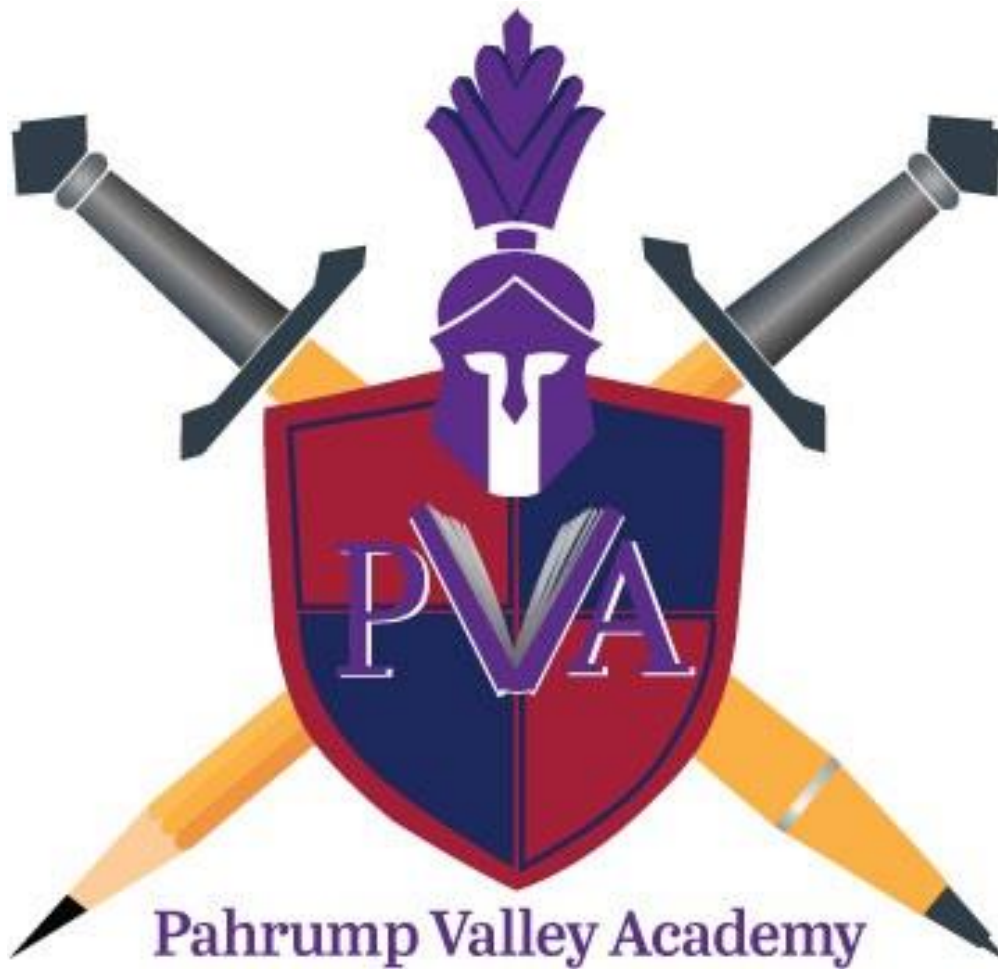


**Attachments**

| Attachment | Description |
|------------|---|
| 1 | Letters of Community Support/Partnership |
| 2 | Leadership team job descriptions |
| 3 | Resumes and student achievement data for school leader |
| 4 | Competencies used for school leader selection |
| 5 | Teacher Evaluation Tool(s) |
| 6 | School Leader Evaluation Tool(s) |
| 7 | Board Member Template |
| 8 | Board Member Information Sheets |
| 9 | Board Bylaws, Code of Ethics and Conflict of Interest Policies |
| 10 | Incubation Year Planning Table |
| 11 | College/University Dual Credit agreement documentation or Attestation |
| 12 | Operational execution plan |
| 13 | Proof of Facility Commitment or Attestation |
| 14 | Insurance Coverage |
| 15 | Budget Narrative |
| 16 | Financial Plan Workbook |

Attachment 1



Letters of Community Support For Pahrump Valley Academy

Howard & Howard

law for business®

Ann Arbor

Chicago

Detroit

Las Vegas

Los Angeles

Peoria

July 12, 2019

Nevada State Public School Charter Authority (“SPCSA”)
Attention: Mark Modrcin
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

re: Letter of Support for Pahrump Valley Academy (“PVA”)

Dear Mark:

As you know, Howard & Howard and I are extremely proud to represent over half a dozen charter schools in the State of Nevada, virtually all of whom are among the State’s top performing schools. It is an enriching practice area, in no small part due to the opportunity to cooperatively work with you and the SPCSAs’ Executive Director, Board, legal counsel, Mr. Herrick, and extended team.

