around the five core principles explained above, they can create a truly college-preparatory campus right here in Southern Nevada. One that proves the same transformational potential of the highest-achieving schools working in the most challenging corners of the country. Where some say it is impossible, we say "Impossible is not."

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<sup>4</sup> Dobbie & Fryer Jr. (2011). Are High-Quality Schools Enough to Increase Achievement among the Poor? *American Economic Journal: Applied Economics* 3: pp.158-187.

## **A.2: School-Specific Goals and Objectives**

## **A.2: School-Specific Goals and Objectives**

### **Narrative A.2.1, Assurance regarding performance frameworks**

The Committee to Form Equipo Academy has reviewed the goals, objectives, and standards of the Charter School Performance Framework approved by the State Public Charter School Authority Board in June of 2013. The Committee assures the Authority that it will fully comply with the requirements of this framework regarding submission of data and documents by established deadlines, and will fully comply with all requests and site visits by the Authority. Equipo Academy staff will use the Framework to understand strengths of the school and to identify opportunities for growth.

Understanding the comprehensive nature of the Charter School Performance Framework, the Committee to Form Equipo Academy does not seek to add additional “mission-specific” goals unique to the proposed school at this time.

## **A.3: Curriculum and Instruction**



## **A.3: Curriculum and Instruction**

### **Narrative A.3.1, *Curriculum model***

The Committee to Form Equipo Academy proposes a curriculum model that would take students at any starting point and set them on a path to and through the college of their choice. To achieve this goal the curriculum model will include:

**A clearly defined pathway from the Common Core to College.** Equipo Academy will offer a single-track, college-prep curriculum where every middle school student receives rigorous Common Core instruction so they are prepared to take Advanced Placement (AP) courses whenever they are offered in a core subject at the high school level. Every teacher will approach curriculum design considering the ultimate goals for their course from both the K-12 and college-level perspectives. A sixth grade English teacher will not only be thinking about the end of year sixth grade state reading assessment, but also the expectations her students will face in a high school English course, and beyond that in a college level world literature course. A reading log that records minutes read at home now seems inadequate, if that student will actually be expected to write response papers when they are reading in college.

**Backwards planning for instructional design.** Teachers will begin all curricular design by analyzing adopted Common Core standards and expectations for future college work, and then considering what they want students to know, to be able to do, and to think at the end of the course, unit, or lesson being planned. From these questions, assessment tasks and measures can be selected or created. Finally, instructional methods best-suited to the objectives can be chosen. This deliberate Understanding by Design (UbD) approach to instructional planning has been at the core of the local work by educators on the Committee.

**A full liberal arts curriculum.** Colleges seek well-rounded students with demonstrated leadership across disciplines. With an extended school day and school year, Equipo Academy has an opportunity to expect all students to engage with a broad liberal arts curriculum. The

course sequence provides for science and social studies in every grade from six through twelve. All students will be expected to take a world language for several years in high school. Time is reserved for all students to take both fine arts and physical education electives, and a shorter daily advisory period is built into the schedule to ensure that students have small, close teams of peers and adults supporting them in their journey to and through college.

**More time for math and English instruction.** Deep understanding of and confident fluency with general math concepts and literacy skills is key to success in a college-prep program. For students joining Equipo Academy in sixth grade, the schedule incorporates double blocks of mathematics and English Language Arts. In math classes, one period will be used to provide a traditional, challenging middle school math class designed directly from the Common Core standards. The second period will be reserved for students who need additional support to reach mastery of grade-level content to work with peers and teachers in a “math lab” at a careful pace with additional time for guided and independent practice. For students who quickly master the grade-level content, the second period will serve as an opportunity to explore the content in even more challenging interdisciplinary problem-solving tasks through cooperative learning models. As it takes more time to cover lost ground in English language arts, even more time has been incorporated into the middle school schedule to ensure all students are proficient before high school. Both sixth and seventh grade students have double blocks of English instruction, and students in all grades needing additional support may also have the opportunity to take a “reading/writing lab”.

Once students reach high school, additional time for core content mastery will be available through targeted math and literacy elective offerings that may be offered during the instructional day or before- or after-school to avoid conflicts with scheduled electives. All students will also read common texts in their daily advisories throughout the year creating a core culture of reading for pleasure and discussion of reading with peers. For a full description of advisories, see Narrative A.6.

**Ongoing assessment and accountability.** Every classroom teacher should know where their students are in relation to objectives and goals on their curriculum map at all times. While Equipo Academy will avoid prescribing specific lesson plans to teachers, it will expect that all teachers conclude lessons with a check for understanding that produces an exit slip, a performance task, or some other quick assessment that reports the percentage of students who mastered the objective, and the specific students who will need follow-up instruction. This requirement will be a nonnegotiable expectation for all instruction and the starting point for critical reflection conversations after a supervisor observes a lesson. In addition to informal daily assessments, teachers will design unit assessments reflecting the school wide benchmarks. Data from these unit assessments will be analyzed in weekly staff team meetings on Thursdays, when students are realized an hour early. Finally, benchmark assessments will be used by school leaders to make major decisions about programs and student support.

Most important to the curriculum model of Equipo Academy is the clear understanding by the Committee and every future employee, student, family and partner of the school: there simply are no silver bullets. There is no single curriculum model, no one textbook series, and no all-powerful instructional strategy that can ever be adopted to make a college vision a reality. At the end of the day, it is hard work, day in and day out, on each of the curriculum model components described above, that will enable Equipo Academy to be successful in its work.

### ***Narrative A.3.7, Policy for pupil promotion***

The Committee to Form Equipo Academy believes that students should only be promoted to the next grade level when they have demonstrated mastery of the standards in their current grade-level. In order to maintain high expectations for all students while ensuring fair opportunities for advancement, Equipo Academy will communicate a clear promotion policy and provide numerous opportunities for struggling students to receive support during the school year to avoid any situation where retention may be necessary. See Attachment A.3.7 for a complete promotion policy.

**Narrative A.3.10, *Transfer of credit***

As a college-prep program, the quantity and quality of coursework completed at Equipo Academy will prepare a student to transfer earned credits and enter into the equivalent grade-level at any public school ready to succeed. In the event a student must move or otherwise enroll at another school, Equipo Academy will prepare the student's records and transcript when withdrawal paperwork is submitted. As soon as an official request for records is received from the students' new school, Equipo Academy's office manager will send prepared records and transcripts to that school following all state and federal privacy regulations.

Equipo Academy will request records from a student's previous school at the time of enrollment. Equipo Academy will award equivalent transfer credit for credit earned at other public schools, but may require additional course information to verify alignment with Common Core State Standards. Equipo Academy may deny credit for a course in which a student earned a "D", but the student may request to take an equivalent Equipo Academy course exam to demonstrate proficiency and will be awarded course credit for a passing score.

**Narrative A.3.12, *Instructional strategies***

More than any other component of the Equipo Academy design, the instruction that occurs in the classroom will determine the results that students achieve. To ensure that students are fully prepared to meet and exceed expectations in every course, Equipo teachers will be prepared to implement a diverse collection of high-impact instructional strategies including the following best practices drawn from high-expectations and high-quality sheltered instructional models and used by the educators on the Committee in their own classrooms.

See a full listing of instructional strategies in Attachment A.3.12.

**Narrative A.3.13, *Professional Development***

Equipo Academy will expect all staff to continually search opportunities to grow and refine their craft. The professional development plan for Equipo Academy includes five components:

**Consistent Expectations in a Clear Framework for Teaching.** Equipo Academy intends to use the Nevada Educator Performance Framework (NEPF) to frame observations and discussions of excellent teaching. The NEPF brings a student-centric focus to the evaluation of teachers, and clearly defines the classroom instructional strategies and professional responsibilities of highly effective educators.

**Weekly Teacher-Leader Feedback Meetings.** The foundation of Equipo Academy professional development will be an ongoing cycle of weekly teacher-leader meetings and short observations. Each week, every teacher will have a 30 minute meeting scheduled during one of his or her preps with a direct supervisor. Before that meeting, the supervisor will visit one of the teacher's lessons for a 15-minute observation. This brief observation is more manageable for a weekly habit than a longer observation, but provides more information than a five-minute walk-through. In feedback meetings, the teacher and leader will analyze classroom data in the context of planning and observation notes to generate actionable next steps on a weekly basis. Feedback meetings and short observations will supplement and enhance, not replace, longer required state observations and evaluations.

**All-Team Thursday Staff Development.** During these weekly workshops, staff will analyze case studies of effective practices. Before Thursday staff development, the school leadership team will analyze school and grade-level data to determine areas for celebration and opportunities for growth. The leadership team will also reflect on trends in observations and from school culture walkthroughs. From these data points, school leaders will build objectives for a 60 minute staff development (some weeks these may be differentiated by grade-level, content, or staff needs). The sessions will be based on a focused objective, delivered through airtight practice activities, with a clear plan for follow-through support in the coming weeks. Presenters will vary between school leadership, instructional coaches, and master teachers.

**Active Coaching Strategies.** Equipo Academy administrators and instructional coaches will employ a full-range of creative active coaching techniques in supporting teachers. A school

leader may bring in a group of students during the summer to have new teachers actively practice school procedures and discipline with real students. A literacy coach may come in and model a lesson on identifying literary themes for an English teacher trying to address a standard on which students have been underperforming on assessments. By actively coaching teachers, administrators will go beyond simply evaluating teachers to truly developing them.

**New Staff Orientation, Annual Team Retreat, and Kickstart Week.** In the first year of operation all staff will arrive two weeks before the start of the school year to begin practicing school procedures and setting up school culture. In subsequent years, new staff will return two weeks early while returning staff return one week early for a “kickstart” week. This time will be used both for traditional staff development sessions and for practice of classroom strategies and procedures. All new staff will finish the two weeks with complete course scopes and sequences as well as a deep understanding of the Equipo Academy school.

**Excellent Schools Tours and Visits.** Each year a team from Equipo Academy will visit a set of high-achieving schools outside Southern Nevada to identify new best practices and innovative executions of effective strategies. This team will report back to the full staff at a scheduled staff development day and strategies will be discussed in grade-levels and departments. By continually collaborating with and visiting excellent schools at a national level, Equipo Academy will be able to continually challenge itself to improve on a national playing field.

## **A.4: Assessment and Accountability**

## **A.4: Assessment and Accountability**

### **Narrative A.4.2, *Use of student data***

To be successful in the complex work of preparing at-risk students for college will require constant and critical analysis of student data. It is not enough to evaluate data annually as it is gathered for the state performance frameworks. School leaders and staff must be looking at data by year, by grade, and by student on an ongoing basis to make course adjustments, to build on successes, and to problem solve over obstacles. For a complete description of the use of student data see Attachment A.4.1.

### **Narrative A.4.3, *Use of longitudinal data***

As a small school serving students over seven grade levels, Equipo Academy has a unique opportunity to make a transformational impact on students lives. The educators on the Committee to Form Equipo Academy have demonstrated in past local programming the difference a strong teacher-family partnership across middle school and into high school can make in a student's educational career. Longitudinal data collected over a student's journey at Equipo Academy will trace a student's growth and achievement.

The primary measure for longitudinal data at Equipo Academy will be the NWEA MAP assessment. Because the MAP assessment is a computer adaptive test of math, reading, and language skills, it can determine a students performance level even if the student is working significantly below or above grade-level. The assessment can be administered across all grade-levels served at Equipo Academy and will be given at three points in each school year. Over the course of a students time at Equipo Academy, this could represent as many as 21 data points to show the impact of the program on the student's academic growth. The use of this data will allow Equipo Academy to understand at what points the program has been most successful and where students struggle. It will also allow every core subject teacher to understand the history of a student's academic performance at the school.



In addition to the academic data provided by the MAP assessment, common character measures recorded through the school's behavior data collection tools and common fitness benchmarks administered through the President's physical fitness test will offer other dimensions of longitudinal data. Collectively the scope of this longitudinal data will allow school leaders to ensure a student's continual growth across their time at Equipo Academy.

**Narrative A.4.4, *Data management plan***

The Director of Operations will be responsible for ordering selected assessments, ensuring their security and correct administration, coordinating the return of assessments to scoring facilities, and then distributing data reports to school staff.

## **A.5: Tentative School Calendar and Daily Schedule Guidelines**

## **A.5: Tentative School Calendar and Daily Schedule Guidelines**

### **Narrative A.5.2, *Enrollment dates***

Equipo Academy will establish and advertise an enrollment window from Sunday, April 12, 2015 at 12 p.m. to Saturday, April 25 at 12 p.m, in compliance with NAC 386.135 not more than 120 days prior to opening. Enrollment will be coordinated by the School Leader with the support of the Operations Manager. Founding staff will announce and advertise the opening and closing dates of the window to the East Las Vegas community.

If the number of applications received during this enrollment window does not exceed the number of spaces available by grade, all pupils shall be enrolled at the time the window is closed. If the number of applications received during the enrollment window does exceed the number of spaces available by grade then a lottery shall be conducted immediately after the close of the window, following all state regulations and the predetermined steps set forth in this application for an enrollment lottery.

After the enrollment window has closed, whenever space is available in a grade-level at Equipo Academy, a student seeking to enroll in that grade-level shall be enrolled immediately. If space is not available, the student shall be given the opportunity to join a waiting list, from which students will be selected by lottery when space is available and once any students on the waiting list from the previous lottery have been offered enrollment.

## **A.6: School Climate and Discipline**

## **A.6: School Climate and Discipline**

### **Narrative A.6.1, *How climate/discipline policies support educational goals***

The culture of achievement necessary for Equipo Academy's college-prep educational goals requires equally high expectations for behavior and discipline. While the extended daily schedule and calendar seem to offer a tremendous amount of time for instruction, the reality is that every minute of learning is necessary if the goal of college access for all is to be attained. To protect instructional time and to cultivate a climate where no student ever seeks to leave Equipo Academy, staff will sweat the small stuff and work to learn from every mistake.

The Equipo Academy discipline policies support educational goals by protecting instructional time, by expecting all students to meet high behavioral expectations, and by providing support wherever students struggle to meet those high expectations. Students will fix minor problems, like tardies, before they become major problems, like truancies. Students will see a failure to participate in classes as a problem just as severe as talking too much in classes. Staff will approach all students with a fundamental belief that they will meet our highest expectations. And they will work with their families to ensure that they do.

### **Narrative A.6.2, *Student behavior philosophy***

Just as the Committee to Form Equipo Academy believes that all students are capable of meeting the highest expectations for academic achievement, they likewise believe that every student can meet the highest expectations for behavior. Not only does the Committee believe it, but they expect it if students are to get to and through the college of their dreams and become leaders in the East Las Vegas community.

Each student who enrolls at Equipo Academy will have a unique set of past experiences with school attendance and classroom behavior. Just as staff differentiate academic instruction to meet every student's needs, it is the philosophy of Equipo Academy that educators must be prepared to differentiate their behavior supports to ensure all students meet the same high

expectations. Just as they provide instruction in what it means to solve rigorous, college-prep math problems, they must provide instruction to all students in what it means to solve real-world character dilemmas and make smart choices.

Behavior instruction at Equipo Academy will be provided at three differentiated levels, with the first level serving all students, the second level serving all students when they have a mistake to learn from, and the third level serving any students who are not showing improvement following the established behavior support systems. A detailed description of each level can be found in Attachment A.6.3, Discipline policy/code of conduct.

### **Narrative A.6.6, *Involving families***

The Committee to Form Equipo Academy believes that the most powerful component of a college-preparatory charter school is the simple expectation that all families will be deeply involved in their children's education. The educators on the Committee to Form Equipo Academy have previously worked on several programs within traditional school districts for which they were able to consistently invest all parents in the mission of the program. The keys to involving families rest on three core ideas.

**Access to data.** Parents cannot provide the necessary support to help their children to and through college without access to the same data teachers are seeing in the classroom. Beyond the traditional six-week progress reports and quarterly report cards, Equipo Academy proposes implementing an open-source, in-house communication system developed by East Las Vegas educators in partnership with professional computer programmers. The system, called ScholarBot, functions through any web browser on a computer or tablet and can also be accessed on any cellphone by SMS or web browser. When a parent logs in, they not only have access to summative course grades, assignments, and attendance data, they can also see real-time records of every merit and demerit a student has collected for the day along with a calendar of events, web form versions of informal school paperwork, surveys and goal-setting tools. Just as innovative schools have built curriculum teams around access to data, Equipo

Academy intends to build parent teams around access to data. State-of-the-art encryption and controlled log-in access ensures compliance with FERPA and security of student data.

**Parent-student advisory groups.** Daily advisory meetings of 18 students who work together throughout their secondary education journey are key to the character development inherent in Equipo Academy's mission. Students will meet in their advisories for 25 minutes daily and for a longer 45 minute block on Wednesdays. In regular meetings, after a daily character mini-lesson, they will strategize around goals they have set with their families from the previous weekend and update one another on their progress towards their goals. In the longer weekly block advisory they will discuss the group's monthly book, which they are also expected to be discussing and, where possible, reading with their family.

But what makes these advisories unique from traditional school advisory structures is that at the end of each month the advisory will host an evening gathering where parents of the students in the group will join them for a small group discussion of their children's goals. When eighteen families are brought together to discuss academics with their students' advisor, the feeling in the room is transformational. A sense of partnership extends through all levels of the team, and parents develop their own support networks beyond their classroom teacher. In implementing this advisory structure for previous projects, the educators on The Committee have seen parents develop deep friendships and become partners in the children's' success.

**Exceptional "customer service".** Too often in education it is easy to take families and students for granted, especially in an educational landscape where options are limited. A message from a parent is lost on an administrator's desk, a student's disciplinary proceedings are deferred to a higher-up administrator in another facility at another date, or a Spanish-speaking parent struggles to understand how their child can improve an Algebra grade at a school without accessible translators. Equipo Academy staff will commit to never falling into the trap of taking families for granted. Simply put, they will believe parents and families are too important to student success to ever let them fall through the cracks.

In 2012, two of the educators on the Committee to Form Equipo Academy piloted a training session for new staff modeled after the trainings required of new employees for the Four Seasons and Mandarin Oriental hotels. The simple objective of the training was to teach new teachers to approach families not as the people they turn to when a student is misbehaving, but to see parents as the most valuable members of their team — members worthy of world class service. If a parent asked a teacher something they did not know, the teachers was responsible for finding someone who could assist the parent and they were additionally responsible for following up later to ensure the issue was resolved. When a decision on a parent concern required administrative input, the teacher became the advocate for that family and guided them through the process. To prepare for parents who showed up and needed a translator, school leaders took the responsibility of calling in college interns who could translate on the spot.

The results from families were some of the highest satisfaction ratings on parent surveys among the teachers who self-reported the greatest follow-through on the suggested strategies. Similar training will be provided to all Equipo Academy staff — from office support to classroom teachers — and quarterly family surveys will specifically address parent satisfaction with the school and programs to ensure trainings are effective.



## **A.7: Target Population Guidelines**

## **A.7: Target Population Guidelines**

### **Narrative A.7.1, *School location***

The proposed location for Equipo Academy is in the 89110 zip code in the East Las Vegas/Sunrise Manor community. The 89110 zip code is a priority both due to its high residential density, its lack of high-achieving secondary schools, and its central location within a concentration of interested families.

By the state's most recent school performance framework results, the area North and East of Charleston Boulevard and Pecos Road has a greater concentration of underperforming (one- and two-star) secondary schools than any other corner of the city. The schools in the 89110 zip code currently serve over 8,000 students in grades six through twelve. That student population grows to nearly 30,000 enrolled secondary students when directly neighboring zip codes are included. The 89110 has one of East Las Vegas's behavior schools and borders a detention center, but there are no college preparatory or magnet career and technical academies in the zip code and not a single secondary school rated four or five stars by the State.

The absence of excellent educational opportunities for students is not for want of interest. The educators on the Committee to Form Equipo Academy have previously run several college-preparatory programs in the same region, recruiting more than 500 local students to commit to those programs and hundreds more extended family members to support them. During the review process of the charter application, the Committee intends to collect over two hundred intent to enroll forms to demonstrate families committed to submitting an application when the school's enrollment window opens or when their son or daughter is of age to attend.

In the event that Equipo Academy is not able to locate a facility or land in the 89110 zip code, sites south, west, and north with similar demographics in the 89101, 89104, and 89115 zip codes would be considered.

**Narrative A.7.2, Target population**

Equipo Academy will offer the first college-prep school targeted at at-risk students and families in East Las Vegas. At-risk students targeted for the student population will include two subgroups most underserved by the current educational landscape: English-language learners and students living in poverty. The need for Equipo Academy to target these students is demonstrated by the current achievement levels of district students and the significant achievement gaps among students eligible for free or reduced lunch. These students, most at-risk of academic failure, are on track to attend middle and high schools where there are significant gaps in achievement and graduation.

**Narrative A.7.4, Alignment of school plan with target population**

The design of Equipo Academy makes its model uniquely effective in serving at-risk students. This design includes rigorous and engaging college-prep classes, more time in the instructional day and year to lead students to mastery of core content, a small school environment with integrated advisory structures to support students overcoming obstacles, high expectations for behavior with clear supports for new students, built-in time for both tutoring and enrichment opportunities, a scaffolded curriculum, and a single-track rigorous sequence for all-students.

**Narrative A.7.6, Serving at-risk students**

Equipo Academy intends to be a school of choice that can serve any student and family who chooses to enter the school's lottery. The Committee believes its staff will inspire every student to meet their highest expectations without regard to race, ethnicity, socioeconomic status, special needs, school history, or any other factor.

**Narrative A.7.7, Favoring at-risk pupils in the enrollment process**

As part of the Committee's commitment to preparing cohorts of future college graduates and community leaders specifically for East Las Vegas, Equipo Academy will follow an enrollment process that offers local at-risk pupils with the lowest college completion rates early spaces in the enrollment process.

Currently, families who have the means access the best schools in the city by choosing to live in their attendance zones. This reality can be observed when comparing the socioeconomics of the city's top-ranked high school (with 14.26 percent FRL eligible) with the city's worst-ranked high school (with 77.12 percent FRL eligible). Knowing that for many of the most at-risk students in the 89110 zip code, the mission of Equipo Academy could provide a transformational opportunity not otherwise available, the Committee believes it must make it a priority to serve at-risk students.