The purpose of this letter is to lend my full support to a charter school application being submitted by PVA under the direction of its projected Executive Director, Ms. Sable Marandi. I have met with Ms. Marandi and a PVA Board representative and believe they have the skills, competencies, and “grit” to run a strong, successful charter school. I have, moreover, offered to represent the school upon its application being approved—thereby reassuring the SPCSAs that PVA will (i) follow good governance practices and (ii) understand and comply with (among other things) its Charter and Bylaws, NRS Chapter 388A and its regulations, the Open Meeting and Public Records Acts, local government public procurement rules, and so forth.

If you have any questions or comments about this letter or PVA, please do not hesitate to contact me. Thank you so much for your time and efforts.

Sincerely,



Mark J. Gardberg



Charter School Association of Nevada

June 5, 2019

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

Dear Nevada SPCSA Board Members,

This is a letter of support for the Pahrump Valley Academy charter application. I first met school founder Sable Marandi and Principal Eddie Williams at the recent SPCSA/CSAN sponsored orientation seminar for new school applicants. There, and in subsequent meetings with both of them—I've observed not only their joint passion for this rural charter school project, but in speaking with other community leaders in the fast-growing community of Pahrump, they see a need for a public school option for area students.

While I have only worked with their school leaders here in Nevada for the past few months, I am impressed with the level of community support Pahrump Valley Academy has generated and I'm especially impressed with the school's founding board members. Their academic stature and involvement in their local community should provide the school with the needed guidance and support a new school project requires. I'm also pleased to see the ways in which Sable Marandi is actively collaborating with community partners, with CSAN and its member schools as well as with the staff at the Nevada State Public School Charter Authority.

As an association member, "PVA" will benefit from the services the Charter School Association of Nevada provides. This includes sharing our knowledge of "best practices" regarding charter school applications and operations. I have personally committed my time to assist this school in getting established and being in a position to best serve the needs in the greater Pahrump Valley.

Your attention and consideration to the Pahrump Valley Academy application is appreciated.

Pat Hickey, Executive Director, Charter School Association of Nevada (775) 762-8006



July 7, 2017

Miss Sable Preparatory Academy of Excellence in Leadership
Pahrump Nevada 89048

To Whom It May Concern

Letter of Support

Nye County Regional Economic Development Authority (NCREDA) would like to offer our support for this Charter School initiative. We support the concept of any additional schools especially those that will offer an education of higher expectations in academics, math and art.

NCREDA knows that education is not only a necessity, but mandatory for any economic development in any community, county and state. We recognize a school of this type will take time to come to its full development and produce the academic excellence that is founded in its Mission Statement. No matter, schools of this type are very rare to a rural small community like Pahrump Nevada. We have only four Public Elementary Schools, a Middle School and a High School. A school of this type will allow parents a choice for their child or children to attend basically a school of high leaning, which is offered nowhere in Nevada.

We fully support Miss Sable Marandi initiative and any funding that may be available through grants or private donations from state and federal entities. At a minimum we will assist with making the community aware of this excellent option for learning in our community.

Sincerely,

Paul Miller

Executive Director

Nye County Regional Economic Development Authority

Office - 775-727-0716

Cell - 775-513-5556

pmiller@doingbusinessinnye.net

To Nevada State Public Charter school authority,

We are Battle Born Financial Advisor and Health insurance brokerage based in Pahrump, NV. We provide financial advice, money management, and health insurance services to individuals and small businesses in the community.

We have met with members of Pahrump Valley Academy and have found them to be individuals of integrity and good character. We have also found them to be extremely passionate about education and knowledgeable about unlocking the full potential of young minds. We wish to empower them to come to our community and create an environment that we have never had before by preparing our youth for college and beyond.