The enrollment process will prioritize the enrollment of at-risk students who will be identified by FRL and ELL status, and residence within 2 miles of Equipo Academy's location. The dramatically reduced graduation rates for students in these subgroups, and the fact that the majority of the student population at every secondary school in the area is eligible for FRL, make any and all identifications valid proxies for determining at-risk status.

Accordingly, the following groups of students will be exempted from the enrollment lottery in the following order as long as space is available and an application is submitted (for new students) in accordance with all rules and deadlines:

1. Current Equipo Academy students.
2. Siblings of current Equipo Academy students.
3. Children of Equipo Academy staff and board members.
4. Students considered at-risk pursuant to NRS 386.500 in the following order
  - 4.A. Applicants eligible for Free or Reduced Lunch, classified as ELL, or with an IEP and living within 2 miles of Equipo Academy.
  - 4.B. Applicants eligible for Free or Reduced Lunch, classified as ELL, or with an IEP but not living within 2 miles of Equipo Academy.
  - 4.C. All other applicants living within 2 miles of Equipo Academy.

In the event that there are more students in a subgroup than remaining spots at Equipo Academy, a lottery will be conducted pursuant to NRS 386.580 for that subgroup. If there are

remaining seats at Equipo Academy after the groups identified above for lottery exemption, then remaining seats will be given to all remaining applicants, with a lottery conducted if more remaining applicants exist than spaces available.

In the event that an enrollment lottery situation arises that is not directly addressed in the guidance provided here, the school leader will work with the governing board, outside counsel, and the authorizing sponsor to address the situation in a way that ensures the school's mission is protected and in compliance with all state and federal laws and regulations.

## **A.8: Special Student Populations Guidelines**

## **A.8: Special Student Populations Guidelines**

The Committee to Form Equipo Academy believes that a student's needs and challenges must determine how they are taught, but must never determine what is expected of them. A middle school student learning English for the first time should receive direct instruction in the language, but that need should never impact the future potential expected of him. A child with a learning or physical disability may require modified instruction, but staff will never allow those needs to determine what they believe they can achieve. It will be the whole-hearted commitment of every Equipo Academy staff member to serve every student who enrolls without ever compromising the expectation that every student can excel to and through the college of their choice.

### **Narrative A.8.1, *Identification, etc., for ELL***

As a school for at-risk students in an area with a significant projected English language learner (ELL) population, Equipo Academy intends to be careful in ensuring identification of any and all students eligible for ELL services at the time of their enrollment. The entire plan is included as attachment A.8.1.

### **Narrative A.8.2, *ELL Program***

The core of the ELL program will be high-quality sheltered English instruction all classes with a continuum of supports for students at all levels of English Proficiency

*Level 1: All students receive high-quality sheltered English instruction*

As part of core required staff training all new and continuing staff will be expected to participate in sheltered English instructional training using the Sheltered Instruction Observation Protocol (SIOP) to ensure good instructional practices for all students.

*Level 2: Intermediate proficiency students receive a second ELA block*

In grades six and seven, one of the student's two ELA periods will be with a master teacher trained in ELL strategies. In grades eight and above where students only have one required ELA period, any intermediate student will have a second ELA period during one of their two electives.

*Level 3: Intensive two-period ELA block for beginning proficiency students*

Any beginner ELL will have two periods in their schedule for a combined intensive ELA block designed to meet their needs. They will take all other content courses in regular classes with teachers prepared to implement SIOP and HQSI strategies.

**Narrative A.8.3, Plan to evaluate ELL Program**

Equipo Academy will conduct an annual review of its ELL program to ensure maximum impact on student achievement, satisfaction from students, parents, and teachers, and full compliance with all state and federal regulations. The school leader with the assistance of the operations manager will conduct this review around three questions: Are we identifying all eligible students for the program? Are we having the maximum positive impact possible on our students' trajectories? Are students and families happy with the program? Are we in full compliance with all regulations? The review will begin with a survey of results from the previous year and interim results from the current year, observations of programs, analyses of budgets, and student/family questionnaires sent home for feedback. The review will also include interviews of the program coordinator, teachers, selected families and students based on survey feedback. All staff within the ELL program will be directly evaluated per the staff evaluation process outlined in this application.

**Narrative A.8.4, Plan to monitor ELL students**

Exited students will be monitored for a minimum of two school years following their exit from the ELL program. The ELL Committee will review exited students' scores on the NWEA MAP



and SBAC assessments, grades in all core academic classes, and feedback from teachers each semester to ensure a rapid response is initiated if any exited student should struggle.

**Narrative A.8.6, *Identification, etc. for Special Ed., etc.***

In order to ensure that every student receives the supports and instruction they need and that no student falls through the cracks, Equipo Academy intends to have a thorough and carefully executed plan for the screening and identification of students with special needs. The entire plan is included as attachment A.8.6

**Narrative A.8.9, *Special Ed. Continuum of service***

Equipo Academy will provide a continuum of services for students with disabilities who are determined to be eligible for special education services. Students will be placed in the least restrictive environment (LRE) within this continuum.

*General Education Classroom (Inclusion-Consult)*

Students eligible for consult services will have classes where general educators work in consultation with a special educator to ensure that the specific needs of students with disabilities eligible for IEPs are met. Inclusion students may be provided supplemental aids or services to maximize their opportunity in the classroom. Response to Intervention will be actively used to prevent students from falling behind and to ensure ideal supports and data driven instruction.

*General Education Classroom (Inclusion-Co-Teaching)*

Students eligible for co-teaching services will have classes where special educators and general educators work side-by-side to meet the needs of students with disabilities and students at risk. In a co-teaching setting, Inclusion students may participate in a full-group lesson with a general educator and then a small-group practice with special educator in the same room. Paraprofessional support may also be used in a co-teaching model.

*Individual/Small-Group Education (Intensive Tutoring)*

Students eligible for additional supplemental instructional support to maximize their opportunities in general education placements will have a tutoring period for one of their two electives each day. This class will focus on targeted IEP goals and objectives designed to meet students individual needs. These tutoring supports could focus on academic remediation, on independent learning strategies, or on study and organization habits.

*Special Education Services (Supplemental)*

For students with disabilities who require special services in addition to the regular curriculum, support will be arranged outside of the core academic subjects. These services may include speech-language pathology, audiology, and occupational therapy.

Equipo Academy believes all students can and will be successful with high expectations and excellent instruction in the LRE. In the event a student's IEP requires services outside the scope of the existing continuum of services at Equipo Academy, staff will work cooperatively with the Clark County School District and other partners to ensure appropriate supports for student success.

**Narrative A.8.10, *Identification, etc. for Gifted and Talented., etc.***

The goal of Equipo Academy's identification process for "Gifted and Talented" (GT) students will be to identify exceptional students who are prepared to engage in uniquely rigorous programming. These students possess a combination of above average performance on academics, individual creativity, and a deep interest or commitment to certain tasks. Students identified as GT require instruction above and beyond the general curriculum. For a full description of GT processes see Attachment A.8.10.

### **Narrative A.8.11, Gifted and Talented *Continuum of service***

The Committee to Form Equipo Academy believes a comprehensive continuum of service for students with giftedness must serve students with a broad range of needs and abilities, and offer students a wide range of services that can be matched to each student's unique programming needs. These services range from classroom differentiation to special seminars offered to students with identified leadership abilities.

#### *Level 1: Talent Development Services*

Equipo Academy will offer unique elective classes and extracurricular opportunities in such fields as theatre, speech, debate, foreign languages, and athletics to ensure that all students — whether or not they have been identified as GT — have access to programming options that will allow them to develop talent and express their giftedness.

#### *Level 2: Regular Classroom Differentiation*

Because many GT students have already mastered portions of the regular curriculum, teachers will be trained in differentiation to meet their needs and identified GT students will be monitored in the classroom just as students with individualized education plans are. All teachers will be expected to include a learning sequence for learners who have mastered the daily objective, beyond simply helping other students complete their work. Teachers will additionally be trained in creating meaningful curriculum-based projects for leaders in their classes. Early course entry options for students who are prepared for more advanced coursework may be considered where appropriate with the approval of the school leader. In the high school grades, internship and other independent study options will be available to students for elective credit in an area of gifted and talented ability.

#### *Level 3: Special Course Opportunities*

Equipo Academy intends to offer enrichment classes in math and English at the middle school level as well as a Advanced Placement classes at the high school level. Additionally, a slate of elective classes will be available to students in other areas of giftedness.

#### *Other Support Issues*

The Equipo Academy Director of College Access will coordinate support services for students to ensure equal access to all opportunities for twice exceptional students (those with a disability and giftedness), gifted underachievers, as well as students struggling with other social emotional development challenges including perfectionism, isolationism, self-esteem, sensitivity, and impostor syndrome.

#### *Staff and Parent Outreach*

All staff development days will include a review of current goals and progress within the Exceptional Student Education programming and sessions targeted to teacher needs to support ESE students. Parents will be invited to quarterly meetings of the ESE committee designed to exchange updates and discuss goals ahead.

## **A.9: Records**

## **A.9: Records**

### **Narrative A.9.1, *Pupil records***

Records of pupils enrolled at Equipo Academy will be maintained by the school's Operations Manager. The Operations Manager will be responsible both for updating and safeguarding the records of students at Equipo Academy, and additionally responsible for providing records of Equipo Academy pupils to the Clark County school district for inclusion in the automated system of accountability information for Nevada. Equipo Academy will provide all data required under NAC 386.650 for the automated system of accountability information for Nevada by the first day of instruction in the first year of operation.

An individual file will be maintained as the permanent record of each pupil enrolled at Equipo Academy. Pursuant to NAC 386.360, each record of pupil shall include the student's record of attendance, grades received, certificate of immunization, and all other records directly related to the academic progress of the pupil. All files will be maintained in fire safe, locking filing cabinets to ensure reasonable protection from fire or misuse, and the Operations Manager shall be responsible for ensuring only appropriate access to student records by authorized persons. All requests for access to a pupil record will be documented. The proposed location for student records at Equipo Academy is in the main office.

In the event of a student's graduation or withdrawal from Equipo Academy, or if Equipo Academy should close, the Office Manager will forward the permanent record of each pupil to the office of pupil records of the school district in which the pupil resides.

## **B.1: Governing Body**

## **B.1: Governing Body**

### **Narrative B.1.4, *Governance philosophy***

Members of the Committee to Form Equipo Academy have agreed that the role of an Equipo Academy governing board member must go beyond the normal nonprofit board member commitment and represent a fully involved, school board trustee position. The Committee members see the governing board's role as both building a highly effective college-prep school and representing all elements of the school mission and school community in their decision-making. Furthermore, the Committee seeks to create a school community and governing philosophy that empowers students and families so that the vision of a future school principal who is an alumni of the campus can be realized.

The Committee envisions board meetings being actively attended by staff, families, and students, who will not only be recognized for achievements but, more importantly, heard on the issues facing the school. The governing board will fully comply with all open meeting laws for announcing meetings, publishing agendas, minutes, and recordings, but the governing board will further work to ensure that this information is not only accessible to the school sponsor and public but to families and students who may not otherwise look for it.

In the responsibility of selecting and evaluating the school principal, the board will approach their responsibility with the upmost care recruiting only candidates with demonstrated records of consistently high achievement for students in at risk communities. The school community will be given the opportunity to provide input on those candidates and board members will look for a school principal who can advance the mission and join the culture of the school.



### **Narrative B.1.5, *Governance structure and composition***

The governing board of Equipo Academy will consist of nine members beginning with members of the Committee to Form Equipo Academy who do not intend to seek employment at the school. Additional members to fill remaining seats on the founding governing board would be recruited during the application review process to ensure a slate of candidates to be voted on at the first meeting of the governing board after charter approval. The structure, composition, and powers of the governing board are detailed in the complete bylaws prepared and reviewed by outside counsel. The governance philosophy of the board will be driven by the principles outlined in narrative B.1.4. It is understood by all members of the governing board that any amendments to these bylaws or any changes in the philosophy, structure, or composition of the governing board must follow all NRS and NAC regulations and involve the sponsor of the school as required by statute.

### **Narrative B.1.6, *Increasing board capacity***

The initial governing board, after receiving charter approval, will conduct a weekend retreat in November 2015 to clearly finalize a timeline of board activities to launch from the priorities identified in this application. The immediate priorities of the governing board will be the official hiring of the school principal and start-up director. Knowing that the first board to be formed after state approval of a charter may need immediate support in the areas of capital campaign work, public relations, and school principal evaluation, these will be additional priorities for the board leadership in the first phase of the board's development timeline, from November 2014 into February 2015. Moving into the spring of 2015, the board will shift its focus to involving parents and community members in meetings and dialogues, working on this area of capacity from March 2015 to June 2015. And going into the summer of 2015, the board will engage in reflection and full-year planning for the first academic year, ensuring that it is prepared to engage in organized systems for monitoring the school's progress and any issues that may be brought up in the first year.

To maintain and increase board capacity in an ongoing effort, new board members will participate in an on-boarding program at the start of their tenure and all board members will participate in relevant board training programs and events that the Equipo Academy governing board can access through the Charter School Associate of Nevada, the Nevada Association of School Boards, and national networks and allies such as weekend and summit events organized by the KIPP Foundation and Building Excellent Schools networks.

**Narrative B.1.7, *Recruitment of board members***

In building board capacity and planning the future of the school, the governing board will understand that the people who follow them in their roles will be their lasting influence on Equipo Academy. To avoid the turbulence that can affect a school when smooth transitions and effective successors are not planned for, board members will actively work to recruit future members who bring needed expertise to the governing body and who deeply understand and believe in Equipo Academy and its mission. In an annual retreat, the governing body will plan for anticipated vacancies, creating timelines for the recruitment and training of new board members. To ensure that a diverse pool of board candidates with a deep commitment to the Equipo Academy mission are always available, the board will actively recruit future members on a continual basis.

## **B.2: Committee to Form the School**

## **B.2: Committee to Form the School**

### **Narrative B.2.3, *Members' association with other charter schools***

One member of the Committee to Form Equipo Academy has had an association or affiliation with a charter in another state. The name of the Committee member is Shawna Wells. The name and location of the charter school Wells was associated with is KIPP West Philadelphia Preparatory Charter School located at 5900 Baltimore Avenue, Philadelphia, PA 19143. Wells was the founder and principal of the school from 2009 to 2013. She now resides in Las Vegas, NV and has left her role as principal of the school. Wells chose to leave her school role with KIPP to be closer to her family. She continues to serve as a leadership coach with The KIPP Foundation.

## **B.3: Management and Operation**

## **B.3: Management and Operation**

### **Narrative B.3.1, *Organizational structure***

The Equipo Academy Governing Board will hold ultimate responsibility for protecting the charter contract, stewarding the mission of the school, reviewing and approving the annual budget, and selecting and evaluating the school leader. Additionally, the Governing Board may be responsible for reviewing appealed decisions brought to the agenda by students or families within the policies proposed in this application.

As the direct employee of the board and the leader of the school, the school principal will hold responsibility for the day to day operation of the campus working within the guidelines of the charter contract, the goals of the board, and the annual budget. The school principal will create opportunities for students, staff, and families to innovate and design a high-impact college-prep school in East Las Vegas, while continually reporting progress to the governing board and school sponsor. The school principal will be responsible for the hiring of a leadership team, school teachers, and other school staff. Each month, the school principal will report to the board on the current status of the school, key data on the school's mission and progress, and updates on each of the school's programmatic goals. The governing board in turn will evaluate the school principal each year, give feedback on leadership and goals for the coming year, and set the school principal's compensation.

The Equipo Academy leadership team will include a Dean of Math and Science, a Dean of Arts and Humanities, a Director of College Access, and a Director of Operations, all led by the school principal. Together the leadership team will represent the entire scope of the school's day to day program and operations. Individually, each Dean and Director will be responsible for a specific set of goals and metrics, and a specific team of staff members who report to them. Licensed personnel will report to the Deans based on their content area, while operations and support staff will report to the Directors based on their responsibilities.

### **Narrative B.3.2, Key management positions responsibilities**

Equipo Academy's day to day operations will be managed by a team of five education leaders: a school principal, a dean of math and science, a dean of arts and humanities, a director of college access, and a director of operations.

The Equipo Academy school principal will be responsible for leading day to day operations of the school, stewarding the mission of the campus, and serving as the instructional leader. The school principal will work with the governing body to establish campus goals and then head the leadership team that relentlessly pursues those goals. Most critical for the qualifications of the founding school principal is a demonstrated track record of creating transformational education programs for at risk students in East Las Vegas.

The proposed school principal for Equipo Academy, Benjamin Salkowe, is an eight-year educator with the Clark County School District who co-founded and now serves as the program coordinator the first college-prep program in East Las Vegas. Salkowe has taught courses ranging from guided reading with English language learner students in fifth grade to high school honors Algebra I. Most significantly, Salkowe and his team at the Scholars Working OverTime (SWOT) program have been able to consistently place the same students from their program's original fifth grade intervention classes in accelerated middle and honors high school classes by leveraging an extended-day college-prep instructional model and developing a complete school-within-a-school at the Eldorado High School campus. In 2013, Salkowe and SWOT Co-Founder Rachel Warbelow were recognized by the Nevada Association of School Boards as the state's "Innovative Educators of the Year" for their work on SWOT after a nomination by the Clark County School Board. Today, the SWOT program serves 250 students in grades 6-9, outperforming its neighboring peer schools in growth measures and standing as a transformational proof point of what historically at risk student populations can accomplish in the face of tremendous odds.

The Equipo Academy Dean of Math and Science (DMS) and Dean of Arts and Humanities (DAH) would each serve as instructional leaders for specific departments. The DMS would coach licensed personnel, develop curriculum, plan assessment, and report to the school principal for the math, natural science, computer and physical education departments. The DAH would perform the same functions for the English, world language, social science and fine arts departments. Each dean would serve as an instructional leader for the campus and would be expected to bring demonstrated evidence of consistently high academic achievement from past instructional positions, as well as deep expertise in their assigned content areas and relevant instructional strategies.

The Equipo Academy Director of College Access (DCA) and Director of Campus Operations (DCO) would each serve as managers of specific staff and programs. The DCA would be responsible for stewarding the college access components of the school mission by creating a comprehensive timeline and then operationalizing that timeline to ensure every single Equipo Academy student is taking tests, applying for financial aid, and completing the college research and application steps necessary to ultimately attend and graduate from a four-year college. As a part of her work, the DCA would oversee all school advisors, design and monitor the school's advisory system, and coordinate access to all educational services including the Rtl process, ELL testing, and supporting the special education staff in referrals and annual meetings. The DCO would be responsible for ensuring smooth daily operation of the campus and a clear pathway for the growth of the school into a full campus. The DCO would be an individual with a high-capacity for problem-solving and decision-making, who would allow the rest of the leadership team to focus on uninterrupted instructional work.

The Committee to Form Equipo Academy has not identified specific candidates for Dean and Director positions. After the governing body hired a school principal, the principal would then be responsible for hiring highly capable individuals for the positions described above.



**Narrative B.3.4, *How carry out laws***

The Committee to Form Equipo Academy fully understands that the responsibility of fulfilling the terms of its charter — to the school’s families, the staff, and the sponsor of the school — is its most important duty. To maintain this responsibility, the chair of the Equipo Academy governing body will ensure that board members participate in training and are prepared to know the laws and regulations, 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 and representative governing body, ask for assistance when in doubt, maintain accountability and transparency in all operations, and cooperate with the State Public Charter School Authority and the Nevada Department of Education.

**Narrative B.3.5, *Kind of school***

Equipo Academy is a proposed middle and high school to serve students in grades six through ten in its first year, six through eleven in its second year, and six through twelve in its third year.

**Narrative B.3.7, *Outside help with application***

This Application for the proposed Equipo Academy was prepared by members of the Committee to Form Equipo Academy. Committee members conducted all necessary research, designed the proposed school, and authored the final application. Where outside help was sought (for example in preparing insurance quotes and legal documents) the contracted providers are noted on the documents. The submitted application represents the hopes of many families within the East Las Vegas community who seek a college-preparatory school, but no outside persons, entities, or educational management organizations were responsible for the authoring of this charter school application.

**Narrative B.3.8, *Limiting enrollment***

Equipo Academy enrollment will be limited to 108 students per grade and 756 students for the whole school at maximum enrollment.

## **B.4: Staffing and Human Resources**

## **B.4: Staffing and Human Resources**

### **Narrative B.4.1, *Staffing plan***

The Committee to Form Equipo Academy projects a first year enrollment of 468 students and families served by a first year teaching staff of 22 teachers, a team of 5 administrators, and support staff of five school employees. Each administrator will be expected to teach one section of a course during the academic year both to engage all licensed employees in the development of their profession and to ensure all administrators remain connected to the most important work of the school: what happens in the classroom. All school staff, including support staff with appropriate guidance and supervision, will be responsible for serving as an advisor to a small advisory of students during their time at Equipo Academy. While the initial first-year investment in teaching and administrative positions is significant, the structure will support a 21:1 student-teacher ratio and provide administrative capacity to rapidly develop a strong school culture, support all teachers in meaningful professional growth, and develop a pipeline of leadership for the schools' future.

In subsequent years the growth of the staff will be in teaching and support positions. In year two, the school will expand to serve 576 students and will begin offering more diverse high school course options, requiring the addition of six teaching and three support staff positions. In year three enrollment would reach 684 students but require few new license endorsements for specialized courses, thereby requiring four new teachers and two new support staff. In year four, enrollment would reach 720 students, adding four teachers and two support staff. And in year five, enrollment would reach 756 students, adding two teachers and one support staff.

In the event that Equipo Academy should seek to employ instructional personnel not fully licensed or certificated to teach a course in a traditional district school, the approval of the governing body and advice of outside counsel shall be sought to ensure that specific licensure

is not required by NRS 386.590 subsections (3) or (4) and to ensure that the candidate has the appropriate qualifications to teach in the proposed position pursuant to NRS 386.590 (5).