We will be pleased to have the firm commitment to serve them with their employee benefits (health, dental, vision, retirement) We believe that by providing peace of mind for educators with regards to their healthcare and financial needs, they can focus their time and efforts on education. We want Pahrump Valley Academy to be able to hire and retain the best educators and provide benefit programs that enhance their career and eliminates barriers to educating our children.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brent Leavitt', with a long horizontal line extending to the right.

Brent Leavitt, CFP®

Owner, Battle Born Financial Advisor

04/05/2019



April 29, 2019

To Whom It May Concern:

I am writing this letter to reinforce the fact that Pahrump, Nevada is an ideal place for a charter school. As a product of the New York City public school system and having raised my son in the Glastonbury, CT public school system, I know the vast difference between those educations and the ones the students are receiving in Pahrump, NV and all Southern Nevada.

Even our technical schools and charter middle and high schools are not adequately preparing our students for college. I have two young employees; one a product of an excellent technical high school in Las Vegas and one a product of Illinois and Colorado high schools. In Chicago, she attended one of the Concept Schools. Both are highly intelligent and yet there is a distinct difference in the type and level of education. As a Rotarian, I have been involved on the district level with youth projects and been shocked and dismayed at the education in our Southern Nevada schools.

I firmly believe that in a relatively rural community such as Pahrump, NV a charter school will provide a tremendous opportunity for our students to really learn and be inspired to attend college. Expanding their horizons through a charter curriculum will enlighten them to possibilities they otherwise would not be exposed to. The school will provide a reason for families to come to Pahrump as well as businesses that want to relocate here with their employees. Education is so very important, and this area is sorely lacking in education where students learn and are not just passed from grade to grade. A school where, from the onset, college is the goal and at the very least, each student will be fully prepared to decide about their future and its options.

Ms. Sable Marandi is someone with the knowledge, insight, compassion and drive to provide a place where all our students will feel respected and inspired. She understands the uniqueness of each student and that "one size fits all" does not work any longer in education.

I applaud our commitment to our charter school in Pahrump, Nevada. Please do not hesitate to reach out to me with any questions.

Respectfully,

Debra L. Harris, MA

Founder & CEO

PIMedia

Debbie@PIMedia.me

702.720.6560 (Office)

702.465.4082 (Cell)



To: State Public Charter School Association (SPCSA)

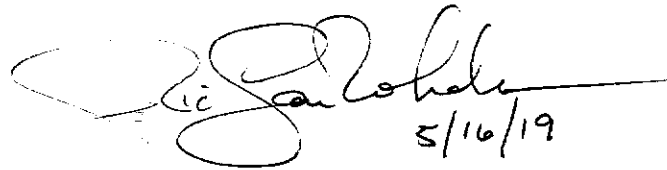
From: Eric Whalen, Transportation Supervisor
Pahrump Senior Center, INC.

Date: May 16, 2019

As Pahrump public transportation supervisor, I have the awesome responsibility of interacting with seniors, students throughout the township of Pahrump on a daily basis, and providing safe, efficient transportation service. In my role as supervisor, I've had the opportunity to meet Ms. Sable Marandi, the founder, visionary leader of Pahrump Valley Academy (PVA) and Mr. Eddie Williams, the proposed principal of PVA. After listening to Ms. Marandi's enthusiastic, purposeful explanation of opening a public charter tuition free college preparatory school to prepare our students to be accepted to any college of their choice, I immediately was interested in providing all my support to help establish the charter school.

Sincerely,

Eric Whalen

A handwritten signature in black ink, appearing to read "Eric Whalen", with a long horizontal flourish extending to the right. Below the signature, the date "5/16/19" is handwritten.

NEVADA REALTY

1771 S. Highway 160 • Web: www.NV-Realty.com

Office: (775) 727-1818

From: Roy Mankins, Nevada Realty Realtor

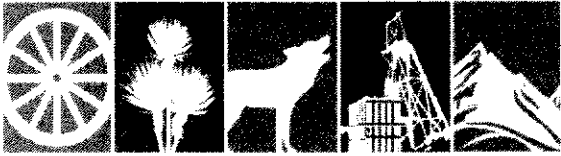
To: State Public Charter School Association

Date: 5-15-2019

As a native son that was born and raised in the township of Pahrump, I've always felt strongly about the quality of education in my community. When I met Ms. Sable Marandi, the founder and visionary leader of Pahrump Valley Academy, and heard her passionately describe her vision of a college preparatory school in Pahrump; I felt compelled to support her cause. Being a local businessman with a long track record of service to the community of Pahrump, I know the importance of preparing our kids for acceptance to any college or university in Nevada, as well as, in United States. In my own business, I have noticed every year new professional development requirements come up that I must meet, if my business is going to thrive. The future of Pahrump is going to be in the hands of those kids who are now in school, in Pahrump.

Pahrump needs a charter school, it also needs a college preparatory school. Pahrump Valley Academy is proposing to meet all those needs and having met and having gotten to know Sable, I believe she is just the person to bring such a school to Pahrump.

Roy L Mankins



PAHRUMP VALLEY

MUSEUM & HISTORICAL SOCIETY

401 E. Basin Avenue
Pahrump, NV 89060
775-751-1970

June 18, 2019

NEVADA STATE CHARTER
SCHOOL AUTHORITY
2080 E. Flamingo Rd. #230
Las Vegas, NV 89119

To Who May Concern:

As a museum director that is responsible for maintaining the repository for all the artifacts and the history of Pahrump at the Pahrump Valley Museum, it's very important that I educate the public through tours and lectures. Being a local museum director with a long track record of service in the community of Pahrump. I understand the importance of educating and preparing our kids for college at a young age. Educating kids about the history of their community through tours, lectures, and presentations is one aspect of educating our kids for college. The future of Pahrump is going to be in the hands of those kids who are now in school here in Pahrump.

Pahrump needs a charter school that will give parents options and prepare their kids to be accepted into any "Ivy League" college of their choice. Pahrump Valley Academy is proposing to meet all those needs and having met and gotten to know Ms. Sable, I believe she is just the person to bring such a school to Pahrump.

Sincerely,

Marilyn G. Davis
Museum Director

From: Gerry Faulkner, UPS Store Co-Owner

To: State Public Charter School Association

Date: 6-18-2019

As the co-owner of the local UPS Store in Pahrump, Nevada, my staff and I get the opportunity to provide a multitude of services for all the local businesses and schools in the community. Being a local business in the community, my staff and I see the need of having an educated workforce to continue to provide top quality services to the community.

When Ms. Sable Marandi, the visionary and founder of Pahrump Valley Academy (PVA), gave a compelling speech at the local chamber of commerce about the need to start a college preparatory charter school; I felt it was important to support the school. Being a local business in the community, I know the future of Pahrump is going to depend on the college preparation they receive at PVA.

Today's generation needs to learn about current technologies, and current applications in order to be competitive in current and future job markets. An education at PVA should help to fill this need.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gerry Faulkner', with a long horizontal flourish extending to the right.

Gerry Faulkner

To Nevada State Public Charter School Authority

AmeriCorps is a voluntary civil society program supported by the U.S. federal government, foundations, corporations, and other donors engaging adults in public service work with a goal of "helping others and meeting critical needs in the community."

AmeriCorps engages more than 75,000 Americans in intensive service each year at nonprofits, schools, public agencies, and community and faith-based groups across the country. AmeriCorps/VISTA members are passionate and committed to their mission to bring individuals and communities out of poverty.

AmeriCorps/VISTA is open to all U.S. citizens, nationals, or lawful permanent resident aliens age 18 and older. Members and Summer Associates receive a modest living allowance, and those who serve for a year also receive health coverage, childcare, if needed, and other benefits. After successful completion of a term of service, members can choose to receive a Segal AmeriCorps Education Award or post-service stipend.