**Narrative B.4.2, *Employment contract negotiation***

The governing board of Equipo Academy will negotiate contracts with its employees following the guidelines of NRS 386.595. Wherever public funding is used for an employee salary, the portion of the salary derived from public funding shall not constitute a salary greater than the maximum salary offered by the Clark County School District for the same employment position.

**Narrative B.4.3, *Instructor qualifications***

All candidates for instructional positions will be required to possess, at a minimum, the educational and professional experience necessary to comply with all Nevada licensure requirements for a charter school educator in their subject, as well as federal “highly-qualified” requirements wherever applicable. In any instance where a candidate for an instructional position is not fully licensed or certificated to teach a course in a traditional district school, the approval of the governing body and advice of outside counsel shall be sought to ensure that specific licensure is not required by NRS 386.590 subsections (3) or (4) and to ensure that the candidate has the appropriate qualifications to teach in the proposed position pursuant to NRS 386.590 (5). Background checks and screenings will be required of all school staff, interns, student teachers, volunteers, governing board members, and any other adult regularly present at the Equipo Academy school.

Beyond the minimum licensure requirements, Equipo Academy shall expect all candidates for instructional positions to have the belief in students, instructional experience, and culture-building capacities defined in this application under narrative B.4.8.

**Narrative B.4.4, *Teacher evaluations***

The Nevada Educator Performance Framework’s emphasis on the excellent education of *all* students is a natural fit as an evaluative tool for Equipo Academy teachers. Following the

timetables and guidelines for the evaluation of probationary and post probationary teachers provided in NRS 391.3125, Equipo Academy administrators will use the Framework standards and student data to drive the evaluation process. Teachers will be provided an opportunity to meet with their supervisor both immediately before and after observations, and evaluations will be provided to teachers within 10 school days of their completion at a meeting to discuss the teacher's performance. Teacher evaluations will be used first and foremost to coach and guide the development of individual teachers by identifying both strengths and opportunities in their practice. Additionally, teacher evaluation data and observations may be used in determining school wide professional development plans, in determining teaching assignments, and, where a teacher is deemed ineffective, as grounds for a decision to dismiss a teacher.

All teacher evaluations, with any written response provided by the teacher, will become a part of the teacher's personnel records. In the event that a teacher requests a revision or correction of any aspect of a teacher evaluation, the request shall be brought to the attention of the school principal who will work to accommodate the request pursuant to NRS and NAC regulations if deemed valid, or otherwise deny the request. If a teacher should disagree with the decision of the school principal the matter may be referred to the governing board.

#### ***Narrative B.4.5, Administrator information***

The proposed administrative head or school principal for Equipo Academy pending charter approval is Benjamin Salkowe, **Program Coordinator for The Scholars Working OverTime Team and Member of The Committee to Form Equipo Academy. Salkowe's proposed title is School Principal of Equipo Academy.** His mailing address is 649 Lucky Pine St, Henderson, NV 89002 and his phone number is: 702-885-8805 and e-mail is e-mail: ben.salkowe@equipo.academy

#### ***Narrative B.4.6, Administrator position description***

*A complete description of the school principal position is provided as Attachment B.4.6.*

#### **Narrative B.4.7, *Employing administrators***

In employing administrators for Equipo Academy the governing board will seek candidates who have: (1) a complete belief in the ability of every student to excel to and through college when provided an excellent education, (2) demonstrated experience in designing and leading team taught educational programs that produced clearly documented significant gains in student achievement, (3) capacity to build deep student, family, staff, and community investment in a culture of achievement and a record of having done so in past roles. Dependent on the scope and responsibilities of the particular administrative position, the governing body shall also consider the required licenses or endorsements, previous management experience, past evaluations and recommendations, and any other critical or required criteria for the role.

The founding school principal will be responsible for developing internal leadership capacity within the founding administrative and teaching team to prepare potential internal candidates for vacancies before they should occur. Additionally, the governance committee of the governing board shall update a list each year at its annual meeting of other identified local and national candidates who could potentially become administrative candidates to be considered alongside internal candidates in the event of a vacancy.

While the governing board of Equipo Academy will be directly responsible for interviewing and hiring the school principal, the board will direct the school principal to lead the search, recruitment, and selection of those administrators that will report to him or her. The governing board will ensure that any school principal and any additional administrators are appropriately qualified and licensed to teach the courses they would be responsible for at a Nevada charter school, and will guide the school administrative team in hiring a faculty that represents the spectrum of diversity of the East Las Vegas community that the school will serve.

#### **Narrative B.4.8, *Employing instructors/others***

Equipo Academy will conduct all searches for teaching positions at a national level similar to the process for recruiting administrators. Any candidate for a teaching position at Equipo

Academy will be require to have: (1) a complete belief in the ability of every student to excel to and through college when provided an excellent education, (2) demonstrated experience in designing and leading classroom instruction that produced clearly documented significant gains in student achievement, (3) capacity to build deep student, family, staff, and community investment in a culture of achievement and a record of having done so in past roles.

The school principal and full administrative team will be responsible for maintaining a slate of future teaching candidates in advance of any actual vacancy. These candidates may represent excellent educators who applied when a position was not available, referrals from current employees, and college interns and student teachers currently completing assignments at the school. The governing board will ensure that any educator is appropriately qualified and licensed to teach the courses they would be responsible for at a Nevada charter school, and will additionally guide the school administrative team in hiring a faculty that represents the spectrum of diversity of the East Las Vegas community that the school will serve.

**Narrative B.4.9, *Licensed and non-licensed staff***

At the time of its application, Equipo Academy has yet to formally identify specific licensed and non-licensed staff beyond the school principal. Any identified candidates would be required to complete all necessary background and criminal record checks, and to fulfill all applicable NRS, NAC, and state teaching licensure requirements for their teaching positions in a charter context, as well as any applicable federal requirements for Title I positions requiring highly-qualified status. Non-licensed staff would be required to also complete all required background and criminal record checks, to meet any applicable state or federal requirements for their positions at a charter school, and additionally to possess comparable qualifications to those that may be expected within the traditional school district.

## **C.1: Budget**



## **C.1: Budget**

### **Narrative C.1.4, Chart of Accounts assurance**

The Committee to Form Equipo Academy assures its sponsor that the school, its governing board, the principal, the director of operations and any staff working with the school's finances will use and follow the Nevada Chart of Accounts.

### **Narrative C.1.6, Contingency plan for financial challenges**

The Committee to Form Equipo Academy has determined that the minimum number of enrolled pupils that would be necessary for the financial viability of the school is 108 students. In the event of such a reduced first year enrollment, instructional and administrative personnel would be reduced and only one support staff position would be employed. The reduced enrollment and staff size would require less facility space and startup materials, thereby reducing the budget to its minimum. With a minimum enrollment of 108 students it is still possible for Equipo Academy to operate with a small first year surplus in its end of year budget.

In the event that Equipo Academy should have filled its maximum enrollment at 468 students and not be able to secure expected private funding or be subjected to reduced public funding, the governing board would consider options including but not limited to: reducing administrator salaries, reducing teacher salaries, and eliminating nonessential support staff. Additionally, the extensive local background of the board would be leveraged to secure reduced rates for facilities and contract services wherever possible during the time of unanticipated financial hardship. Again, by reducing expenditures on personnel, facilities, and contract services for a period of time, Equipo Academy would be able to sustain operations with maximum enrollment despite reduced funding.

A full contingency budget is provided as an attachment.

## **C.2: Financial Management**

## **C.2: Financial Management**

### **Narrative C.2.1, *Financial responsibility***

Equipo Academy's Director of Operations will be responsible for the school's bookkeeping, financial reporting, and financial liability. Where the governing body chooses to engage in a contract with an outside firm for bookkeeping, auditing, or legal services, the Director of Operations will coordinate and report on those contracts and work performed. When funding remains at the close of a budget, the Director of Operations will be responsible for ensuring that remaining money is returned as necessary to state, local, or federal authorities.

### **Narrative C.2.2, *Closing procedures***

In the event that Equipo Academy should cease to operate voluntarily or have its charter revoked or terminated, the governing body will notify in writing all affected departments and constituencies, as defined under NRS 386.536. The governing body would appoint a school administrator to act as trustee during the process and develop a written plan for the school closure. The appointed trustee would ensure compliance with all NRS and NAC directives.

### **Narrative C.2.3, *Audit firm***

The governing board of Equipo Academy will demonstrate financial accountability by submitting its financial statements for audit by an independent auditing firm wherever required by Nevada law and at least once a year. While the Committee to Form Equipo Academy has yet to sign a contract with an auditing firm, the proposed audit firm for the school would be either Piercy Bowler Taylor & Kern, or Kafoury, Armstrong & Co.. Both proposed audit firms are locally founded, full-service accounting and business advisory firm with a history of work for local non-profit and education organizations including The Meadows School of Summerlin and the Clark County School District. Final selection of an audit firm will be determined by services required and costs estimated. When the governing board has selected a final audit firm, the state sponsor will be notified.

**Narrative C.2.4, Nevada bank**

Equipo Academy will use Nevada State Bank as its local, Nevada bank for financial services and accounts. The Nellis and Stewart Avenues location will be the local branch for the school.

**Narrative C.2.5, Fees, Charges**

As a public charter school, Equipo Academy will have no required tuition or fees for participation in any component of the regular curriculum. In specific contexts where a personal uniform or equipment is offered, or a trip fee is requested, school staff will always provide the option to families of borrowing needed materials if they are unable to cover a cost. Outside of the regular curriculum, Equipo Academy may impose a charge of \$100 per one-half credit of summer courses. In the event any additional fees should be deemed necessary by the school principal, prior approval will be sought in advance.

**Narrative C.2.6, Person to draw orders for payment of school's money**

The person designated to draw all orders for the payment of money belonging to the charter school is the proposed school principal, Benjamin Salkowe. Until the school opens at its physical location, Salkowe's contact information for Equipo Academy is Benjamin Salkowe, Committee to Form Equipo Academy, 5841 E Charleston Blvd Ste 230-250. Las Vegas, NV 89142. His phone number is 702-885-8805 and e-mail is ben.salkowe@equipo.academy

Salkowe is now in his eighth year working for the Clark County School District, most recently as the program coordinator for The Scholars Working OverTime college-prep program at Eldorado Prep since the start of the school in 2010. He holds a master's degree in curriculum and instruction from the University of Nevada - Las Vegas and is studying educational leadership and administration at Sierra Nevada College with expected licensure in Spring 2015.

**Narrative C.2.7, Minimum number of enrolled pupils required**

The minimum number of enrolled pupils that would be required in Year 1 for financial viability of Equipo Academy is 108 students.

### **C.3: Transportation, Health Services, and Emergency Services**

## **C.3: Transportation, Health Services, and Emergency Services**

### **Narrative C.4.1, *Transportation***

Equipo Academy is proposed as a neighborhood school for at-risk students within walking distance of the campus. At-risk students living within two miles of the campus will be exempted from the lottery before other groups and, while Equipo Academy will enroll students outside of the immediate neighborhood as space is available, transportation will not be provided. This arrangement is similar to the Clark County School District expectation the parents open enrolling in specific schools by choice will provide their own transportation when needed. The educators on the board of Equipo Academy have five years of experience working with students and families to organize car pool networks and strong relationships between families to ensure every interested family admitted can arrange transportation when needed. Orientation events and summer family meetings will provide multiple opportunities for parents to collaborate around transportation as needed.

### **Narrative C.4.2, *Health services***

The provision of health services at Equipo Academy will be based on student need, state requirements, and a partnership with physical education staff and other departments to ensure preventative health measures are taken in all areas of the curriculum.

While in a growth stage with a smaller opening enrollment, Equipo Academy does not intend to hire a full-time school nurse until reaching at least 750 students in size. The school will instead employ a trained First Aid/Safety Assistant (FASA) at Equipo Academy responsible for the provision of basic first aid care to students. The FASA will additionally be trained by a contracted CCSD school nurse pursuant to NRS 392.420 to conduct required physical examinations for visual/auditory problems, scoliosis, and any gross physical defect.

Following state statutes, student physical examinations to be conducted will include:

- In sixth grade, vision and hearing screening.
- In seventh grade, scoliosis screening.
- In ninth grade, vision and hearing screening.
- In all grades, height and weight screening.

All students' parents or guardians will be contacted in advance of any physical examination to describe the examination and provide the opportunity for any parent or guardian to excuse the student from all or part of the examination. Collected data will be reported to the state as directed by statute wherever required. In the event Equipo Academy is unable to properly train its FASA to complete the above examinations, the school may also collaborate with qualified healthcare professionals from the local community pursuant to NRS 392.420 to complete the above described screenings.

Finally, Equipo Academy will promote a partnership between the school FASA, physical education staff, and all teachers to promote student, staff, and family health. All-team healthy choice initiatives and annual physical fitness tests will promote healthy habits. Where physical examinations are required for sports participation or immunizations required for enrollment, Equipo Academy will collaborate with qualified healthcare professionals from the community to make services accessible to those who need them.

### **Narrative C.4.3, *Immunization records***

The Equipo Academy Director of Operations will oversee an immunization records verification and maintenance procedure that ensures full compliance with all state laws and regulations.

The school will not enroll students below sixth grade, meaning students entering Equipo Academy from another Nevada school should have a complete immunization record with the possible exception of the Tdap vaccine required to enter seventh grade. All rising and newly entering seventh graders will be notified of the state Tdap vaccination requirement the spring

prior to their seventh grade year, and will be expected to receive the vaccine prior to the first day of classes. On the first day of school, any seventh grade student whose parent or guardian has not produced an immunization record to verify receipt of the Tdap vaccine will be reported to the school principal who will schedule a meeting with the family. The Director of Operations will work to ensure that any student not fully immunized does so before the 90th day of school. After 90 school days, any student still not fully immunized will be excluded from school and not readmitted until proof of vaccination can be provided pursuant to NRS 392.435.

Students enrolling without a complete immunization record or from another state/country will be required to begin a catch-up immunization schedule if they do not fully meet the Department of Health and Human Services immunization requirements to complete enrollment. The Director of Operations will be responsible for ensuring all required immunization reports are prepared as directed by the Division of Public and Behavioral Health of the Department of Health and Human Services. The Director of Operations for Equipo Academy will also be responsible for handling any exception to state immunization requirements due to a family's religious beliefs or a student's medical condition pursuant to NRS 392.437 and NRS 392.439. All immunization records will be maintained following the same procedures described for student records in this application, following all applicable state and federal regulations.



## **C.4: Facilities**

## C.4: Facilities

### **Narrative C.3.1, *Facilities plan***

Equipo Academy will serve students in East Las Vegas primarily in the 89110 and immediately surrounding zip codes. The intent of The Committee to Form Equipo Academy is to locate the school in an appropriate facility that meets staff and student needs, can be leased with the available facilities funding in the first year budget, and is easily accessible as a community school to all students and families. For maximum enrollment, the Committee projects a needed space of 23,400 square feet with the potential to expand to 28,800 square feet in year two. The goal of the Committee is to find a safe, semi-permanent space for the start-up years of the school, at a lease rate that would allow saving funds for a permanent facility in the future.

**Option One: Leasing a Lot for a Modular Campus.** Through ongoing discussions with excellent charter school leaders in Houston, Committee members believe a vacant lot could be easily identified and leased in the 89110 zip code for a low lease with the remaining facilities budget being used to rental modular school facilities that would be set-up as a campus similar to starting KIPP schools in Texas and the Learning Village in Downtown Las Vegas.

**Option Two: Leasing and Modifying an Existing Facility.** Several potential commercial properties and one nonprofit space have been identified in the 89110 and surrounding zip codes which would require lease negotiation and space improvements. These facilities would be similar to other local Nevada charter schools established in commercial spaces.

Pending the submission of this application, The Committee to Form Equipo Academy intends to begin a more formal search for a school facility during the months of September and October. With charter approval, the newly formed governing board would officially enter into a contract with a realtor to secure final options for a facility with intent to select a property by the end of January 2015. Necessary facility improvements and installation of any modular facilities could then proceed from February to July of 2015.

**Section A**  
**Attachments**

# MIDDLE SCHOOL SCHEDULE OF COURSES

Sixth Grade	Seventh Grade
<b>Math 6: General Math</b>	<b>Math 7: Pre-Algebra</b>
<b>Math 6: Math Lab or Math 6: Math Enrichment</b>	<b>English Language Arts 7: Genres and Styles</b>
<b>Reading 6: Intro to Reader's Workshop</b>	<b>Reading 7: American Literature</b>
<b>English Language Arts 6: Intro to Writer's Workshop</b>	<b>Science 7: Earth Science</b>
<b>Science 6: Life Science</b>	<b>Social Studies 7: US and Nevada History</b>
<b>Social Studies 6: Ancient Civilizations</b>	<i>Fine Arts elective</i>
<b>MS Physical Education and MS Health</b>	<i>Physical Education elective</i>

  

Eighth Grade
<b>Math 8: Algebra I (1.0cr, HS)</b>
<b>English Language Arts 8: World Literature</b>
<b>Science 8: Physical Science</b>
<b>Social Studies 8: World Geography</b>
<b>Computer Literacy &amp; Technology (0.5cr, HS) and Computer Programming</b>
<i>Fine Arts elective</i>
<i>Physical Education elective</i>

# HIGH SCHOOL SCHEDULE OF COURSES

Ninth Grade	Tenth Grade
Geometry	Algebra II
Biology	Chemistry
English I: Intro to College Reading & Writing	English II: World Literature
AP World History I: Prehistory to the Renaissance	AP World History II: The Modern Era
Spanish I*	Spanish II
<i>Fine Arts elective</i>	<i>Fine Arts elective</i>
HS Physical Education and HS Health	<i>Physical Education elective</i>

  

Eleventh Grade	Twelfth Grade
Pre-Calculus	AP Calculus <i>or AP Statistics</i>
Physics	AP Biology <i>or AP Environmental Science</i>
English III: AP English Language <i>or English III: AP English Literature</i>	English IV: College Seminar
AP US History	AP US Government
AP Spanish Language and Culture <i>or AP Spanish Literature</i>	<i>World Language elective</i>
<i>Elective</i>	<i>Elective</i>
<i>Physical Education elective</i>	<i>Physical Education elective</i>

\*Native Spanish-speaking students may test into a higher-level Spanish course,

### Course Descriptions and Alignment Assurance

#### English Language Arts

**Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example:** 2<sup>nd</sup> grade: Language Arts: This course is designed to help students build grammar skills and continue to build reading and decoding skills with a focus on reading comprehension, sequencing, and literary response. Students will begin to learn elements of the writing process and concentrate on listening and speaking skills.

<b>Course Name and Description for each grade level being offered at the proposed school:</b>
<p><b>6<sup>th</sup> grade: <i>Reading 6 and Writing 6</i></b>            The sixth grade reading course will immerse students in an accelerated introduction to the middle school strands of the Common Core (CCSS) ELA standards while establishing Equipo Academy’s workshop approach to reading and writing. Students will learn to use active reading strategies throughout all of their classes and will learn basic research and essay composition strategies for middle school coursework. Fiction and nonfiction texts will be chosen to engage students in critical thinking while reading. Students will develop fluency in speaking and listening through weekly speech exercises and discussions. And students will assemble a portfolio of writing as they work to master the middle school essay format.</p>
<p><b>7<sup>th</sup> grade: <i>Reading 7 and Writing 7</i></b>            In seventh grade Reading and Writing, students will continue working towards mastery of the middle school strands of the CCSS ELA Standards but with a focus on American literature aligned to their concurrent work in 7th grade US/Nevada History. Students will continue to develop critical reading skills, continue to become more proficient speakers and listeners in discussions, and draft compositions in multiple genres to add to their writing portfolios.</p>
<p><b>8<sup>th</sup> grade: <i>English Language Arts 8</i></b>            In eighth grade, students will study reading and writing skills side-by-side to compete their work on the middle school strands of the CCSS ELA Standards, with a focus on world literature aligned to their concurrent work in 8<sup>th</sup> grade World Geography. Students will use great texts to understand great writing and vice versa. Students will analyze the styles of great writers and learn to develop their own, adding several advanced compositions to their writing portfolios. Students will also begin to use their thinking, speaking, and listening skills for more complex discussions of world events aligned to their other courses.</p>
<p><b>9<sup>th</sup> grade: <i>English I</i></b>            In English I, students will be introduced to college reading and writing skills with an accelerated launch into the high school strands of the CCSS ELA standards. The emphasis of the course will be on the development of research and organization skills for drafting college-level response papers to texts, and the critical analysis of texts for high-level questioning and discussion exercises. By the completion of the course, students will not only have a firm grounding in the CCSS for high school ELA, but they will deeply understand the literacy skills necessary for success in an introductory college course. While students may not necessarily master all of these collegiate literacy skills in the ninth grade, they will have a comprehensive understanding of the task ahead in college-prep literacy courses.</p>
<p><b>10<sup>th</sup> grade: <i>English II</i></b>            The English II course will build on the college reading and writing skills introduced in English I but do so from the context of World Literature. Tenth grade students will examine classic and modern texts from global literature in both their English II and World History II courses, analyzing the texts and constructing literary analyses and response papers in college format throughout the course. Both fictional literature and nonfiction sources will be used throughout the course.</p>
<p><b>11<sup>th</sup> grade: <i>English III: AP English Language or AP English Literature</i></b>            English III students will choose either to concentrate on rhetoric and composition in AP English</p>

### Attachment A.3.3

Language, or on literature and analysis in AP English Literature. Each course will be structured to expose students to the same reading, writing, and thinking expectations of an introductory college course. Where ever possible, instructors will draw texts from the American canon to align with work in AP US History classes. Students completing English III will have actually completed a college-level language/literature course and may be eligible for college credit based on AP scores and their postsecondary education's transfer credit policy.

#### **12<sup>th</sup> grade: *English IV: Senior Seminars***

The English IV senior seminars will go beyond the work of an AP course to actually push student ELA skills beyond an introductory college level. Seminars will be smaller in size (12-18 students) than other courses and will focus on specific genres of reading and writing, including journalism, science writing, creative writing, and literary criticism. The courses will be designed to confront students with increased expectations like those they would find in a rigorous college setting where they may need to do heavy revision of compositions and extensive research beyond the course. Students who take English IV will be prepared not only for success in a future college-level English course, but for reading and writing across all of their courses in college.