As an AmeriCorps Community Health Worker in Nye County, and as a partner the NyECC Community Outreach which meets monthly in Pahrump, I have come to know those members of the Pahrump community who are actively engaged in the town. Sable Marandi is one of them. She is honorable and she is a woman of integrity, these are important qualities to a small town like Pahrump where most people either know each other or they know of each other. It is also important that she is personally involved and invested in her dreams and in what she dreams of building in this town. Pahrump is a town where many of its citizens feel a special ownership. She is a member of the community and she is a partner in the community. She also happens to have a high level of education, in a year, she is going to be a doctor specializing in how people learn and how they should be taught.

Pahrump is a community growing faster than anticipated, it is also a community filled with hard working American families who deserve to be able to give their children every educational opportunity. Those opportunities include college preparatory education. We know Sable Marandi, trust her integrity and respect her educational expertise. Please consider her petition for a college preparatory charter in Pahrump.

If you have any questions feel free to contact me at 775-770-8293.

Michael Quattrocchi

3051 W. Retread Rd.
Pahrump, NV 89048

A Glass Act
18 June 2019

RE: Support of Charter School: **Pahrump Valley Academy**

To Charter School Authority of Nevada:

This letter is written in support of **Pahrump Valley Academy**; a charter school to be located in Pahrump, NV. This school is founded by Ms. Sable Marandi, 4760 Santa Luc St, Pahrump, NV 89061.

In my life, I have had the pleasure and responsibility to be:

- a teacher at the University of Colorado- Business School, Boulder, CO,
- a Board member of Boulder Christian School (K-8) of Boulder, Co,
- a co-parent/teacher of my children's home school program, and
- a Community Program Development Officer assisting with the development of pre-schools in rural communities in South Africa's East Cape, (one of which was President Nelson Mandela's childhood pre-school).

Please, with me, take this school under your serious consideration and support the development and institution of the **Pahrump Valley Academy**. Education of our community's children is important; and excellent education of the utmost value is what we foresee being delivered by Pahrump Valley Academy. Over the last year, our community has come to know Sable Marandi as being extremely knowledgeable in the field of education, and even more passionate about the honorable discharge of her responsibility as an educator to our community. Please authorize Pahrump Valley Academy.

Yours truly,



William La Pointe; Founder/Owner of "A Glass Act" Window Cleaning
4399 S Glory Vine Lane
Pahrump, NV 89061



David Danaher
AmeriCorps VISTA
Student Engagement Specialist

To whom it may concern:

AmeriCorps VISTA has a rich history and legacy. The program was first envisioned by President John F. Kennedy when, in 1962, he commissioned a task force to explore the creation of a national service program modeled after the Peace Corps, whose purpose would be to assist Americans afflicted by poverty. In 1964, President Lyndon B. Johnson realized that vision and created what was then known as Volunteers in Service to America (VISTA). AmeriCorps/VISTA members are passionate and committed to their mission to bring individuals and communities out of poverty.

AmeriCorps/VISTA is open to all U.S. citizens, nationals, or lawful permanent resident aliens age 18 and older. Members and Summer Associates receive a modest living allowance, and those who serve for a year also receive health coverage, childcare, if needed, and other benefits. After successful completion of a term of service, members can choose to receive a Segal AmeriCorps Education Award or post-service stipend.

As a VISTA, I participate in the NyECC Community Outreach monthly meetings. These monthly meetings are designed to bring an awareness of gaps in service the town may be facing to the table for discussion. The same meetings bring together passionate and hard-working Pahrump citizens who after a discussion of needed services, then roll up their sleeves and do something about it. Sable Marandi is one of these citizens, and that is how I know her.

Of course, as everyone in Pahrump knows, even the Pahrump newspaper has written about it, Sable is especially passionate about education. She is even on a mission to promote college preparatory education and to use college preparatory education to end the cycle of poverty. As a VISTA, I understand that passion. I even applaud it. Education is the way to end the cycle of poverty, and we must end the cycle of poverty. If we try and fail, we will have paved the way for those who will try after us, but if we do not try at all, then we will have surrendered to poverty. Please accept Sable Marandi's proposal for a college preparatory charter school in Pahrump as this would have tremendous impact on the community.

Sincerely,

David Danaher

A handwritten signature in black ink that reads "David Danaher". The signature is fluid and cursive, with the first name "David" being larger and more prominent than the last name "Danaher".

To whom it may concern

My name is Robin Hebrock and I am a long-time resident of the Town of Pahrump. My family moved here when I was 9 years old and I completed my secondary education here, graduating from Pahrump Valley High School in 2006. I have been a reporter for local newspapers since 2013.

I am writing to declare my personal support for the proposal to bring a tuition free, public charter school to the valley. Pahrump Valley Academy is working to make this vision a reality and I wholeheartedly support the organization in that endeavor.

As a former student of Pahrump, I know just how limited are the educational options our children have and I would love to see more variety in what is available. No two children are alike and as such, no two children learn quite the same way.

While traditional public school education is a good option for many of our students, others could benefit greatly from a different educational structure, which I believe Pahrump Valley Academy will be able to provide.

Through my conversations with Sable Marandi and Eddie Williams, I have learned that Pahrump Valley Academy will aim to offer a more rigorous curriculum geared toward readying students to enter into the world of higher education, specifically at major universities throughout the U.S.

As a former public school student, I know what it is like to attend school and earn top grades but to never really feel challenged intellectually. The course work for some students simply does not allow them to stretch themselves as far as possible, as the regular curriculum tends to focus on the student population overall, leaving little room for specialized, targeted education plans.

Pahrump Valley Academy will be able to offer education that focuses on each student individually, highlighting their innate talents and bringing them into sharper focus while also identifying weak spots and helping students overcome those areas. I truly believe that Pahrump Valley Academy will be a valuable and important part of this community and look forward to seeing the first graduating class.

Thank you for your time and consideration.

Robin Hebrock

Pahrump, Nevada

Cell: (818)624-0901

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

Alexandria M. De'Armanni

Wednesday, June 26, 2019

State Public Charter School Authority

RE: Pahrump Valley Academy

Dear Sir or Madam,

I am the Public Relations Officer for the Pahrump Valley Rotary District 5300 Chapter. I have been a resident of Nye County since October of 2016. I am a Minister with the Universal Life Church, an ARNP and a Legal Advocate for Domestic Violence, Sexual Assault and Child Abuse.

Over the past thirty years, I have had the opportunity to be a leader in my community and a Speaker at the Washington State Capitol Legislative building in the State of Washington. Speaking on the behalf of women and children and supporting the importance of higher education in our communities while putting my emphasis on low income families of domestic violence, Sexual Assault and Child Abuse.

Through my experiences thus far in the town of Pahrump by working in the professional sector and in community events I have had the opportunity by firsthand knowledge that this is a town predominately made up of a diverse population of senior citizens and families of low income children who are crippled by the lack opportunities and

Finances making it impossible to afford a higher education for themselves and disabling them to an uncertain future, a lack of possibilities and hopelessness blocking their dreams and their successful lifelong pursuits to happiness and security.

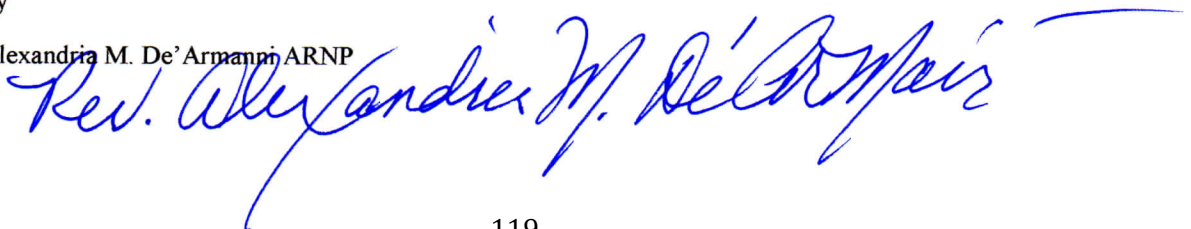
Pahrump needs an affordable higher education facility. One who gives our children positive support, and has an assertive college preparation. We have the responsibility to our children to make it as our first priority in establishing a Charter school here in Pahrump that will enable such opportunities, advancements and successes for college and beyond.

I have come to know Sable Marandi through the Pahrump Valley Rotary and have completed various community projects with her. I give Sable Marandi my highest recommendation in bringing a higher level education to Pahrump. She has a passion and strong enthusiasm for education and continues to be a continuing role model for children and the community. She truly believes in the values of a good education as demonstrated by her own educational pursuits of a PHD. Sable is trustworthy, respectful, honest, focused and committed to endorsing the need to higher education. She values honor, duty and service and is a visionary for the future of our students.