### **Math**

**Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example:** 7<sup>th</sup> grade: Pre-Algebra: This course reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables.

#### **Course Name and Description for each grade level being offered at the proposed school:**

##### **6<sup>th</sup> grade: *General Math and Math Lab***

The sixth grade general math course will be designed to give all new sixth grade students an accelerated introduction to the sixth grade strands of the CCSS Math Standards. Students will focus on understanding rates and ratios and using them to solve real-world problems, working with learned operations across all rational numbers, using expressions and equations to model mathematical situations, and advancing their knowledge of data statistics to understand questions about the world.

In sixth grade, all students will have two periods of math each day: the general math course required of all students and a math lab differentiated for student needs. Students enrolling in sixth grade with demonstrated proficiency in CCSS Math Standards for fifth grade will be placed in an enrichment math lab for their second math course. Students whose academic records show past struggle in fifth grade math will be placed in a support math lab. While both math labs will focus on applying general math concepts to real-world problem solving, the support math lab will have a reduced student teacher ratio to ensure mastery.

##### **7<sup>th</sup> grade: *Pre-Algebra***

The seventh grade pre-algebra course will prepare students with the algebraic thinking and mathematical fluency to take high school Algebra I as eighth graders. Students will study the seventh and eighth grade CCSS math standards to mastery, with an emphasis on application of skills in real world problem solving tasks. As part of the course students will be expected to complete a cumulative writing task on each math unit for reference.

##### **8<sup>th</sup> grade: *Algebra I***

This course will take the general math concepts of sixth and seventh grade and extend them to the study of linear and exponential relationships. Students will be introduced to a collegiate structure for math instruction with an increased emphasis on collaborative problem solving and group discussions of

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abstract concepts. Students will complete several writing tasks over the course of the year on themes across the strands of Algebra I math.

**9<sup>th</sup> grade: *Geometry***

In Geometry, students will learn to use logic and geometric concepts to prove many of the informal understandings they gained from earlier geometry experiences in middle school. They will learn more precise definitions and logical proofs for geometric concepts, analyze geometric relationships, and use those understanding to solve real world problems. By the conclusion of the course, students will be prepared to apply past geometry concepts and new concepts based on definitions of angles, the Pythagorean Theorem, and analytic geometry to real world problem solving situations. Students will participate in math labs on block days throughout the course to use technology and other tools for experimenting and modeling the geometric phenomena studied in the course.

**10<sup>th</sup> grade: *Algebra II***

Algebra II will take students mathematical reasoning and apply that reasoning to a growing range of mathematical situations. Students will use algebraic and geometric functions to tackle real world problem solving scenarios. An emphasis will be placed on the mastery of fundamental statistical and modeling skills critical for calculus and college-level work. Students will participate in math labs on block days throughout the course to use technology and other tools for experimenting and modeling the mathematical concepts studied in the course.

**11<sup>th</sup> grade: *Pre-Calculus***

The eleventh grade pre-calculus course will immerse students in advanced topics in algebra, trigonometry, analytic geometry, and elementary functions. Students will apply trigonometry, analytic geometry, vectors, matrices and other concepts to increasingly challenging problem-solving scenarios. The course will cover introductory calculus concepts, with regular math labs on block days throughout the course to use technology and other tools for experimenting and modeling the mathematical concepts studied in the course.

**12<sup>th</sup> grade: *AP Calculus or AP Statistics***

The twelfth grade calculus courses will prepare students who have mastered all CCSS math content (four years of secondary math) with the experiences necessary to excel in or actually earn credit for a college-level course in calculus. The course focus developing students' understanding of and experience with the methods and applications of differential and integral calculus. Throughout the course, an emphasis will be placed on representing problems graphically, numerically, analytically, and verbally. The curriculum will be taught thematically to assist students in seeing how derivatives, integrals, limits and other concepts form a collective understanding of calculus, rather than a collection of distinct topics. Students who take AP Calculus AB will have actually completed an introductory college-level calculus course and may be eligible for college credit based on AP scores and their postsecondary education's transfer credit policy.

The twelfth grade statistics courses will prepare students who have mastered all CCSS math content (four years of secondary math) with the experiences necessary to excel in or actually earn credit for a college-level course in statistics. The course will develop students' understanding of and experience with the methods and applications of statistics as used across the natural sciences and social sciences. Throughout the course, an emphasis will be placed on representing problems graphically, numerically, analytically, and verbally. The curriculum will be taught thematically to assist students in seeing how statistics can empower individuals to make decisions, understand natural phenomena, and persuade others. Students who take AP Statistics will have actually completed an introductory college-level statistics course and may be eligible for college credit based on AP scores and their postsecondary education's transfer credit policy.



**Science**

**Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example:** 5<sup>th</sup> grade: Science: The course concentrates on the concepts of Change and Cause and Effect. Students will learn about the constantly changing Earth's surface. They will investigate physical and chemical changes in matter. They will begin to relate causes for changes with their effects. Students will have opportunity to investigate the effects of various forces, such as magnetism and electricity upon materials.

<b>Course Name and Description for each grade level being offered at the proposed school:</b>
<p><b>6<sup>th</sup> grade: <i>Life Science</i></b>                      This course introduces students to the middle school Next Generation Science Standards (NGSS) following the structure of life from cells to organisms, the interactions of organisms with their environments, concepts of heredity, and the diversity of life on Earth. Students will begin by studying the structure of cells and their role in systems and organisms. They will examine the ways in which organisms depend on living and non-living things in an ecosystem. Finally, they will ask how traits are passed on from one generation of an organism to another. The course will conclude with a study of how organisms and life systems change over time and continue to change today.</p>
<p><b>7<sup>th</sup> grade: <i>Earth Science</i></b>                      The seventh grade Earth Science course examines NGSS topics including the composition and structure of the Earth, atmospheric processes and the water cycle, and the solar system and its place in the universe. Students will explore how Earth's history and place in the universe explains things like seasons and eclipses. They will explore how Earth systems and change over time from the water cycle to the tectonic plates. Students will examine the impact of populations on ecosystems and how natural hazards can be forecasted.</p>
<p><b>8<sup>th</sup> grade: <i>Physical Science</i></b>                      This course completes the middle school science curriculum by extending students scientific understandings to the physical sciences of the NGSS. Students will begin with the question of how atomic and molecular structures and interactions define the properties of matter they experience in the world. They will study forces and motion to understand how principles of physics explain interactions between objects. Students will be introduced to the study of energy in the physical sciences to reach an understanding of how energy is transferred, and conclude with an examination of waves and how scientists and engineers use the characteristics of waves for the benefit of humanity.</p>
<p><b>9<sup>th</sup> grade: <i>Biology</i></b>                      The ninth grade biology course will cover the major units of biology beginning with the study of cell structure and functions and scaling to a comprehensive understanding of human anatomy and physiology. Students will use these understandings to examine genetics and the biology of different organisms. The course will cover basic chemistry and physics concepts necessary for a deep understanding of biology and will also lead students to develop the analytical and communication skills necessary in a modern science career including the use of lab equipment and computer technology. Based on the Next Generation Science standards adopted for the Nevada science curriculum, the course will be accelerated to also prepare students for the laboratory and writing skills needed for future success in AP science courses.</p>
<p><b>10<sup>th</sup> grade: <i>Chemistry</i></b>                      The tenth grade chemistry course will cover the major units of chemistry from the structures of atoms and molecules to the properties of elements and compounds. While introducing content, the course will also lead students to develop the mathematical, analytical and communication skills necessary in a modern chemistry career including the use of lab equipment and computer technology. Based on the Next Generation Science standards adopted for the Nevada science curriculum, the course will be accelerated to also prepare students for the laboratory and writing skills needed for future success</p>

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in AP science courses.

*Prerequisites: Biology and Algebra I*

*Credit: 1 HS Science Credit*

**11<sup>th</sup> grade: Physics**

The eleventh grade physics course will cover the major units of physics beginning with Newtonian concepts and building to the physics of waves and electricity.

While introducing content, the course will also lead students to develop the analytical and communication skills necessary in a modern science career including the use of lab equipment and computer technology.

Based on the Next Generation Science standards adopted for the Nevada science curriculum, the course will be accelerated to also prepare students for the laboratory and writing skills needed for future success in AP science courses.

*Prerequisites: Chemistry and Geometry*

*Credit: 1 HS Science Credit*

**12<sup>th</sup> grade: Environmental Science, AP Environmental Science or AP Biology**

In their senior year, students at Equipo Academy will have a choice of science courses based on their interest and plans for college.

Students in Environmental Science will study concepts in ecology with an emphasis on human populations, resource consumption, and ideas for sustainability. While studying the environment, students will leverage concepts learned in biology, chemistry, and physics to apply their scientific knowledge to the growing field and modern concerns of environmental scientists. Students choosing and recommended for AP Environmental Science will work on an accelerated curriculum and complete the year prepared for the AP examination.

Students choosing AP Biology will build on their understandings of ninth grade biology in a course equivalent to an introductory biology college course. The course will study... Students will be expected to complete extensive lab work including independent research. All students successful in AP Biology will be prepared for the AP examination in May.

Based on the Next Generation Science standards adopted for the Nevada science curriculum, the course would be accelerated to also prepare students for the laboratory and writing skills needed for future success in AP science courses.

*Prerequisites: 80 and Algebra I*

*Credit: 1 HS Science Credit*

**Social Studies**

**Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example:** Kindergarten: Social Studies: This course is designed to help students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Emphasis is placed on helping students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

**Course Name and Description for each grade level being offered at the proposed school:**

**6<sup>th</sup> grade: Ancient Civilizations**

The Ancient Civilizations course will introduce students to the study of history and the development of civilizations through a comprehensive examination of world history from prehistory to the crusades of the Middle Ages. Students will examine the political, economic, and cultural aspect of civilizations and the common themes of humanity to be found across the stories of different cultures in different places.

**7<sup>th</sup> grade: US and Nevada History**

The US and Nevada History course will continue students study of history with an in-depth examination of American history from the earliest Native Americans through the end of the twentieth century.

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Students will examine how the intersection of native and immigrant cultures throughout the history of the United States and Nevada created an American civilization and laid the groundwork for both great national achievements and ongoing struggles of race, class, and gender. Students will develop an understanding of the key people, events, and places that have defined the United States history as well as the role of advancements in settling the American West and shaping modern American culture and the culture of the State of Nevada.

**8<sup>th</sup> grade: *World Geography***

The eighth grade course in geography will introduce students to the use of geographic tools and technologies to understand people and their environments today. Students will study the migration and settlement patterns of people in the modern world and the role of resources in a nation's growth and in international conflicts.

**9<sup>th</sup> grade: *World History I***

This World History course at Equipo Academy will be the first in a two-year sequence required of all ninth and tenth grade students. The course will introduce students to a global understanding of the story of people and cultures throughout history. The course will begin with prehistory and continue through the Middle Ages. While exploring history, students will learn to identify the common themes that tie cultures together and develop skills with analyzing primary sources and composing persuasive essays.

**10<sup>th</sup> grade: *World History II or AP World History***

This World History course will be the second in a two-year sequence required of all ninth and tenth grade students. The course will introduce students to a global understanding of the story of people and cultures throughout history. The course will pick up with the Early Modern Era through present day. While exploring history, students will learn to express the common themes that tie cultures together and sharpen their skills with analyzing primary sources and composing persuasive essays.

**11<sup>th</sup> grade: *US History or AP US History***

Students will examine the defining events and figures of American history through primary sources and uncover themes throughout the story of the United States. The course will cover US History in greater depth than the middle school course, asking students to compose weekly response papers to primary sources in a college format and engage in rigorous discussions with peers.

**12<sup>th</sup> grade: *US Government or AP US Government***

The purpose of this course is for students to understand the development of the American political system and its work in the modern day. All students in both the regular and AP sections of the course will be expected to complete a thesis project on a current issue before the US Government drawing from a base of research into quantitative and qualitative sources from research databases.

**Curriculum Alignment to Nevada Academic Content Standards**

The Charter School governing board attests that Equipo Academy is:  
*(Name of charter School)*

- Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in English Language Art (K-12).
- Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in Mathematics (K-8) and working toward full implementation for grades 9-11 by 2014.
- Ready for the implementation of the Smarter Balanced Assessment Program.
- Moving toward full alignment to the new Nevada Academic Content Standards in Science (New Generation Science Standards).
- Currently fully aligned to the Nevada Academic Content Standards in Social Studies.

If you are unable to attest to these five things, please explain where in the process the school is currently, how full alignment will be obtained, and when full alignment will be completed.

The charter school governing board furthermore understands that changes to the curriculum that are of such a nature to cause the curriculum within the Charter Application to cease to be in operation are a material amendment. Material amendments require Authority approval. Pursuant to NRS 386.527(6) any material amendment to the Charter Contract or Written Charter will be effective only if approved in writing by the Authority. The proposed amendment must be submitted in a manner consistent with applicable law and regulation and defined in the Operations Manual. A material amendment shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority.

Charter School Name: \_\_\_\_\_

\_\_\_\_\_  
Board President Signature Date \_\_\_\_\_

\_\_\_\_\_  
School Administrator Date: \_\_\_\_\_

**Attachment A.3.4, Typical daily schedule**

**Draft Combined Traditional/Block Schedule**

<b>Monday, Tuesday, Friday Schedule</b>		
Period 1, Reg	8:00 AM	8:55 AM
Period 2, Reg	9:00 AM	9:55 AM
Period 3, Reg	10:00 AM	10:55 AM
Lunch	11:00 AM	11:30 AM
Period 4, Reg	11:35 AM	12:30 PM
Period 5, Reg	12:35 PM	1:30 PM
Advisory	1:35 PM	2:00 PM
Period 6, Reg	2:05 PM	3:00 PM
Period 7, Reg	3:05 PM	4:00 PM
<b>Wednesday Schedule</b>		
Period 1, Block	8:00 AM	9:35 AM
Period 2, Block	9:40 AM	11:15 AM
Lunch	11:20 AM	11:50 AM
Period 3, Block	11:55 AM	1:30 PM
Block Advisory	1:35 PM	2:20 PM
Period 4, Block	2:25 PM	4:00 PM
<b>Thursday Schedule</b>		
Period 5, Block	8:00 AM	9:35 AM
Advisory	9:40 AM	10:05 AM
Period 6, Block	10:10 AM	11:45 AM
Lunch	11:50 AM	12:20 PM
Period 7, Block	12:25 PM	2:00 PM
Town Hall	2:05 PM	3:00 PM

<b>Equipo Academy Sixth to Seventh Grade Promotion Requirements</b> Pursuant to NAC 389.450 a student must have	
Subject Requirements	Credits Required for Promotion
English	2
Math	2
Science	1
Social Studies	1
<b>TOTAL</b>	<b>6</b>

Charter School Courses that will meet this graduation requirement

<b>Equipo Academy Seventh to Eighth Grade Promotion Requirements</b> Pursuant to NAC 389.450 a student must have	
Subject Requirements	Credits Required for Promotion
English	2
Math	1
Science	1
Social Studies	1
Fine Arts and PE Electives	1
<b>TOTAL</b>	<b>6</b>

Charter School Courses that will meet this graduation requirement

<b>Equipo Academy Eighth to Ninth Grade Promotion Requirements</b> Pursuant to NAC 389.450 a student must have	
Subject Requirements	Credits Required for Promotion
English	1
Math	1
Science	1
Social Studies	1
Computers	1
Fine Arts and PE Electives	1
<b>TOTAL</b>	<b>6</b>

Charter School Courses that will meet this graduation requirement

Pursuant to **NAC 389.450**

<b>Standard Diploma Requirements (NAC 389.664, NRS 389.018)</b>	
Graduation Requirements	Credits Required for Standard HS Diploma
English	4
Math	3
Science	2
Social Studies	2
Arts & Humanities OR Career & Tech. Ed.	1
Health	½
Physical Ed.	2
Computers	½
Electives	7 ½
<b>TOTAL</b>	<b>22 ½</b>

Charter School Courses that will meet this graduation requirement

English I, English II, English, III: AP English Lang., English III: AP English Literature, English IV: Seminar  
 Algebra I, Algebra II, Geometry, Pre-Calculus, AP Calculus, AP Statistics  
 Biology, Chemistry, Physics, AP Biology, AP Environmental Science  
 AP World History I, AP World History II, AP US History, AP US Government  
 Theatre Arts, Film Studies, Creative Writing, Dance, Visual Arts, Culinary Arts,  
 Web Design, Computer Programming, AP Computer Science  
 Health (HS)  
 Physical Education I, Physical Education II  
 Computer Literacy & Technology  
 Spanish I, Spanish, II, AP Spanish Language & Culture, AP Spanish Literature, Spanish Film Studies, Latin American History, Physics for the Universe, Math Lab, Literacy Lab, College Readiness, Senior College Seminar, Physical Education II, Soccer Fitness, Kickboxing, First Aid/CPR, Street Hockey, Strength Training, Tennis, Running, Dance, Aerobics, Cardio Training, Yoga, Basketball, Dance

<b>Advanced Diploma Requirements (NAC 389.663, NRS 389.018)</b>	
Graduation Requirements	Credits Required for Standard HS Diploma
English	4
Math	4
Science	3
Social Studies	3
Arts & Humanities OR Career & Tech. Ed.	1
Health	½
Physical Ed.	2
Computers	½
Electives	6
<b>TOTAL</b>	<b>24</b>

Charter School Courses that will meet this graduation requirement

English I, English II, English, III: AP English Lang., English III: AP English Literature, English IV: Seminar  
 Algebra I, Algebra II, Geometry, Pre-Calculus, AP Calculus, AP Statistics  
 Biology, Chemistry, Physics, AP Biology, AP Environmental Science  
 AP World History I, AP World History II, AP US History, AP US Government  
 Theatre Arts, Film Studies, Creative Writing, Dance, Visual Arts, Culinary Arts,  
 Web Design, Computer Programming, AP Computer Science  
 Health (HS)  
 Physical Education I, Physical Education II  
 Computer Literacy & Technology  
 Spanish I, Spanish, II, AP Spanish Language & Culture, AP Spanish Literature, Spanish Film Studies, Latin American History, Physics for the Universe, Math Lab, Literacy Lab, College Readiness, Senior College Seminar, Physical Education II, Soccer Fitness, Kickboxing, First Aid/CPR, Street Hockey, Strength Training, Tennis, Running, Dance, Aerobics, Cardio Training, Yoga, Basketball, Dance

Pursuant to NAC 389.450



# Equipo Academy Charter High School



Las Vegas

Nevada

*This Certifies That*

**Firstname Middle Lastname**

*has satisfactorily completed a college preparatory Course of Study  
prescribed by the Board of Equipo Academy Charter High School  
and is therefore entitled to this*

**Diploma**

*Given at Las Vegas, Nevada, this month of June, 2018.*

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Principal of Equipo Academy

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President, Board of Equipo Academy

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Secretary, Board of Equipo Academy

# EQUIPO ACADEMY CHARTER HIGH SCHOOL

## ACADEMIC HISTORY

Course	Gr	S1			S2		
		Mk	Ab	Cr	Mk	Ab	Cr
<b>12-13 Keller Middle School</b>							
Computer Literacy 6	6				A-	1	0.50
<b>13-14 Keller Middle School</b>							
Algebra I	8	B		0.50	A-	1	0.50
<b>14-15 Las Vegas High School</b>							
Biology	9	A	1	0.50	B+		0.50
English I	9	A	1	0.50	B+		0.50
Geometry	9	A		0.50	B+		0.50
World History	9	A	1	0.50	B+		0.50
Band	9	A		0.50	B+	2	0.50
Health	9	A	1	0.50			
Physical Education I	9				A		0.50
<b>15-16 Equipo Academy Charter High School</b>							
Algebra II	10	A+		0.50	A-	1	0.50
AP World History	10	A+		0.50	A-	1	0.50
Chemistry	10	A+		0.50	A-	1	0.50
English II	10	A+		0.50	A-	1	0.50
Spanish I	10	A+		0.50	A-	1	0.50
Acting I	10	A+		0.50	A-	1	0.50
Physical Education II	10	A+		0.50	A-	1	0.50
<b>16-17 Equipo Academy Charter High School</b>							
Algebra II	11	A+		0.50	A-	1	0.50
AP World History	11	A+		0.50	A-	1	0.50
Physics	11	A+		0.50	A-	1	0.50
English II	11	A+		0.50	A-	1	0.50
Spanish II	11	A+		0.50	A-	1	0.50
Acting II	11	A+		0.50	A-	1	0.50
Strength Training	11	A+		0.50	A-	1	0.50
<b>17-18 Equipo Academy Charter High School</b>							
AP Calculus	11	A+		0.50	A-	1	0.50
AP English Literature	11	A+		0.50	A-	1	0.50
AP Biology	11	A+		0.50	A-	1	0.50
Spanish III	11	A+		0.50	A-	1	0.50
US Government	11	A+		0.50	A-	1	0.50
Visual Arts	11	A+		0.50	A-	1	0.50
Kickboxing	11	A+		0.50	A-	1	0.50

GPA and Credit History
Grading Scale
Nevada Standardized Tests
ACT/SAT Scores
Volunteer Hours



### Attachment A.3.11, Textbooks

Teacher shortages and concern about teacher quality too often have led school leaders in east Las Vegas to insist that curriculum to be driven by fidelity to textbooks. Because Equipo Academy will have a stable team of highly capable teachers, all textbooks listed below will be considered optional, supplemental tools for instruction. Similar to teachers at Exeter Academy or the KIPP Charter Schools, Equipo teachers in mathematics, for example, will be encouraged to innovate and create original problem sets in place of textbook chapters wherever they see fit, so long as their students achieve. Where teachers do choose to use a textbook, they will be selected from the proposed titles below, pursuant to NRS 390.220.

No English anthologies appear in the list because it is the strong belief of the Committee that the highest quality literacy instruction at the secondary level is grounded in authentic texts from literature and nonfiction sources.

Subj	Course	Title	Author	Publisher	Copyright
MAT	MATH 6: GENERAL MATH	SAXON MATH COURSE I (7/6)	HAKE, S.	HARCOURT ACHIEVE	2003, 2007
MAT	MATH 7: PRE-ALGEBRA	SAXON MATH COURSE II (8/7)	HAKE, S.	HARCOURT ACHIEVE	2003, 2007
MAT	ALGEBRA I	SAXON ALGEBRA I	SAXON, J.H.	HOUGHTON MIFFLIN HARCOURT	2003, 2009
MAT	GEOMETRY	SAXON GEOMETRY	SAXON, J.H.	HOUGHTON MIFFLIN HARCOURT	2003, 2009
MAT	ALGEBRA II	SAXON ALGEBRA II	SAXON, J.H.	HOUGHTON MIFFLIN HARCOURT	2003, 2009
MAT	PRE-CALCULUS	PRECALCULUS: A RIGHT TRIANGLE APPROACH	LIAL, M.L.	PEARSON	2008, 2012
MAT	CALCULUS and AP CALCULUS AB	CALCULUS	LARSON, R.	HOUGHTON MIFFLIN, CENGAGE	2009, 2013

ELA	READING 6 WRITING 6	PEARSON COMMON CORE LITERATURE, GRADE 6	BROZO, W.G.	PEARSON	2014, 2015
ELA	READING 7 WRITING 7	PEARSON COMMON CORE LITERATURE, GRADE 7	BROZO, W.G.	PEARSON	2014, 2015
ELA	ENGLISH LANGUAGE ARTS 8	PEARSON COMMON CORE LITERATURE, GRADE 8	BROZO, W.G.	PEARSON	2014, 2015
ELA	ENGLISH I	<i>Teacher selected authentic texts.</i>			
ELA	ENGLISH II	<i>Teacher selected authentic texts.</i>			
ELA	ENGLISH III	<i>Teacher selected authentic texts.</i>			
ELA	ENGLISH IV	<i>Teacher selected authentic texts.</i>			
ELA	AP ENGLISH	<i>Teacher selected authentic texts.</i>			
SCI	LIFE SCIENCE	INTERACTIVE SCIENCE: LIFE SCIENCE	BUCKLEY, D.	PEARSON	2014, 2015
SCI	EARTH SCIENCE	INTERACTIVE SCIENCE: EARTH SCIENCE	BUCKLEY, D.	PEARSON	2014, 2015
SCI	PHYSICAL SCIENCE	INTERACTIVE SCIENCE: PHYSICAL SCIENCE	BUCKLEY, D.	PEARSON	2014, 2015
SCI	BIOLOGY	CAMPBELL ESSENTIAL BIOLOGY	SIMON, E.J.	PEARSON	2010, 2012
SCI	CHEMISTRY	INTRODUCTORY CHEMISTRY	RUSSO, S.	PEARSON	2011, 2015
SCI	PHYSICS	PHYSICS: CONCEPTS & CONNECTIONS	HOBSON, A.	ADDISON-WESLEY	2006, 2009
SCI	AP BIOLOGY	CAMPBELL BIOLOGY	REECE, J.B.	PEARSON	2010, 2013

SCI	ENVIRONMENTAL SCI	ESSENTIAL ENVIRONMENT	WITHGOTT, J.H,	CUMMINGS	2011, 2015
SCI	AP ENVIRONMENTAL SCI	ENVIRONMENT: THE SCIENCE BEHIND THE STORIES	BRENNAN, S.R,	PEARSON	2010, 2013
SOC	ANCIENT CIVILIZATIONS	GLENCOE WORLD HISTORY	SPIELVOGEL, J.J.	GLENCOE/ MCGRAW-HILL	2004, 2009
SOC	US/NEVADA HISTORY	A HISTORY OF US (FREEDOM)	HAKIM, J.	OXFORD UNIVERSITY PRESS	2007, 2013
SOC	WORLD GEOGRAPHY	HUMAN GEOGRAPHY	NORTON, W.	OXFORD UNIVERSITY PRESS	2008, 2013
SOC	WORLD HISTORY I	PATTERNS OF WORLD HISTORY: VOLUME ONE: TO 1600	SIVERS, P.V.	OXFORD UNIVERSITY PRESS	2011, 2012
SOC	WORLD HISTORY II	PATTERNS OF WORLD HISTORY: VOLUME TWO: SINCE 1400	SIVERS, P.V.	OXFORD UNIVERSITY PRESS	2011, 2012
SOC	AP WORLD HISTORY	THE WORLD: A HISTORY	FERNANDEZ- ARMESTO, F.	PENGUIN ACADEMIC	2009, 2010
SOC	US HISTORY	OUT OF MANY: A HISTORY OF THE AMERICAN PEOPLE	FARAGHER, J.M.	PEARSON	2005, 2011
SOC	AP US HISTORY	OUT OF MANY: A HISTORY OF THE AMERICAN PEOPLE	FARAGHER, J.M.	PEARSON	2005, 2011
SOC	US GOVERNMENT	AMERICA'S NEW DEMOCRACY	FIORINA, M.P.	PEARSON	2009, 2010
SOC	AP US GOVERNMENT	AMERICA'S NEW DEMOCRACY	FIORINA, M.P.	PEARSON	2009, 2010
LAN	SPANISH I	DICHO Y HECHO	POTOWSKI, K.	WILEY	2014, 2012

LAN	SPANISH II	REPASE Y ESCRIBA	DOMINICIS, M.C.	WILEY	2014, 2011
CMP	COMPUTER LITERACY	DIGITAL PLANET	BEEKMAN, G.	PRENTICE-HALL	2011, 2015
HEA	HEALTH	HEALTH & WELLNESS	ALLEGGRANTE, J.P.	PRENTICE-HALL	2007

**Textbooks will not be prescribed for Spanish courses starting in the third year as teachers will be encouraged to use authentic texts and primary source documents.**

**Textbooks will not be prescribed for high school English courses. Instead teachers will be guided in selecting and using authentic texts in a workshop model, following the structures designed by Robert Marzano and Lucy Caulkins, and using instructional strategies from Kylee Beers. Students in literacy labs working below grade-level in English and in need of a prescribed set of reading materials may be assessed using the Developmental Reading Assessment and may be provided instruction using Read 180 and/or System 44 from Scholastic.**

**Elective courses will not be required to use a textbook, but if a teacher requests one for a course a recommendation will be submitted to the school leader and, if approved, submitted to the sponsoring authority before purchase.**

Equipo Academy 2015-2016 Calendar

Start Date: 8/10/2015

	Mon	Tue	Wed	Thu	Fri	School Days	Days NT	Accum Sch Days	
<b>August 2015</b>	10	11	12	14	15	5			First Day 8/10/15
	17	19	20	21	22	5			
	24	25	26	27	28	5			
	31	1	2	3	PD-4	5			
						20	0	20	<b>School Month 1</b>
<b>September 2015</b>	DH-7	8	9	10	11	4			Labor Day 9/7/15
	14	15	16	17	18	5			
	21	22	23	24	25	5			
	28	29	30	1	2	5			
						19	1	39	<b>School Month 2</b>
<b>October 2015</b>	5	6	7	8	9	5			Nevada Day 10/30/15
	12	13	14	15	16	5			
	19	20	21	22	23	5			
	26	27	28	29	DH-30	4			
						19	1	58	<b>School Month 3</b>
<b>November 2015</b>	PD-2	3	4	5	6	5			Veteran's Day 11/11/15 Thanksgiving 11/26/15 Family Day 11/27/15
	9	10	DH-11	12	13	4			
	16	17	18	19	20	5			
	23	24	25	DH-26	DH-27	3			
						17	3	75	<b>School Month 4</b>
<b>December 2015</b>	30	1	2	3	4	5			
	7	8	9	10	11	5			
	14	15	16	17	18	5			
	WB-21	WB-22	WB-23	WB-24	WB-25				
	WB-28	WB-29	WB-30	WB-31	WB-1				
	4	5	6	7	8	5			
						20	0	95	<b>School Month 5</b>
<b>January 2016</b>	11	12	13	14	PD-15	5			MLK, Jr. B'day 1/18/16
	DH-18	19	20	21	22	4			
	25	26	27	28	29	5			
	1	2	3	4	5	5			
						19	1	114	<b>School Month 6</b>
<b>February 2016</b>	8	9	10	11	PD-12	5			Presidents' Day 2/15/16
	DH-15	16	17	18	19	4			
	22	23	24	25	26	5			
	29	1	2	3	4	5			
						19	1	133	<b>School Month 7</b>
<b>March 2016</b>	7	8	9	10	11	5			
	14	15	16	17	18	5			
	SB-21	SB-22	SB-23	SB-24	SB-25				
	28	29	30	31	1	5			
						20	0	153	<b>School Month 8</b>
<b>April 2016</b>	11	12	13	14	15	5			
	18	19	20	21	22	5			
	25	26	27	28	29	5			
	2	3	4	5	6	5			
						20	0	173	<b>School Month 9</b>
<b>May 2016</b>	9	10	11	12	13	5			
	16	17	18	19	20	5			
	23	24	25	26	27	5			
<b>June 2016</b>	DH-30	31	1	CD-2	CD-3	2			Memorial Day 5/30/16 Last Day 6/1/16
	CD-6								
						17	3	190	<b>School Month 10</b>

PD Professional Development for all teachers  
 DH District Holiday  
 CD Contingency Day

WB Winter Break  
 SB Spring Break



**Equipo Academy 2016-2017 Calendar**

**Start Date: 8/8/2016**

	Mon	Tue	Wed	Thu	Fri	School Days	Days NT	Accum Sch Days	
<b>August 2015</b>	15	16	17	18	19	5			First Day 8/15/16
	22	23	24	25	26	5			
	29	30	31	1	<b>PD-2</b>	5			
	<b>DH-5</b>	6	7	8	9	4			<b>School Month 1</b>
						19	1	19	
<b>September 2015</b>	12	13	14	15	16	5			
	19	20	21	22	23	5			
	26	27	28	29	30	5			
	3	4	5	6	7	5			<b>School Month 2</b>
						20	0	39	
<b>October 2015</b>	10	11	12	13	14	5			
	17	18	19	20	21	5			
	24	25	26	27	<b>DH-28</b>	4			Nevada Day 10/28/16
	<b>PD-31</b>	1	2	3	4	5			
						19	1	58	<b>School Month 3</b>
<b>November 2015</b>	7	8	9	10	<b>DH-11</b>	4			Veteran's Day 11/11/16
	14	15	16	17	18	5			
	21	22	23	<b>DH-24</b>	<b>DH-25</b>	3			Thanksgiving 11/24/16
	28	29	30	1	2	5			Family Day 11/25/16
						17	3	75	<b>School Month 4</b>
<b>December 2015</b>	5	6	7	8	9	5			
	12	13	14	15	16	5			
	<b>WB-19</b>	<b>WB-20</b>	<b>WB-21</b>	<b>WB-22</b>	<b>WB-23</b>				
	<b>WB-26</b>	<b>WB-27</b>	<b>WB-28</b>	<b>WB-29</b>	<b>WB-30</b>				
	<b>WB-2</b>	3	4	5	6	4			
	9	10	11	12	<b>PD-13</b>	5			<b>School Month 5</b>
						19	1	94	
<b>January 2016</b>	<b>DH-16</b>	17	18	19	20	4			MLK, Jr. B'day 1/16/17
	23	24	25	26	27	5			
	30	31	1	2	3	5			
	6	7	8	9	10	5			<b>School Month 6</b>
						19	1	113	
<b>February 2016</b>	13	14	15	16	<b>PD-17</b>	5			Presidents' Day 2/20/17
	<b>DH-20</b>	21	22	23	24	4			
	27	28	1	2	3	5			
	6	7	8	9	10	5			<b>School Month 7</b>
						19	1	132	
<b>March 2016</b>	13	14	15	16	17	5			
	20	21	22	23	24	5			
	27	28	29	30	31	5			
	3	4	5	6	7	5			<b>School Month 8</b>
						20	0	152	
<b>April 2016</b>	<b>SB-10</b>	<b>SB-11</b>	<b>SB-12</b>	<b>SB-13</b>	<b>SB-14</b>				
	17	18	19	20	21	5			
	24	25	26	27	28	5			
	1	2	3	4	5	5			
	8	9	10	11	12	5			<b>School Month 9</b>
						20	0	172	
<b>May 2016</b>	15	16	17	18	19	5			
	22	23	24	25	26	5			
<b>June 2016</b>	<b>DH-29</b>	30	31	1	2	4			Memorial Day 5/29/17
	5	6	7	8	<b>CD-9</b>	4			
	<b>CD-12</b>	<b>CD-13</b>							Last Day 6/8/17
						18	2	190	<b>School Month 10</b>

PD Professional Development for all teachers      WB Winter Break  
 DH District Holiday      SB Spring Break  
 CD Contingency Day

### **Attachment A.6.3, Discipline policy/code of conduct**

Behavior instruction at Equipo Academy will be provided at three differentiated levels, with the first level serving all students, the second level serving all students when they have a mistake to learn from, and the third level serving any students who are not showing improvement following the established behavior support systems.

#### **Level One: Character, Personal Organization and Decision-making**

Every student at Equipo Academy will be part of an advisory group of 12-18 students with one advisor, and will meet in their advisory for 25 minutes each day with a longer 45 minutes block on Wednesdays. Using a curriculum modeled on concepts introduced in *The 7 Habits of Highly Effective Teens* and *Getting Things Done*, students will develop positive character, organization, and decision-making habits in partnership with their peers, family, and advisor. Advisories will read a monthly fiction book, similar to a book club, and analyze the characters in their longer block meetings on Wednesday against the decision-making and character traits they study. For example, an advisory reading *To Kill a Mockingbird* could study the choices Atticus Finch makes from the perspective of their advisory lessons on integrity. In addition to studying these lessons, students will also use their advisory as a time to practice them as well. When students struggle with a decision or a mistake, advisors and advisory peers will provide a daily space for reflection and planning. Peers in advisories will be responsible for ensuring that they all complete homework, maintain strong attendance, and bring their families to school events. Challenges between advisories and weekly skits and celebrations at the school's All-Team Meeting on Thursdays will provide another opportunity to celebrate positive behavior development. Finally, end of month evening advisory meetings that invite advisees parents to join will be an opportunity to share achievements and solve problems in a spirit of partnership.

#### **Level Two: Restorative Justice**

All students will make mistakes, and all mistakes are opportunities to learn. The educators on the Committee to Form Equipo Academy believe deeply in the power of smart, relevant consequences for student mistakes that hold them accountable for meeting high expectations and leverage every opportunity to learn from an error.

For example, if a student chooses to come to school without homework, they are not only breaking their commitment to their teachers and family, but also to their peers who will have one fewer prepared classmates in that day's lesson. To hold the unprepared student accountable, they will be expected to call home at check-in and inform their family that they must stay for scholar hour at the end of the day. Despite the name, scholar hour does not have to be limited to an hour. Any unprepared student required to stay will be responsible for completing both the missing assignment and the previous day's assignment, to ensure that they are prepared for tomorrow. Additionally, any unprepared student will be expected to write a letter to their advisory explaining the mistake, its impact on the team, and their solution. While some students may engage in this cycle of problem-solving more than once in a given year, each time they will be expected to correct the problem and own the mistake to their team. We believe this is a more productive approach than simply assigning a set amount of time the student must serve for detention, as is traditionally done in large secondary schools.

A similar system of restorative justice will be detailed in a student-family handbook for each of the common minor and also more major mistakes that students are expected to make. Where there is not a prescribed solution to a problem, students will be expected to work with their advisor and the school leader to devise a solution.

### **Level Three: Designing Behavior Plans**

No behavior system, no matter how comprehensive or well-designed, will fit every student we serve. For students who repeatedly engage with the level two supports and do not show

improvement, or who are not able to work productively in classrooms, Equipo Academy staff will partner with families to design individualized behavior plans.

For example, if a student new to Equipo Academy is struggling with focus in classes and engages in arguments with teachers that include swearing, the student needs an individual behavior plan to address the problem in a way that protects the dignity of the teacher, the instructional time of the class, and the culture of the school. The student's advisor would have a conversation with the student to understand the problem, and then the student's teachers would meet with the family and the school leader or dean. If, for example, the problem was found to be most significant in math class because the student was behind in that subject, a plan would be written for the student to work with a math tutor during scholar hour each afternoon to prepare for the following days' content. With the student and family's permission, the student's advisory would track each day whether the student had respectfully participated in the math class now that they were better prepared, and the advisor would update the family at established intervals. The behavior plan would also include at least two "what if?" clauses. What if the student was successful in math class for two straight weeks? They could be recognized at an upcoming All-Team Meeting with a shout-out from their advisory. What if the student was not able to improve their focus in math class? Then a parent/guardian would be invited to sit next to the student in math class the following week.

While this is only one example for a specific scenario, the structure for a behavior plan is broadly applicable. A student and their advisor identify and analyze a problem, a team including the student's teachers and family devise a solution with clear pathways for each choice the student may make, and the advisory and family holds the student accountable.

### **Expellable Offenses**

The Committee to Form Equipo Academy believes deeply that all students can be successful with the described curriculum and designed behavior supports in this application. Out-of-

school suspensions and expulsions are considered failing options for serving students. However, in the event of a severe offense by a student — such as selling illegal substances or bringing a weapon onto the campus — the Equipo Academy school leader would comply with all state and federal safe schools regulation in contacting the Las Vegas Metropolitan Police Department, expelling the student where required by statute, and providing any needed support to help the family access counseling and alternative educational services. Students who are suspended or expelled from their schools have significantly increased risks of academic failure in the future. For this reason, it is the full intent and commitment of all Equipo Academy staff to do everything possible to guide students in making smart choices that will ensure their continued success and to quickly respond to and support students who show signs of struggle academically or behaviorally.

#### **Attachment A.6.4, *Truancy Policy***

Equipo Academy expects all students to be at school each day unless they have permission to be absent or have an excused absence as defined by the attendance policy. When a student is absent without permission and an excuse pursuant to the attendance policy is not submitted within 3 days after the students' return, the absence will be considered a truancy.

In the event a student is determined to have been truant, a written notice of the truancy and any past truanancies from the school year will be delivered to the student's parent or guardian. This notice will also remind the parent of the policy on truanancies and habitual truanancies. Any time a notice of truancy is sent home to a parent, the Director of Operations will also contact the family to schedule an attendance meeting with the school leader.

If a student accumulates three truanancies in a single school year they will be classified as "habitually truant". Once a student is found to be habitually truant, any additional truanancies will lead to administrative sanctions against the student postponing the date at which they are eligible for a Nevada state driver's license or, if they are already in possession of such a license, suspending that license pursuant to NRS 392.148. If a student continues to be truant after administrative sanctions they will be reported to a local law enforcement agency.

### **Attachment A.6.5, Absence Policy**

The Equipo Academy staff believe that every student, regardless of starting point, can be successful in a rigorous, college-prep program. Realizing the dream of college, however, requires a tremendous commitment from students and families. Being in class on-time each day is a nonnegotiable expectation. It is simply not possible to makeup the experience of being in a lesson and engaging with peers when a new concept is to be taught.

Still, Equipo Academy teachers realize students will be absent due to illness and other reasons. When a student is to be absent from school it is the responsibility of the student and/or family to call, message, or visit the Equipo Academy office on or before 8 a.m. on the day of the absence. The purpose of this communication is to ensure school staff that the parent/guardian is aware their child is not in school. This communication does not excuse the absence until a written or oral notification has been provided by the parent and includes the student's name, the date of the absence, and an approved reason for the absence to be excused.

An excused absence will be defined as an absence for which there is written proof of

- illness or injury leaving student mentally or physically unable to attend school
- unavoidable medical or dental appointment
- required court appearance
- bereavement for death or illness in the student's immediate family
- family emergency
- religious holidays or practices
- deployment activities of family members in the military
- any other absence protected by State or Federal law
- any pre-arranged absences approved by the school leader

For any absence to be officially excused, any required doctor note's or other documentation must be provided within 3 days of the student's return and all coursework must be made-up.

An absence will be considered unexcused and a truancy if

- a parent, guardian, or person in charge of the student does not notify the school of the absence orally or in writing within 3 days after the student returns, or the reason given does not constitute an excused absence
- an arranged absence was not approved in writing before the absence, or the absence exceeded ten arranged days of absence for the school year
- an absence is determined to not be due to the reason claimed
- a student does not complete missed coursework for an excused or arranged absence by the modified due date

A student will be considered tardy anytime they arrive for a class after the period has begun. Tardies will be reported to parents/guardians similar to absences, but will be handled as a disciplinary issue. Any tardy of more than 30 minutes may be counted as an absence for the period.

In order to ensure that students are prepared to succeed in the next grade-level, a student will be denied credit in any course for any semester in which they do not maintain at least 90 percent attendance. Excused absences will not affect this attendance rate. This means that in a 95 day semester at Equipo Academy, a student who has 10 unexcused absences will be denied credit.



**Section B**  
**Attachments**



August 28, 2014

Mr. Patrick Gavin  
Executive Director  
Nevada State Public Charter School Authority  
1749 Stewart Street, Suite 40  
Carson City, NV 89706

Dear Mr. Gavin:

This firm represents The Committee to Form Equipo Academy with respect to its application to form the Charter School, Equipo Academy in Las Vegas, Nevada.

Please allow this letter to serve as written confirmation and certification that this office has reviewed the bylaws/rules of governance of Equipo Academy, and that the same comply with the model bylaws and applicant Instructions. Further, this office hereby confirms that the bylaws/rules of governance are legally sufficient as to form and content. This office has also reviewed the bylaws/rules of governance to ensure compliance with Nevada's Open Meeting Law.

Finally, please find below a list of the seventeen (17) required stipulations and where each is addressed in the bylaws/rules of governance:

1. Identify a specific number—ideally between 7 and 11—of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting; ***See Bylaws Article III Section 3.***
2. Identify a specific number of "ex officio" governing body members, if any, and clarify whether those members will be able to vote or not; ***See Bylaws Article III Section 3.***
3. Address the types of governing body training that will be required of members; ***See Bylaws Article III Section 16.***
4. Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.); ***See Bylaws Article III Section 3(h).***

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5. Assure that Robert's Rules of Order will be followed when conducting meetings; ***See Bylaws Article III Section 17.***
6. Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified?; ***See Bylaws Article III Section 2.***
7. Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time; ***See Bylaws Article III Section 3(e).***
8. State the term of office for each member and make clear that leadership and membership of the governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers; ***See Bylaws Article III Section 3(e).***
9. State the method of selecting, nominating and electing persons who will govern, including making clear that identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body; ***See Bylaws Article IV Section 2.***
10. Specify that only financial institutions in Nevada will be used by the school; ***See Bylaws Article VII Section 4.***
11. Clarify that no actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws; ***See Bylaws Article III Section 3(i).***
12. Assure compliance with NAC 386.345 which restricts membership on the governing body; ***See Bylaws Article III Section 2.***



13. Assure the membership of the governing body represents the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties; ***See Bylaws Article III Section 3(h).***

14. Assure that all governing body meetings will be audio recorded in compliance with Nevada’s Open Meeting Law, and that the recordings will be available to the school’s sponsor; ***See Bylaws Article III Section 19.***

15. Include a mission statement that matches all other statements of the school’s “mission” in the school’s charter; ***See Bylaws Exhibit “A” - Purposes.***

16. Clarify that at least three board committees will be designated and operate: Academic, Governance, and Financial. Provide a brief description of each committee’s membership, purpose and operation; ***See Bylaws Article III Section 9.***

17. Identify the type and number of officers, and provide a brief job description of each. ***See Bylaws Article IV.***

Describe how the governing body will recruit members, including a plan that addresses the involvement of parents, professional educators, and the community in governance of the school. ***See Bylaws Article III Section 3***

Please feel free to contact our office with any questions or concerns. Thank you for your time and attention in this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gina Bongiovi", is written over a light blue circular scribble.

Gina Bongiovi, Esq.

**BYLAWS**  
**OF**  
**EQUIPO ACADEMY**

**ARTICLE I**  
**INTRODUCTION; LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school is Equipo Academy (hereinafter referred to as the “School”). The School is located at \_\_\_\_\_.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority (SPCSA). The Governing Body (hereinafter referred to as the “Board”) of the School is an independent body under the authorization of the SPCSA. 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 386, and other applicable statutes and regulations.

**ARTICLE II**  
**PURPOSE AND MISSION**

Section 1. Purpose and Mission. The purpose of the School is to provide education to children from grade six to grade twelve and shall be operated exclusively for educational objectives and purposes. The School exists for the NRS 386.520(4)(b) purposes of improving the academic achievement of pupils and encouraging the use of effective and innovative methods of teaching.

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class, or on the basis of language spoken, in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students, with deference given to “at-risk” pupils (as defined in NRS 386.500), in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. 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**  
**BOARD**

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board. 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) 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) Develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) Enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) Hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) Develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) Submit a final budget to the state pursuant to statute and regulation;
- (i) Cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) 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) Ensure ongoing evaluation of the School and provide public accountability;
- (l) Uphold and enforce all laws related to charter school operations;

- (m) Improve and further develop the School;
- (n) Strive for a diverse student population and staff, reflective of the community;
- (o) 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. Formation. The first Board formed after the approval of a charter shall consist of the members of the Committee to Form the School (Committee). Former Committee members prohibited from membership on the Board by NAC 386.345 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.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of nine members, elected by a unanimous vote, to serve staggered terms. The Board may elect no more than three additional ex officio members, who shall have no voting rights..

(a) The Board's membership shall adhere to the statutory requirements of NRS 386.549.

(b) One Board member shall be selected by the Parent Association for the School.

(c) A majority of Board members shall be residents of the county in which the school is located.

(d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(e) The Board members shall serve no more than two three-year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless any vacancies need to be filled. When the term of a Board member has expired or when a Board member resigns, the remaining members shall elect a new member to fill the vacancy. All members of the first Board will begin their terms upon approval of the charter. Three members will serve three-year terms, three will serve two-year terms, and three will serve one-year terms.

(f) The School shall notify its sponsor within ten days of the selection of a new Board member and provide the sponsor with the new member's resume and affidavit as required pursuant to NRS 386.549(1).

(g) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

(h) The Board shall make best efforts to ensure the following areas of expertise are represented by members: educator, family, legal, financial, human resources, and college access, with an aim to emphasize local ties, racial, socioeconomic, gender, age, language and other forms of diversity in recruitment.

(i) No actions will be taken that lacks the membership required by statute, and no actions will be taken that lacks the number of members required by these bylaws. The only action that may be taken by the Board lacking the required number or type of members is action to add members who will bring the Board back into compliance with statute and its bylaws.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in August of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled monthly 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's 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 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a 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. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School.

Section 6. 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 Nevada's Open Meeting Law.

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

(b) 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 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of members then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the members in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the members at a regular or special meeting of the Board. A member 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 member elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee, a Governance 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 the powers to contract or financial or 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. Initially, there shall be three (3) committees:

An academic committee to have at least 3 members recommended by the Chair and elected by the Board. This committee would meet monthly with the school leader and his/her staff to monitor the progress of student learning, to analyze the effectiveness of instruction, advise the school leader, and to evaluate major contracts or purchases of academic materials or services and make recommendations to the Board.

A governance committee to have at least 3 members recommended by the Chair and elected by the Board. This committee would meet monthly to prepare new board member nominations for the annual meeting, to create materials and training plans for new board members, and to arrange professional development and retreats for the Board to continually improve its operations.

A financial committee to have at least 3 members recommended by the Chair and elected by the Board. This committee would meet monthly to review the school cash flow, to make recommendations to the board on large, non-academic purchases and contracts, and to provide input and recommendations to the Board on the annual budget

Section 10. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the members then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 12. 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 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No member of the Board shall receive any compensation for serving in such office; provided that, 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 15. Closed Sessions. Any Board member 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 Board members 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 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than one time per year. Board members not participating in training shall be subject to removal. Board members shall be required to participate in other training, which may include an annual retreat, excellent schools tours to other campuses, and applicable training organized by the state charter association and national charter networks.

Section 17. Protocol. The Board shall use Robert's Rules of Order. 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 18. 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.

Section 19. Access to Meeting Audio. All governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law and the School's sponsor shall have access to all recordings.

## 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. From nominations, 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 year and until their successors have been duly elected and qualified. Should there be more than one 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. Identification and nomination of new governing members is primarily the responsibility of existing members, though it is improper for any employees of the School to be the sole or primary source of nominations for the governing body. A governing committee of the Board will be responsible for preparing a slate of nominations prior to the annual meeting of the Board. The governing committee shall consult all major constituencies of the school including but not limited to families, staff, community partners, and current and former students. Recruitment efforts for Board nominations will be publicized at all major family events, in staff areas of the school, and in communications to school partners. Wherever necessary, translation services will ensure that all families are able to access any opportunity to attend board meetings or accept a board nomination.

Section 3. Authority of Governing Body. No action shall be taken by a governing body that lacks the membership required by statute or the membership required by the governing body's bylaws, and no actions will be taken by a governing body that lack

Section 4. 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 members then in office at any regular or special meeting of the Board.

Section 5. 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 6. 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 7. 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 8. 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 9. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

## **ARTICLE V STAFF**

The Board may 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, including but not limited to, the hiring of the school’s staff. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

## **ARTICLE VI PARENT ASSOCIATION**

There shall be a Parent Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board.

## **ARTICLE VII 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 and documented in the Board's policies for inspection by the SPCSA. The Chair and Administrator are authorized and required to sign all checks over the amount of \$10,000.00.

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 VIII 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 School.

## **ARTICLE IX 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 X  
AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board by an affirmative vote of two-thirds (2/3) of all the members 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 member at least five (5) days prior to the meeting. Bylaws may not be amended without notifying the school's sponsor.

**ARTICLE XI  
DISSOLUTION**

Revocation of Charter or Dissolution. 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 as they see fit.

**ARTICLE XII  
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

## **EXHIBIT A PURPOSES**

The mission of Equipo Academy is to empower students to meet high expectations, excel to and through college, and become transformational leaders for East Las Vegas.

To meet these goals, Equipo Academy will bring together committed families, educators, and community partners willing to do whatever it takes to help all students overcome the obstacles that stand between them and a college degree.

The purpose for which the School is organized is to operate a charter school in Las Vegas, Nevada and to engage in any other activity permissible; it is to ensure that high quality education is accessible to all children regardless of economic status or background.

The purpose for which the School is operated is exclusively educational; it is to ensure that its students receive the best education possible and obtain the necessary skill, knowledge and confidence to succeed in their future.

The purpose for which the School is organized to operate a charter school in Las Vegas, Nevada and to engage in any other activity permissible; it is to maintain and improve the quality of education in Nevada through its students.

**Attachment B.2.1, *Committee members names, resumes***

The Committee to Form Equipo Academy is currently composed of the following educators and community leaders. Pending charter approval, Benjamin Salkowe would resign to be considered for school principal and three new board candidates would be voted on to reach the required nine board members on the final governing body. To enhance the board’s expertise and knowledge base, one of those new members would be have legal experience, one would have real estate experience, and one would be a Nevada-licensed educator.

<b>Committee Member</b>	<b>Knowledge/Expertise</b>	<b>Affiliation with Other Charters</b>
Joshua Ford	Financial services	No
Adam Johnson	Human resources	No
Erica Mosca	Non-profit leader	No
Benjamin Salkowe	Nevada-licensed teacher	No
Sandra Karely Sotelo	Parent of a future pupil	No
Rachel Warbelow	Nevada-licensed teacher	No
Shawna Wells	Charter founder and leader	Yes



# JOSHUA FORD

7 Vintage Valley Drive | Las Vegas, NV 89141 | 702-375-6139 | [joshuaford@jffoundation.org](mailto:joshuaford@jffoundation.org)

## PERSONAL AND PROFESSIONAL QUALITIES

- Experienced in financial analysis and investments including, but not limited to venture capital, real estate and stock/bond/money markets
- Knowledgeable of Las Vegas community needs, especially philanthropic community dedicated to education and improvement of opportunities for high-risk children
- Successful in collaborations as well as individual projects
- Able to bring scientific, problem-solving approach to issues
- Advanced technological understanding and proficiency
- Dedicated, task-oriented, and self-motivated

## RELEVANT PROFESSIONAL AND WORK HISTORY

### **Co-Founder, Every Generation Gives (EGG) Project** 2010 — Present

*Las Vegas, NV*

- Developed and initiated Every Generation Gives (EGG) to bring philanthropic perspective, community awareness, and social responsibility opportunities to elementary students in high-poverty schools
- Worked effectively with educators and administrators to design a curriculum that reinforced and applied Common Core Standards for students in a meaningful way
- Collaborated with a variety of community nonprofits to deliver the most- valuable programming to EGG classes
- Funded the contribution of \$25k as voted on and decided by participating students to local nonprofits

### **Founder/President of Board, James Joseph Ford Foundation** 2003 — Present

*Las Vegas, NV*

- Established and fundraised for foundation dedicated to youth issues, including education, social welfare, and health
- Directed Board since inception on annual gifts and projects, injecting nearly \$300k in charitable contributions to local and national nonprofits working with underprivileged youth

### **Family Financial Management, Personal & Family Finances** 2003 — Present

*Las Vegas, NV*

- Managed multi-million dollar investments and accounts
- Principal party and lead in several >\$1m ventures, acquisitions and sales
- Independently researched and executed strategic emerging market investments
- Governed over family investment accounts and business enterprises

### **Independent Consultant, Software Technology and Design** 2003 — 2004

*Las Vegas, NV & Los Angeles, CA*

- Consulted on high-priority projects for defense industry contractors
- Completed objectives and created deliverables under strict deadlines

### **Lead Engineer, TRW & Northrup Grumman Industries** 2002 — 2003

*Los Angeles, CA*

- Obtained high level security clearance
- Lead development of crucial analysis software with team

## EDUCATION

**University of Southern California, Los Angeles, California**

2002 — 2003

*Advanced Certificates and Management/Business Coursework*

**Loyola Marymount University, Los Angeles, California**

1998 — 2001

*Bachelor of Science, Electrical Engineering and Physics*

**University of Redlands, Redlands, California**

1997 — 1998

*Initiated major in Physics; transferred to Loyola Marymount to complete double degree*

## INTERESTS AND INVOLVEMENTS

- Devoted Dad to Ella (5) and Misha (3)
- Proficient Golfer
- Enthusiastic world traveler

# ADAM C. JOHNSON

2617 GILMARY AVE. LAS VEGAS, NV 89102 202.557.9676 ADAMJ42@GMAIL.COM

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Experienced, socially-conscious leader with diverse professional skill set, including P&L management, team management, business-to-business sales, government procurement, corporate and school district negotiations and retail-level operations. Leadership capabilities enhanced by graduate-level educational background in decision sciences and organizational behavior. Proven over-achiever and lifelong learner with willingness to work collaboratively and lead from within to drive positive change within an organization and the greater community.

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## PROFESSIONAL EXPERIENCE

### TEACH FOR AMERICA, INCORPORATED

Director of Growth, Development & Partnerships

*Las Vegas, NV*

January 2012 –Present

#### Fundraising & Program Management:

- Designed a fundraising plan to raise over \$5.5 million since Jan. 2012 by managing team execution, soliciting new donors & leveraging key relationships
- Developed a comprehensive marketing suite to exhibit TFA-LVV's impact and scale in Southern NV
- Worked collaboratively with Clark County School District senior administrators to execute hiring of 150 teachers by CCSD prior to first day of school
- Built critical District relationship in order to earn unanimous support from Board of Trustees to triple TFA presence in Southern NV
- Created a recruiting strategy that has resulted in an incoming teaching cohort (150 teachers) that is now comprised of 50% people of color

#### Community Service:

- Board Member and Treasurer, Bonner Elementary PTA – Designed and manage a comprehensive budget that increased funds for student activities & programs, teacher support and parent engagement
- Member, Clark County Black Caucus Education Committee – Help develop and execute strategies that increase academic achievement and raise awareness of educational issues for Black students in Clark County
- Board Member and Treasurer, YNPN Southern Nevada – Work collaboratively with YNPN Board to help create vibrant program that provides nonprofit professionals networking, social & professional development opportunities

### W.W.GRAINGER, INCORPORATED

Industrial Supply Division Manager

*Lanham, MD*

2003 – 2011

#### Leadership:

- Selected as one of 7 members of Grainger's rotational leadership development program
- Directed team of 50 employees, contractors and vendors in successfully constructing, supplying and launching a 27,000 sq. ft. facility in 8 months' time
- Designed and led an effective and creative grand opening event for Q2 2006 launch of Dulles, VA store generating \$95,000 in opening day revenue
- President, Grainger African-American Business Resource Group (Northeast Chapter) – Responsibilities included championing the company's diversity and inclusion policies and raising the concerns of the company's African-American employees to senior management to foster a positive, productive workplace environment

#### Financial Analysis:

- Produced strategic sales plan for Dulles, VA store that subsequently led to opening month sales revenue that exceeded the company's initial forecast by 14%
- Created detailed sales pro forma that accurately forecast \$10.5 million in 2010 sales revenue at the company's Lanham, MD location

#### Human Resources:

- Designed and implemented a 360-degree employee feedback/performance review platform that allowed associates at all levels to provide critical feedback to direct reports and senior management
- Hired and trained initial 7 employees at for 2006 launch of Dulles, VA branch; Within 18 months the branch became the company's 4<sup>th</sup> most profitable store in the Mid-Atlantic region

## EDUCATION

### THE GEORGE WASHINGTON UNIVERSITY SCHOOL OF BUSINESS

Master of Business Administration

*Washington, DC*

May 2011

- Board of Advisors, MBA Service Committee (Graduate student organization promoting core values of leadership, ethics and contribution through various service efforts)
- MBA Critical Asset Award (Honor granted to student representative who most effectively promotes the school's mission to prospective students and within the business and academic communities)

### ST. MICHAEL'S COLLEGE

Bachelor of Science, Accounting/Economics

*Burlington, VT*

2003

## ERICA V. MOSCA

5545 Dueces Wild Court Unit 101, Las Vegas, NV 89122 • 702.250.2320 • emosca@leaders-in-training.org

### EDUCATION

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- 2010-2011 **Harvard Graduate School of Education**, Cambridge, MA  
Master of Education, Education Policy & Management
- 2008-2010 **University of Nevada, Las Vegas**, Las Vegas, NV  
Master of Education, Curriculum & Instruction
- 2004-2008 **Boston University**, Boston, MA  
Bachelor of Science, *summa cum laude*, Major: Journalism, Minor: Philosophy

### PROFESSIONAL EXPERIENCE

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- 2012-Present **Leaders in Training**, Las Vegas, NV  
*Founder & Executive Director*
- Conceptualized, founded, and run a 501(c)(3) non-profit organization that empowers over 60 Las Vegas high school students to be the first in their family to graduate from college and become future Nevada leaders.
  - Organization highlights:
    - Students created and ran NV Education Candidate Forum with NV State Board & Clark County School District candidates featuring keynote speaker Las Vegas Mayor Carolyn Goodman
    - Attended 57<sup>th</sup> Presidential Inauguration: organized and executed cross-country trip for 19 people
    - Over 200 elementary school students tutored by high school students & over 4,000 volunteer hours collectively served by high school students since September 2012
    - 42 percent of cohort 1 students currently in top 20 percent of high school class
    - Press in *View*, *Las Vegas Review Journal* & *The Las Vegas Sun*
    - Over \$20,000 raised in FY13 (*currently no paid staff members*) & managed over 100 adult volunteers since August 2012
- 2011-2012 **Clark County School District**, Las Vegas, NV  
*Special Project Manager*
- Direct report to the Superintendent as Project Manager of the School Performance Framework (SPF): fifth largest school district in America's public accountability system that ranks schools from one to five stars based on growth, proficiency, and school climate. Accomplishments include, but are not limit to, the following:
    - Conceptualized and created all SPF resources and explanation documents given to all CCSD Academic Managers, principals, teachers, and posted on the CCSD website.
    - Planned, coordinated, and presented professional development to over 200 high school teachers.
    - Planned and ran Technical Advisory Panel on Academic Growth Phase 2 (TAP2): 36 member advisory committee that provided the Superintendent with recommendations on the SPF.
    - Coordinated, ran, and generated reports on focus groups and surveys of more than 8,000 teachers and administrators, and community members for SPF feedback.
    - Featured on Vegas PBS's *Inside Education* and *School Matters* television specials.
  - Coordinated initial National Math and Science Initiative (NMSI) partnership with the CCSD to increase by threefold the percent of minority students enrolling and earning Advanced Placement (AP) credit.
- 2011 **Boston Public Schools**, Boston, MA  
*Academic Superintendent Intern*
- Education policy and leadership development with Middle/K-8 Schools Academic Superintendent Jeffrey Riley.
- 2008-2010 **Teach For America**, Las Vegas, NV  
*Corps Member, Clark County School District (CCSD), Daniel Goldfarb Elementary School*
- Taught 5<sup>th</sup> grade and a 4<sup>th</sup>/5<sup>th</sup> combination special education inclusion class to help close the achievement gap.
  - Goldfarb designated third most improved elementary school in Nevada during the 08-09 school year; 57 percent of 08-09 class proficient on writing state test compared to school's previous year average of 32 percent.
  - Provided instructional and administrative support as 5<sup>th</sup> grade Team Leader and New Teacher Mentor.
  - Managed 7 teachers and 50 students as Lead Teacher for CCEA Community Foundation Title I tutoring.
  - Created "Leaders Helping Leaders" for former students to volunteer approximately 90 hours mentoring and tutoring younger peers during the summer of 2010.

## AWARDS

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- 2012 **Clark County Superintendent's Commendation Award**, had been awarded to five individuals since Superintendent Dwight D. Jones' start (December 2010) when received in July 2012 for outstanding contribution to the CCSD.
- 2010 **Clark County Distinguished Educator Award**, awarded annually to one teacher per school for exemplary instructional and school leadership.
- 2008 **Boston University Alumni Association Student Leader Award**, awarded annually to one out of more than 4,000 graduating seniors for community engagement, leadership, and dedication to the university.
- 2008 **Boston University Dean of Students Scarlet Key Award**, awarded annually to approximately 45 students out of more than 4,000 for exceptional leadership in student activities and organizations, service to the university, and academic achievement.

## Other Education Policy Experience:

- School Director, Teach For America, Phoenix Summer Institute, Imagine Camelback & Imagine Cortez Park: February 2014 - July 2014
  - Managed staff of 7 teachers and oversaw 50 teachers and 200+ students during summer school program
- Manager of Corps Member and Alumni Programming, Teach For America: July 2013-May 2014
  - Manager of Teacher Leadership & Development: new teacher coach for 8 corps members, 1<sup>st</sup>-8<sup>th</sup> grade
  - Identity, Diversity & Inclusiveness project management and execution for over 200 CMs and 20 staff members
- Leadership Advisor, Scholars Working Over Time: August 2013-May 2014
  - College information/leadership lessons for over 150 seventh and eighth grade students in east Las Vegas
- Consultant, TNTP, Curriculum & Development, Diversity & Inclusiveness: May 2013 - June 2013
- Consultant, Public Education Foundation, Clark County School District Turnaround Zone, Project Manager: March 2013 - August 2013
- Academic Dean, Teach For America, Phoenix Summer Institute, Imagine Camelback: February 2013 - July 2013
- Consultant, Clark County School District, Instruction Unit, Program Evaluator: August 2012 - August 2013
- Consultant, Teach Plus, Education Pioneers Fellow, Program Manager : May 2011 – August 2011

# BENJAMIN J. SALKOWE

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702-885-8805  
ben.salkowe@gmail.com

## EDUCATION

### Sierra Nevada College

Educational Leadership,  
Administrative Endorsement (2015)  
Completing final internship in urban school  
administration in Spring 2015.

### University of Nevada, Las Vegas

Master of Education,  
Curriculum and Instruction (2009)  
Culminating experience research on Ralph W.  
Tyler's Ends-Means curriculum model

### Middlebury College

Bachelor of Arts, Political Science,  
Magna Cum Laude (2007)  
Editor in Chief of *The Middlebury Campus*  
weekly student newspaper

### Harvard College and Harvard Graduate School of Education

Visiting Undergraduate Student,  
Political Science and Education Policy (2006)  
News Board Editor for *The Crimson*.

## EDUCATIONAL LEADERSHIP EXPERIENCE

Clark County School District (8/2010 - Present)

### Program Coordinator for the Scholars Working OverTime program

Co-founded and currently lead the Scholars Working OverTime, an extended-day program with 250 students and families participating in an extended-day, college preparatory program.

- ▶ **Recruited 250 students and families** in the most recent year to commit to an extended-day, college-preparatory program at a small CCSD school, Eldorado Prep.
- ▶ **Identified, trained, and currently lead seven middle and high school teachers** and two interns in teaching rigorous, college-preparatory courses with **five star growth scores** in East Las Vegas.
- ▶ Leverage local media, foundation grants, and internet tools to **raise over \$150,000** in technology, books, tutoring and funding for students and brought the CCSD E3 1:1 iPad project to the campus.
- ▶ Manage a team culture that consistently fosters **over 95 percent attendance at all family events**.
- ▶ Recognized by the Nevada Association of School Boards as **2013 Innovative Educator of the Year**.

Charlotte and Jerry Keller Elementary (8/2010 - 6/2012)

### Fifth and Sixth Grade Teacher and Grade Level Chair

Worked to create the first sixth grade classes offered in an elementary setting and bested all statewide growth scores in the fifth grade math program.

- ▶ Partnered with colleagues and families to **lead East Las Vegas's first extended day, college-preparatory sixth grade classes serving at-risk students in an elementary setting** leading to the highest math growth scores in the state and one of the top ten reading growth scores in Clark County.
- ▶ Designed and delivered backwards-planned **instructional and investment plans** rooted in high expectations, modeled after high-achieving schools and driven by frequent, rigorous assessments.
- ▶ Led grade-level **common assessment writing and data analysis meetings** and **presented instructional strategies** to staff at professional development sessions.
- ▶ Drafted **schoolwide improvement plan** and planned schoolwide initiatives to execute improvement plan with a team of administrators and teachers.

Teach For America - Laura Dearing Elementary (6/2007 - 8/2010)

### **Fifth Grade Inclusion Teacher and Grade-Level Chair**

Set and achieved ambitious classroom and grade-level goals with large free and reduced price lunch, English language learner, and individualized education program populations.

- ▶ Wrote research-based reading curriculum leading students to average **more than two years growth** in fluency and comprehension.
- ▶ Co-authored grade-level writing curriculum with colleagues producing school's single-largest jumps in writing proficiency, **15 percentage points**, on mid-year state assessment.
- ▶ Led data reviews, strategic planning, and assessment writing that **drove grade-level to achieve "superior growth" in every core subject** — reading, writing, and mathematics.
- ▶ Disseminated effective resources and exploded successes by **leading professional development** workshops at staff development and weekend trainings.

Teach For America - Las Vegas Valley (8/2009 - 2/2010, *continue to lead workshops on request*)

### **Learning Team Leader**

- ▶ **Planned and delivered professional development** sessions providing nine first-year corps members in at-risk teaching placements with essential knowledge and skills to be highly-effective teachers.
- ▶ Coached corps members in **goal-setting, planning, and benchmarking** their students' progress towards significant gains.
- ▶ Led trainings and **workshops for all corps members** and alumni in high-need areas, including classroom management, writing instruction and remedial math strategies.

Exploration Junior Program - Norwood, Massachusetts (6/2006 - 5/2008)

### **Pre-Season Curriculum Advisor, Instructor, and Residential Advisor**

- ▶ **Mentored new instructors** through curriculum mapping and instructional planning of summer school programs for middle school students.
- ▶ Designed and delivered **highly-rated original courses for sixth and seventh grade students** culminating with an international conflict role play and student-produced music record.
- ▶ Supported seventh grade living group as residential advisor **responsible for student conduct, discipline, health and safety** in dorms.

Teach For America Recruitment Team - Middlebury, Vermont (6/2006 - 5/2007)

### **Campus Campaign Manager**

- ▶ Led information sessions and met with student leaders to **identify and recruit over 50 outstanding seniors** to apply for the 2007 Teach For America corps.
- ▶ Coordinated alumni visits **matriculating 10 graduating seniors to teach** in Teach For America regions from New York to the Bay area.
- ▶ Contributed to national recruitment team efforts bringing **2,900 new corps members to 26 regions**.

## **RELATED EXPERIENCE**

Middlebury College Alumni Admissions Program (10/2009 - Present)

### **Committee Chair of Nevada**

Big Brothers Big Sisters of Southern Nevada (8/2008 - 11/2009)

### **Mentor/Big Brother**

Teach For America - Las Vegas Valley (8/2008 - 12/2008)

### **Content Coordinator**

Harvard Graduate School of Education (1/2006 - 5/2006)

### **Communications Intern**

Senator Hillary Rodham Clinton (5/2005 - 8/2005)

### **Capital Region Intern**

## **SKILLS**

trained in Professional Learning Communities, Response to Intervention, Kagan cooperative learning strategies, High Quality Sheltered Instruction, CORE reading structures, Developmental Reading Assessments, AIMSweb progress monitoring, Red Cross first aid and CPR

experienced with Excel-based data tracking, Promethean ActivBoard hardware/software, Adobe desktop publishing systems, Final Cut digital video editing, and Macromedia/Adobe web design



# Sandra K. Sotelo

(702) 767-0599 mobile  
sandraksotelo@gmail.com

## Objective

My goal is to provide my experience and knowledge to work as an Office Administrator.

## Summary of Qualification

I am person willing to take any challenge with great responsibility to perform the best job satisfaction with the below abilities.

Able to deal effectively.  
Excellent ability to handle multiple tasks.  
Excellent attention to detail.  
Good communication and writing skills.  
Able to write newsletter.  
Ability to work effectively with wide variety of individuals.  
Able to do other duties as assigned.

## Computer Skills

- \*One Site
- \*Yield Star
- \*Lead to Lease
- \*ADP
- \*Publisher
- \*Excel
- \*Microsoft Outlook
- \*Quick Books
- \*Microsoft Works
- \*Craiglist Ads / Rent.com Ads
- \*Rent Manager

## Employment

September 2013-Present  
Amber Ridge Apartments  
Manager

Responsible for maintaining consistent occupancy rates.  
Direct property management of 316 unit apartment complex.  
Direct contact with Owner's request.  
Maintain and develop property and client database.  
Responsible for managing rent and lease collections.  
Responsible for resolving disputes including payments demands, evictions, deposit.  
Managed tenant credit checks.

Account Payables (Invoices, PO Numbers, Check Request)  
Responsible for dealing with complaints and scheduling maintenance.  
Done other duties as assigned.

March 2010-June 2012  
Prime Group  
Assistant Manager

Responsible for maintaining consistent occupancy rates.  
Helped in directing property management of seven apartment complex.  
Responsible for showing properties to prospective tenants.  
Maintain and develop property and client database.  
Responsible for managing rent and lease collections.  
Responsible for resolving disputes including payments demands, evictions, deposit.  
Managed tenant credit checks.  
Responsible for dealing with complaints and scheduling maintenance.  
Done other duties as assigned.

May 2008 to December 2009  
Riverstone Residential Group  
Assistant Manager

Responsible for maintaining consistent occupancy rates.  
Helped in directing property management of seven apartment complex.  
Responsible for showing properties to prospective tenants.  
Maintain and develop property and client database.  
Responsible for managing rent and lease collections.  
Responsible for resolving disputes including payments demands, evictions, deposit demands etc.  
Managed tenant credit checks.  
Responsible for dealing with complaints and scheduling maintenance.  
Done other duties as assigned.

August 2007 to May 2008  
Express Air  
HVAC Office Assistant

Collect, count, and disburse money, do basic bookkeeping and complete banking transactions. Communicate with customers, employees, and other individuals to answer questions, disseminate or explain information, take orders and address complaints. Answer telephones, direct calls and take messages. Compile, copy, sort, and file records of office activities, business transactions, and other activities. Complete and mail bills, contracts, policies, invoices, or checks. Operate office machines, such as photocopiers and scanners, facsimile machines, voice mail systems.  
Computer, record, and proofread data and other information, such as records or reports. Maintain and update filing, inventory, mailing, and database systems, either manually or using a computer. Open, sort and route incoming mail, answer correspondence, and prepare outgoing mail.

June 2004 to April 2005

Ark Las Vegas Human Resources

HR Benefits Coordinator

Manage the evaluation, planning, and administration of the various employee benefits programs. Develop, update and/or present various communications (such as announcements, newsletter articles, materials for meetings, plan descriptions, benefit statements) Respond to and resolve employee concerns regarding benefits programs. Serve on designated committees and advisory boards as appropriate in order to maintain open communications with employees, retirees, insurance carriers, and other constituent groups Administer organization's performance appraisal programs including the design of the company's performance management system. Ensure that supervisors perform employee evaluations in a timely and professional manner, including position description updates Confer with service providers, brokers, and third party administrators Plan company events (Including Health Fairs, Picnic, and Open enrollment) Coordinate Leave of Absence Conduct New Hire, Benefit, Safety and Ergonomics Orientations/Training Develop, maintain, and analyze reports and spreadsheets

February 2002 to June 2004

Ark Las Vegas Human Resources

HR Office Assistant

Assisted in Recruiting, employment verification, background checks Developed, maintained, and analyzed reports and spreadsheets Maintained and organized accurate employee files (i.e.: Personnel, Benefit, Training, & I9 Forms Conducted New Hire, Benefit, Safety and Ergonomics Orientations/Training Planned company events (Including Health Fairs, Picnic, Christmas Party and Open enrollment) Tracked and maintained all badges, swipe cards and data base Ordered company supplies

April 2001 to December 2001

Einstein's Bagels Corporation

Cashier

Accurately managed a cash drawer Handled customer inquiries. Customer Order Taking Enthusiastic and Cooperative.

Languages

Fluent in English and Spanish

## References

Leyanne Sanchez  
Assistant Property Manager  
(702) 808-1631

Jacquelyn Hernandez  
Office Assistant  
(323) 767-9523

Refugio Villegas

Maintenance Engineer  
(702) 479-9318

Jose Montes  
Maintenance Technician  
(702) 810-7193

# Rachel Warbelow

1920 17th St. Apt 814, Denver, CO 80202

[rachelwarbelow@gmail.com](mailto:rachelwarbelow@gmail.com)

812.322.7607

## **PROFESSIONAL EXPERIENCE**

**The Turing School of Software and Design** / Las Vegas, NV

July 2014 – Present

*Instructor and Pedagogy Lead*

- Lead development of standards-based curriculum in Ruby, JavaScript, and Ruby on Rails
- Teach full group, small group, and one-on-one pairing sessions

**The Scholars Working OverTime** / Las Vegas, NV

August 2010 – June 2014

*Co-Leader, English/History/Computer Programming Teacher*

- Co-founded Scholars Working OverTime (SWOT), an extended day school for underserved students in East Las Vegas
- Led an IndieGoGo fundraising campaign and successfully raised over \$40,000 for a computer lab
- Developed and maintained app to track student grades, attendance, work completion, behavior, and reading goals; distributed weekly reports to communicate progress with families and team staff
- Developed and implemented accelerated fifth grade writing curriculum resulting in students exceeding district and state averages on every measure of Nevada Writing Proficiency Exam and an overall increase of 18% proficiency from previous school year
- Wrote and received grants for over \$7,500 in field trips, books, sports equipment, and classroom supplies
- Worked with colleagues on the School Improvement Team to analyze multiple measures of student achievement data and write School Improvement Plan
- Co-organized and led field and service-learning trips to state and national parks, bookstores, senior centers, Clark County Courthouse, Claremont McKenna College, and The Blue Man Group
- Led clubs: violin, yoga, crocheting, and “SWOT to 5K” running team
- Recruited community professionals to speak to students about college and career opportunities
- Organized monthly family involvement events
- Coordinated and taught SWOT Summer Writing Academy
- Awarded “Innovative Teacher of the Year” by Nevada Association of School Boards

**Laura Dearing Elementary School / Teach For America** / Las Vegas, NV

June 2007 – June 2010

*Fourth Grade Teacher 2007-2008, Fifth Grade Teacher 2008-2010*

- Led class to achieve highest reading fluency growth of fourth grade
- Collaborated to create rigorous, skill-based writing curriculum resulting in a 15% increase of students meeting or exceeding standards on Nevada Writing Proficiency Exam
- Improved DRA reading levels by an average of 2 grade levels per student during school year

## **EDUCATIONAL BACKGROUND**

**Dev BootCamp** / Chicago, IL  
*Student*

Summer 2013

- Worked with a team of junior developers to create SWOTBot, a full-feature app to communicate student data among teachers, students, and parents

**University of Las Vegas Nevada College of Education** / Las Vegas, NV August 2007 – May 2009  
*Master of Education in Curriculum & Instruction, GPA 4.0*

- Recipient of National Alpha Lambda Delta Honor Society Graduate Fellowship

**Indiana University School of Music** / Bloomington, IN August 2003 – May 2007  
*Bachelor of Science in Music and an Outside Field, GPA: 3.8*  
Major: Cello Performance Outside Field: Journalism Minor: Business

- *Student Body Supreme Court, Associate Justice*
- *Council on Multicultural Understanding, Member*
- *Jacobs School of Music, Student Ambassador*
- *Instructor: COLL-X111 Freshman Interest Group*
- *New Student Orientation Leader*
- *Alpha Lambda Delta Honor Society, President*

## **VOLUNTEER WORK**

**Girl Develop It** / Denver, Colorado  
*Co-Founder, Denver Chapter*

**Denver Philharmonic Orchestra** / Denver, Colorado  
*Cellist*

**Henderson Symphony Orchestra** / Henderson, Nevada  
*Cellist*

**Monroe County Library Homework Help Program** / Bloomington, Indiana  
*Tutor for AP Chemistry, Algebra I & II, Trigonometry, and Geometry*

# Shawna Wells

686 Manitoba Ave. ♦ Las Vegas, NV 89123 ♦ (215) 280 1889 ♦ shawnapwells@gmail.com

## Employment History

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*Building Excellent Schools*

*June 2013- Current*

*Director of Leadership Development*

- ♦ Coach and consult with Executive Directors, Principals and Assistant Principals of high performing , no excuses charter schools to help them continue to lead their growing teams in the development and implementation of their school's vision
- ♦ Lead and conduct audits and reviews of current BES schools by analyzing the key elements of success that have been established in the organization
- ♦ Develop recommendations and accountability plans for increasing the efficacy and functionality of the school

*KIPP Foundation*

*July, 2011- Current*

*Executive Coach*

- ♦ Coached rising KIPP leaders from across the country to implement their academic vision and develop plans to adjust the culture of their schools
- ♦ Served as a consultant for coachees during the KIPP Summer Institute and throughout the year as they explored possible solutions to school-wide issues that were arising
- ♦ Developed and shared final reflections about areas of strength and areas of growth with coachees' managers to ensure that professional growth continued after the coaching relationship ended

*KIPP West Philadelphia Preparatory Charter School*

*April, 2009-June 2013*

*Founding Principal, Teacher*

- ♦ Founded a new free, open-enrollment, college preparatory charter school in Philadelphia as part of the nationally-acclaimed KIPP network of schools.
- ♦ Developed and implemented a school vision and plan for instruction, assessment, student management, operations, and school culture which lead to 90 percent of the founding class scoring proficient in math and 65 percent scoring proficient in reading on the 2012 Pennsylvania State Standards Assessment
- ♦ Hired, trained, and managed all school staff including teachers, administrators and operational staff
- ♦ Created and implemented school-wide professional development plan to maximize instructional effectiveness
- ♦ Coordinated family and community outreach to increase family investment in student achievement and provide family members with the tools to help their child succeed

*St. Joseph's University*

*August, 2012- December 2013*

*Supervisor, Student Teacher Placement School*

- ♦ Developed a Student Teaching Partnership between KIPP West Philadelphia Prep and St. Joseph's University that provided selected St. Joseph's student teachers with training to be successful in urban schools that serve educationally underserved students
- ♦ Managed, observed and mentored student teachers and cooperating teachers to develop the skills needed to be successful in driving achievement with middle school students in low income areas
- ♦ Documented and provided regular feedback to student teachers to develop their teaching knowledge and practice

*KIPP Philadelphia Schools*

*August, 2007- April, 2009*

*Development Director*

- ♦ Raised over 1MM dollars to support the growth of ten KIPP schools in the city of Philadelphia
- ♦ Directed all aspects of both the annual operations and capital campaigns, including: state and federal grants; corporate and foundation grants; high school scholarships; individual giving and special events
- ♦ Cultivated relationships between KIPP Philadelphia Schools and its supporters including: community and government officials; KIPP Philadelphia's Board of Trustees; major donors; new donors and volunteers

*KIPP Philadelphia Charter School*

*July, 2006- June, 2007*

*5<sup>th</sup> Grade Non-Fiction Teacher, Social Studies Chair, Saturday School Coordinator*

- ♦ Selected as a Teacher Fellow from over 300 applicants for a year-long training program to develop skills to become a school leader
- ♦ As first 5th grade Non-fiction teacher at KPCS, wrote curriculum and selected texts for college preparatory Non-fiction course
- ♦ As curriculum coordinator, planned and led biweekly Social Studies team meetings focused on professional growth, vertical planning, and cross-curricular coordination
- ♦ Coordinated creation of grade-level standards, vision statements, and curricula

*JD Smith Middle School*

*August, 2004- June, 2006*

*Teach for America, 7<sup>th</sup> Grade Reading Teacher*

- ◆ Planned for and taught seventh grade reading using differentiated, data-driven instruction as a Teach For America corps member
- ◆ Motivated 80% of students to increase their reading level by two or more grade levels
- ◆ Pioneered a leadership skills program for students to develop characteristics of strong student leaders

### **Education**

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National Louis University, Chicago, IL August, 2011  
Master's Degree: Educational Administration

University of Nevada Las Vegas, Las Vegas, NV May, 2006  
Master's Degree: Curriculum and Instruction: TESOL

University of Vermont, Burlington, VT May, 2004  
Bachelor of Arts: English and Education, Minor: Special Education, Multicultural Studies

### **Memberships and Affiliations**

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Leadership Philadelphia, Class of 2013 August, 2013

Philly Core Leaders, Member 2013 August, 2013

Young Involved Philadelphia, Board Training 2012 February, 2012



**Section C**  
**Attachments**

**Equipo Academy Five-Year Comprehensive Budget**

<b>Major Assumptions</b>	<b>Year 0</b>	<b>% of Total</b>	<b>Notes</b>	<b>Year 1</b>	<b>% of Total</b>	<b>Notes</b>	<b>Year 2</b>	<b>% of Total</b>	<b>Notes</b>
Student Enrollment				468			576		
State Per-Pupil Funding				\$6,541		\$5,544 Basic, \$997 Outside	\$6,639		Assumed 1.5 percent increase.
Federal Title I Funding				\$400		Assumed per student, 80% FRL	\$406		Assumed 1.5 percent increase.
Facility Size (sq)				23,400		50 sq/student	28,800		
Average Teacher Salary				\$52,688		CCSD average teacher salary	\$54,796		Assumed 4 percent increase.
Full-Time Teachers				22			28		
Full-Time Administration				5		P, DMS, DAH, DO, DCA	5		P, DMS, DAH, DO, DCA
Full-Time Support Staff				5			8		
Total Full-Time Employees				32			41		
<b>Revenues</b>									
Per Pupil Funding				\$3,061,188		Per Pupil Funding X Enrollment	\$3,824,130		Per Pupil Funding X Enrollment
Federal Title I				\$149,760		Title I Funding X 80% Enrolled	\$187,085		Title I Funding X 80% Enrolled
Federal Title II, III, IV, V				\$0		None assumed.	\$0		None assumed.
Private Fundraising	\$300,000		Foundations and Private Donors	\$325,000		Foundations and Private Donors	\$350,000		Foundations and Private Donors
<b>Total Revenue</b>	<b>\$300,000</b>			<b>\$3,535,948</b>			<b>\$4,361,215</b>		
<b>Salaries</b>									
Principal	\$50,000	16.75%	Eight months, Year 1 salary	\$75,000	2.30%		\$78,000	2.0%	
Startup Director	\$50,000	16.75%	Temporary position, Nov-Aug	\$0	0.00%		\$0	0.0%	
Dean of Math & Sciences	\$5,417	1.81%	One month, Year 1 salary	\$65,000	2.00%		\$67,600	1.7%	
Dean of Arts & Humanities	\$5,417	1.81%	One month, Year 1 salary	\$65,000	2.00%		\$67,600	1.7%	
Director of Operations	\$5,000	1.67%	One month, Year 1 salary	\$60,000	1.84%		\$62,400	1.6%	
Director of College Access	\$5,000	1.67%	One month, Year 1 salary	\$60,000	1.84%		\$62,400	1.6%	
Teachers		0.00%		\$1,159,136	35.62%		\$1,534,275	38.4%	
Advisor/Counselor		0.00%		\$52,688	1.62%		\$53,478	1.3%	
First Aid/Safety Assistant		0.00%		\$35,000	1.08%		\$35,525	0.9%	
Instructional Aide		0.00%		\$40,000	1.23%		\$81,200	2.0%	
Office Manager	\$3,750	1.26%	One month, Year 1 salary	\$45,000	1.38%		\$45,675	1.1%	
Head Custodian		0.00%		\$0	0.00%		\$40,000	1.0%	
Custodian		0.00%		\$0	0.00%		\$0	0.0%	
Food Services		0.00%		\$30,000	0.92%		\$60,900	1.5%	

	Year 0	% of Total	Notes	Year 1	% of Total	Notes	Year 2	% of Total	Notes
<b>Subtotal Salaries</b>	\$124,583			\$1,686,824	47.71%		\$2,189,053		
<b>Benefits &amp; Taxes</b>									
<b>PERS</b>	\$12,458	4.17%	10% of salaries	\$434,357	13.35%	25.75% of salaries (match CCSD)	\$563,681	15.94%	25.75% of salaries
<b>Health Benefits</b>	\$5,000	1.67%	10% of salaries (for full-time)	\$168,682	5.18%	10% of salaries	\$218,905	6.19%	10% of salaries
<b>Medicare</b>	\$1,806	0.61%	1.45% of salaries	\$24,459	0.75%	1.45% of salaries	\$31,741	0.90%	1.45% of salaries
<b>Worker's Comp</b>	\$723	0.24%	0.58% of salaries	\$9,784	0.30%	0.58% of salaries	\$12,697	0.36%	0.58% of salaries
<b>Unemployment Insurance</b>	\$62	0.02%	0.05% of salaries	\$843	0.03%	0.05% of salaries	\$1,095	0.03%	0.05% of salaries
<b>Social Security</b>	\$0	0.00%	No contribution.	\$0	0.00%	No contribution.	\$0	0.00%	No contribution.
<b>Subtotal Benefits &amp; Taxes</b>	\$20,050			\$638,126	18.05%		\$828,119	23.42%	
<b>Facility and Land</b>									
<b>Temporary Office Space</b>	\$6,400	2.14%	\$800/mo, 8 mo space for start-up						
<b>Rent of School Facility</b>	\$46,800	15.67%	two mos. of year 1 rent, June-July	\$280,800	8.63%	Est. \$12/sf	\$355,968	8.92%	Est. \$12/sf
<b>Facility Improvements</b>	\$56,160	18.81%	twenty percent of first year rent						
<b>Facility Maintenance</b>	\$975	0.33%		\$5,850	0.18%	Est. \$25/sf	\$7,416		Est. \$25/sf, 3% inf
<b>Insurance</b>	\$6,955	2.33%		\$41,732	1.28%	Est. insurances w/o board (below)	\$42,984	1.08%	
<b>Custodial Services</b>	\$1,950	0.65%		\$23,400	0.72%	Est. \$1/sf	\$28,800	0.72%	
<b>Utilities</b>	\$5,850	1.96%		\$35,100	1.08%	Est. \$1.5/sf	\$43,200	1.08%	Est. \$1.5/sf
<b>Subtotal Facility and Land</b>	\$125,090			\$386,882	10.94%		\$478,368	13.53%	
<b>Purchased Services</b>									
<b>Special Ed. Contract Serv.</b>		0.00%		\$30,420	0.93%	\$650/student, est. 10% students	\$38,563	0.97%	\$650/stu, 10% stu, 3% inflation
<b>Legal Services</b>	\$3,000	1.00%		\$4,000	0.12%		\$4,120	0.10%	
<b>Auditing Services</b>		0.00%		\$0	0.00%	Audit year one in year two.	\$10,000	0.25%	Estimated independent audit.
<b>Network System Equipment</b>		0.00%		\$1,200	0.04%	Equipment only.	\$1,236	0.03%	Equipment only.
<b>Internet/Telephone Service</b>	\$600	0.27%		\$6,000	0.18%	\$500/month	\$6,180	0.15%	\$500/month
<b>Campus Data System</b>		0.00%		\$0	0.00%	Assume Infinite Campus provided.	\$0	0.00%	Assume Infinite Campus provided.
<b>Postage and Delivery</b>		0.00%		\$4,680	0.14%	\$10/student	\$4,820	0.12%	\$10/student
<b>Website and Hosting</b>	\$1,500	0.50%		\$1,500	0.05%	Assume in-house design.	\$1,545	0.04%	Assume in-house design.
<b>Cellphone Services</b>	\$1,200	0.40%		\$3,200	0.10%	\$100/FTE	\$4,223	0.11%	\$100/FTE, 3% inflation
<b>Printing Services</b>		0.00%		\$9,360	0.29%	\$20/student	\$11,866	0.30%	\$20/student
<b>Professional Development</b>		0.00%		\$14,800	0.45%	\$400/FTE + \$2,000 all-staff	\$18,952	0.47%	\$400/FTE, \$2,000 all-staff, 3% inf

	Year 0	% of Total	Notes	Year 1	% of Total	Notes	Year 2	% of Total	Notes
New Teacher Recruitment	\$8,000	0.25%	\$500/new FTE	\$4,000	0.12%	\$500/new FTE	\$4,120	0.10%	\$500/new FTE
Payroll Services	\$600	0.20%		\$3,200	0.10%	\$100/payroll	\$4,223	0.11%	\$100/payroll
Subtotal Purch. Services	\$15,100			\$82,360	2.33%		\$109,848	3.11%	
<b>Supplies and Materials</b>									
Office Supplies	\$1,500	0.50%		\$9,360	0.29%	\$20/student	\$11,520	0.35%	\$20/student
Instructional Supplies				\$46,800	1.44%	\$100/student	\$57,600	1.44%	\$100/student
Classroom Supplies				\$22,000	0.68%	\$1,000/teacher	\$28,000	0.70%	\$1,000/teacher
Student Furniture				\$93,600	2.88%	\$200/student	\$21,600	0.54%	\$200/student in a new grade
Teacher Furniture				\$11,000	0.34%	\$500/teacher	\$3,000	0.08%	\$500/teacher in a new position
Library Books and Per.				\$4,500	0.14%	Annual library investment	\$4,500	0.11%	Annual library investment
Textbooks				\$56,160	1.73%	\$120/student	\$12,960	0.32%	\$120/student in a new grade
NWEA MAP Assessment				\$9,550	0.29%	\$12.50/student, \$3,700 training	\$7,200	0.18%	\$12.50/student
Accelerated Reader App				\$3,471	0.11%	\$4/student, \$1,599 fee, Acc. Rdr.	\$2,304	0.06%	\$4/student
Subtotal Supplies/Materials	\$1,500			\$256,441	7.25%		\$148,684	4.20%	
<b>Other Expenses</b>									
Administrative Fee				\$45,918	1.41%	1.5% sponsorship fee to SPSCA	\$57,362	1.44%	1.5% sponsorship fee to SPSCA
Staff Computers	\$4,250	0.13%	\$850/start-up staff	\$18,700	0.57%	\$850/teacher	\$5,100	0.13%	\$850/teacher in a new position
Student Computers				\$27,000	0.83%	computer lab	\$32,000	0.80%	computer lab addition
Copier and Fax Lease				\$20,000	0.61%	two copy/fax machines	\$30,000	0.75%	three copy/fax machines
Special Events				\$11,700	0.36%	\$25/student	\$14,400	0.36%	\$25/student
Field Lessons				\$70,200	2.16%	\$150/student	\$86,400	2.16%	\$150/student
Board Insurance	\$2,333	0.07%		\$3,500	0.11%		\$3,640	0.09%	
Travel for Req'd Trainings				\$5,500	0.17%	\$250/teacher	\$7,000	0.18%	\$250/teacher
Student Recruitment	\$4,680	0.14%	\$10/student	\$1,080	0.03%	\$10/student	\$1,080	0.03%	\$10/new student
Application Expenses	\$1,000	0.03%	Printing, shipping, binding		0.00%			0.00%	
Subtotal Other Expenses	\$12,263			\$203,598	5.76%		\$236,982	6.70%	
<b>Total Expenditures</b>									
	\$298,587			\$3,254,230			\$3,991,054		
Remaining	\$1,413			\$281,718			\$370,161		

Major Assumptions	Year 3	% of Total	Notes	Year 4	% of Total	Notes	Year 5	% of Total	Notes
Student Enrollment	684			720			756		
State Per-Pupil Funding	\$6,739		Assumed 1.5 percent increase.	\$6,840		Assumed 1.5 percent increase.	\$6,942		Assumed 1.5 percent increase.
Federal Title I Funding	\$412		Assumed 1.5 percent increase.	\$418		Assumed 1.5 percent increase.	\$425		Assumed 1.5 percent increase.
Facility Size (sq)	34,200			36,000			37,800		
Average Teacher Salary	\$56,387		Assumed 4 percent increase.	\$59,267		Assumed 4 percent increase.	\$61,638		Assumed 4 percent increase.
Full-Time Teachers	32			36			38		
Full-Time Administration	5		P, DMS, DAH, DO, DCA	5		P, DMS, DAH, DO, DCA	5		P, DMS, DAH, DO, DCA
Full-Time Support Staff	13			14			14		
Total Full-Time Employees	50			55			57		
<b>Revenues</b>									
Per Pupil Funding	\$4,609,272		Per Pupil Funding X Enrollment	\$4,924,643		Per Pupil Funding X Enrollment	\$5,248,439		Per Pupil Funding X Enrollment
Federal Title I	\$225,496		Title I Funding X 80% Enrolled	\$240,924		Title I Funding X 80% Enrolled	\$256,765		Title I Funding X 80% Enrolled
Federal Title II, III, IV, V	\$0		None assumed.	\$0		None assumed.	\$0		None assumed.
Private Fundraising	\$375,000		Foundations and Private Donors	\$400,000		Foundations and Private Donors	\$400,000		Foundations and Private Donors
<b>Total Revenue</b>	<b>\$5,209,768</b>			<b>\$5,565,568</b>			<b>\$5,905,204</b>		
<b>Salaries</b>									
Principal	\$81,120	1.8%		\$84,365	1.7%		\$87,739	1.6%	
Startup Director	\$0	0.0%		\$0	0.0%		\$0	0.0%	
Dean of Math & Sciences	\$70,304	1.5%		\$73,116	1.5%		\$76,041	1.4%	
Dean of Arts & Humanities	\$70,304	1.5%		\$73,116	1.5%		\$76,041	1.4%	
Director of Operations	\$64,896	1.4%		\$67,492	1.3%		\$70,192	1.3%	
Director of College Access	\$64,896	1.4%		\$67,492	1.3%		\$70,192	1.3%	
Teachers	\$1,823,595	40.1%		\$2,133,606	42.4%		\$2,342,225	42.3%	
Advisor/Counselor	\$54,280	1.2%		\$55,095	1.1%		\$55,921	1.0%	
First Aid/Safety Assistant	\$36,058	0.8%		\$36,599	0.7%		\$37,148	0.7%	
Instructional Aide	\$82,418	1.8%		\$83,654	1.7%		\$84,909	1.5%	
Office Manager	\$46,360	1.0%		\$47,056	0.9%		\$47,761	0.9%	
Head Custodian	\$40,600	0.9%		\$41,209	0.8%		\$41,827	0.8%	
Custodian	\$0	0.0%		\$0	0.0%		\$0	0.0%	
Food Services	\$61,814	1.4%		\$62,741	1.2%		\$63,682	1.1%	

	Year 3	% of Total	Notes	Year 4	% of Total	Notes	Year 5	% of Total	Notes
<b>Subtotal Salaries</b>	\$2,496,645			\$2,825,540			\$3,053,678		
<b>Benefits &amp; Taxes</b>									
<b>PERS</b>	\$642,886	18.18%	25.75% of salaries	\$727,576	20.58%	25.75% of salaries	\$786,322	22.24%	25.75% of salaries
<b>Health Benefits</b>	\$249,664	7.06%	10% of salaries	\$282,554	7.99%	10% of salaries	\$305,368	8.64%	10% of salaries
<b>Medicare</b>	\$36,201	1.02%	1.45% of salaries	\$40,970	1.16%	1.45% of salaries	\$44,278	1.25%	1.45% of salaries
<b>Worker's Comp</b>	\$14,481	0.41%	0.58% of salaries	\$16,388	0.46%	0.58% of salaries	\$17,711	0.50%	0.58% of salaries
<b>Unemployment Insurance</b>	\$1,248	0.04%	0.05% of salaries	\$1,413	0.04%	0.05% of salaries	\$1,527	0.04%	0.05% of salaries
<b>Social Security</b>	\$0	0.00%	No contribution.	\$0	0.00%	No contribution.	\$0	0.00%	No contribution.
<b>Subtotal Benefits &amp; Taxes</b>	\$944,481	26.71%		\$1,068,902	30.23%		\$1,155,206	32.67%	
<b>Facility and Land</b>									
<b>Temporary Office Space</b>		0.00%			0.00%			0.00%	
<b>Rent of School Facility</b>	\$422,712	9.30%	Est \$12/st	\$444,960	8.84%		\$467,208	8.43%	
<b>Facility Improvements</b>		0.00%			0.00%			0.00%	
<b>Facility Maintenance</b>	\$9,071	0.20%	Est \$.25/st, 3% inf	\$9,835	0.20%		\$10,636	0.19%	
<b>Insurance</b>	\$44,273	0.97%		\$45,602	0.91%		\$46,970	0.85%	
<b>Custodial Services</b>	\$34,200	0.75%		\$36,000	0.72%		\$37,800	0.68%	
<b>Utilities</b>	\$51,300	1.13%	Est \$1.5/st	\$54,000	1.07%		\$56,700	1.02%	
<b>Subtotal Facility and Land</b>	\$561,556	15.88%		\$590,996	16.70%		\$619,314	17.51%	
<b>Purchased Services</b>									
<b>Special Ed. Contract Serv.</b>	\$45,794	1.01%	\$650/stu, 10% stu, 3% inflation	\$48,204	0.96%	\$650/stu, 10% stu, 3% inflation	\$50,614	0.91%	\$650/stu, 10% stu, 3% inflation
<b>Legal Services</b>	\$4,244	0.09%		\$4,371	0.09%		\$4,502	0.08%	
<b>Auditing Services</b>	\$10,000	0.22%	Estimated independent audit.	\$10,000	0.20%	Estimated independent audit.	\$10,000	0.18%	Estimated independent audit.
<b>Network System Equipment</b>	\$1,273	0.03%	Equipment only.	\$1,311	0.03%	Equipment only.	\$1,351	0.02%	Equipment only.
<b>Internet/Telephone Service</b>	\$6,365	0.14%	\$500/month	\$6,556	0.13%	\$500/month	\$6,753	0.12%	\$500/month
<b>Campus Data System</b>	\$0	0.00%	Assume Infinite Campus provided.	\$0	0.00%	Assume Infinite Campus provided.	\$0	0.00%	Assume Infinite Campus provided.
<b>Postage and Delivery</b>	\$4,965	0.11%	\$10/student	\$5,114	0.10%	\$10/student	\$5,267	0.10%	\$10/student
<b>Website and Hosting</b>	\$1,591	0.04%	Assume In-house design.	\$1,639	0.03%	Assume In-house design.	\$1,688	0.03%	Assume In-house design.
<b>Cellphone Services</b>	\$5,150	0.11%	\$100/FTE, 3% inflation	\$5,665	0.11%	\$100/FTE, 3% inflation	\$5,871	0.11%	\$100/FTE, 3% inflation
<b>Printing Services</b>	\$14,090	0.31%	\$20/student	\$14,832	0.29%	\$20/student	\$15,574	0.28%	\$20/student
<b>Professional Development</b>	\$22,660	0.50%	\$400/FTE, \$2,000 all-staff, 3% inf	\$24,720	0.49%	\$400/FTE, \$2,000 all-staff, 3% inf	\$25,544	0.46%	\$400/FTE, \$2,000 all-staff, 3% inf

	Year 3	% of Total	Notes	Year 4	% of Total	Notes	Year 5	% of Total	Notes
New Teacher Recruitment	\$4,120	0.09%	\$500/new FTE	\$4,120	0.08%	\$500/new FTE	\$4,120	0.07%	\$500/new FTE
Payroll Services	\$5,150	0.11%	\$100/payroll	\$5,665	0.11%	\$100/payroll	\$5,871	0.11%	\$100/payroll
Subtotal Purch. Services	\$125,403	3.55%		\$132,198	3.74%		\$137,155	3.88%	
<b>Supplies and Materials</b>									
Office Supplies	\$13,680	0.42%	\$20/student	\$14,400	0.44%	\$20/student	\$15,120	0.46%	\$20/student
Instructional Supplies	\$68,400	1.51%	\$100/student	\$72,000	1.43%	\$100/student	\$75,600	1.36%	\$100/student
Classroom Supplies	\$32,000	0.70%	\$1,000/teacher	\$36,000	0.72%	\$1,000/teacher	\$38,000	0.69%	\$1,000/teacher
Student Furniture	\$21,600	0.48%	\$200/student in a new grade	\$7,200	0.14%	\$200/student in a new grade	\$7,200	0.13%	\$200/student in a new grade
Teacher Furniture	\$2,000	0.04%	\$500/teacher in a new position	\$2,000	0.04%	\$500/teacher in a new position	\$1,000	0.02%	\$500/teacher in a new position
Library Books and Per.	\$4,500	0.10%	Annual library investment	\$4,500	0.09%	Annual library investment	\$4,500	0.08%	Annual library investment
Textbooks	\$12,960	0.29%	\$120/student in a new grade	\$4,320	0.09%	\$120/student in a new grade	\$4,320	0.08%	\$120/student in a new grade
NWEA MAP Assessment	\$8,550	0.19%	\$12.50/student	\$9,000	0.18%	\$12.50/student	\$9,450	0.17%	\$12.50/student
Accelerated Reader App	\$2,736	0.06%	\$4/student	\$2,880	0.06%	\$4/student	\$3,024	0.05%	\$4/student
Subtotal Supplies/Materials	\$166,426	4.71%		\$152,300	4.31%		\$305,360	8.64%	
<b>Other Expenses</b>									
Administrative Fee	\$69,139	1.52%	1.5% sponsorship fee to SPCSA	\$73,870	1.63%	1.5% sponsorship fee to SPCSA	\$78,727	1.73%	1.5% sponsorship fee to SPCSA
Staff Computers	\$3,400	0.07%	\$850/teacher in a new position	\$3,400	0.07%	\$850/teacher in a new position	\$1,700	0.04%	\$850/teacher in a new position
Student Computers	\$5,000	0.11%	computer lab maintenance	\$5,000	0.11%	computer lab maintenance	\$5,000	0.11%	computer lab maintenance
Copier and Fax Lease	\$40,000	0.88%	four copy/fax machines	\$40,000	0.88%	four copy/fax machines	\$40,000	0.88%	four copy/fax machines
Special Events	\$17,100	0.38%	\$25/student	\$18,000	0.40%	\$25/student	\$18,900	0.42%	\$25/student
Field Lessons	\$102,600	2.26%	\$150/student	\$108,000	2.38%	\$150/student	\$113,400	2.50%	\$150/student
Board Insurance	\$3,786	0.08%		\$3,937	0.09%		\$4,095	0.09%	
Travel for Req'd Trainings	\$8,000	0.18%	\$250/teacher	\$9,000	0.20%	\$250/teacher	\$9,500	0.21%	\$250/teacher
Student Recruitment	\$1,080	0.02%	\$10/new student	\$1,080	0.02%	\$10/new student	\$1,080	0.02%	\$10/new student
Application Expenses		0.00%			0.00%			0.00%	
Subtotal Other Expenses	\$250,105	7.07%		\$262,287	7.42%		\$272,401	7.70%	
<b>Total Expenditures</b>	\$4,544,615			\$5,031,622			\$5,543,114		
Remaining	\$665,152			\$533,945			\$362,090		



August 25, 2014

**RE: Insurance Coverage for Equipo Academy**  
**Broker of Record – Arthur J. Gallagher & Co.**

To Whom It May Concern:

We are pleased to provide insurance services for Equipo Academy. Our division specializes in education and charter schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Nevada as required by law.

Our program utilizes the following carriers which are admitted in the State of Nevada The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, Gerber Life Insurance Company.

We will only place this school with at least an “A-, VII” rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Equipo Academy, the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
<b>General Liability (includes corporal punishment, athletic participation*)</b>	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
<b>Workers Compensation Workers’ Compensation Part II (Employers’ Liability)</b>	As specified by Nevada Statutes \$1,000,000
<b>Employee Benefits Liability</b>	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
<b>Automobile/Bus Liability including non-owned and hired; underinsured as needed</b>	\$1,000,000 combined single limit
<b>Employment Practices Liability</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Educators Legal Liability (School Leaders E&amp;O and/or Professional Liability)</b>	\$2,000,000 per claim/annual aggregate dedicated limit
<b>Directors &amp; Officers</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Fiduciary Liability</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Sexual Abuse and Misconduct Liability</b>	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
<b>Crime</b>	
Employee Dishonesty	\$1,000,000 per occurrence
Forgery or Alteration	\$500,000 per occurrence
Inside Premises – Theft of Monies & Securities	\$50,000 per occurrence
Outside the Premises	\$50,000 per occurrence
Computer Fraud	\$100,000 per occurrence
Money Orders/Counterfeit Papers	\$100,000 per occurrence
<b>Bonds</b>	Can secure a Fidelity and or ERISA bond if required
<b>Property and Boiler Machinery Coverage</b>	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
<b>Business Income/Extra Expense</b>	\$300,000 Extra Expense included Business Income as needed based upon cash flow
<b>Student Accident Coverage* (including or excluding football)</b>	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
<b>Cyber Security Liability**</b>	\$500,000 per loss or claim/aggregate limit





Coverage	Limit
<b>Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&amp;O, EPLI, ELL, EBL)</b>	\$5,000,000
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.	
**Recommended coverage, however may not be required by charter authorizer	

**Additional Insureds/Loss Payees:**

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

**Estimated Premiums:**

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Nevada Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 17,800
Directors & Officers / Employment Practices / Fiduciary	\$ 3,500
Property	\$ 850
Excess \$5 million Limits (follow form over underlying)	\$ 4,125
Workers Compensation/Employers Liability	\$ 15,200
Cyber/Privacy Liability Insurance (\$1m Limit)	\$ 1,385
Student Accident Insurance (Inc. \$1m Catastrophic Limit)	\$ 2,372
<b>Total Annual Premium</b>	<b>\$ 45,232</b>

Premiums are based upon 1st year projections of 468 students, 32 staff members, \$1,686,824 payroll, \$100k Contents

Please let me know if you have any questions.

Sincerely,

Brandon Cole  
Area Vice President



**Attachment C.4.4, *Emergency drills***

After finalizing a facility, Equipo Academy will work with local law enforcement, fire departments, and counsel to develop a schedule for emergency drills that both complies with state and federal regulations and ensures meaningful practice for students and staff.

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 at least quarterly and more 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.

**Attachment C.4.5, *Emergency management plan***

Equipo Academy staff will conduct a risk assessment once a facility for Equipo Academy has been identified. From this risk assessment, the Director of Operations will develop a comprehensive emergency response plan in collaboration with the emergency response team. This team will be comprised of teachers, administrators, and support staff who lead emergency drills and coordinate emergency responses.

Once a complete emergency response plan has been created, it will be provided to the school sponsor and added to the school charter.