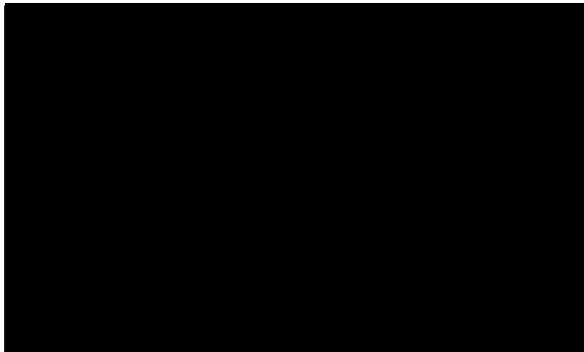
Our Motto in the Pahrump Valley Rotary is, "Service above Self" and Sable Marandi represents just that! Sable Marandi Is positively committed to bringing a Charter School to Pahrump that will endorse all of those values. Pahrump Nevada stands behind Sable Marandi and welcomes Pahrump Valley Academy.

Respectively

Reverend Alexandria M. De'Armanni ARNP



Teresa (Teri) D. Rogers P.h.D.



To: Charter School Authority of Nevada

Dear Board members,

It is with great pleasure I write this letter of recommendation for the Pahrump Valley Academy Charter School. Please accept my letter as an official endorsement along with my desire to help implement their vision and mission as they direct students on the path to higher learning. The proposed free tuition offers each child the opportunity to succeed regardless of their economic condition. I truly believe every child should have that opportunity.

Having been a college educator for over twenty five years, I am excited to have a college preparatory school in our town that will help prepare students to make the transition from childhood to adulthood by setting them on the path to higher education. This path will help prepare them for better jobs and a higher degree of intellect along with critical thinking skills to lead our cities, towns, country as they move into those roles. I am happy to endorse this institution that will put its primary focus on our youth and will ensure they have the correct tools to succeed in life and on their chosen career paths.

Throughout my years of teaching, I have seen many students fall by the wayside because they lacked the college preparedness. I fully support any school that will offer our children the type of quality education that will encourage them to continue their pursuit of knowledge and skills to prepare them to enter the workforce.

As a member of various community nonprofit organizations, I will engage in fundraising events to help with funding this great cause. As Ms. Senior Golden Years USA 2018, part of my responsibility is to mentor new contestants each year as they adopt a community platform. PVA is one of the platforms that will be adopted so our organization (Ms. Senior Golden Years USA) can focus on various fundraising events to help them grow and provide more services.

To Charter Authority Of Nevada

I have met with Ms. Mirandi several times in the last few weeks. I am very impressed with her and her concepts.

On behalf of the martin Luther King Foundation of Pahrump which is a 501-c 3 I would like to speak in favor of a college Prep school. We believe educating our children is the best solution for a successful future for all. Children deserve a safe fair and caring our environment in which to learn? We believe her program will be this place for education. After reviewing her plans we would like to help endorse this school.

A quote from my favorite song "teach the children well and let them lead the way". We believe this is the future of education. The MLK foundation is happy and proud to add their name to the lists of endorsements.

Sincerely

Reva Braun

Vice president of the Martin Luther King foundation

A handwritten signature in black ink, appearing to read "Reva Braun", with a stylized, cursive script.

June 28 2019

I am also the Vice President of Twilight Productions, LLC which is a variety entertainment group specializing in putting on fundraising events to help the nonprofit organizations in our town. Our group of entertainers will gladly volunteer their time to put on various events throughout the community with all proceeds going to PVA.

I am familiar with Sable Marandi's passion for education and the high expectation she has for ensuring students receive the highest degree of education to prepare them to succeed as they progress through life. It is exciting to know that the children of our town will have this opportunity available to them. I wish the Sable and the entire Academy the greatest of success and hope to see some of the students attending one of my college courses one day. I know Sable has the support of the entire town of Pahrump and have no doubt she will succeed in making this dream come true.

Respectfully,

A handwritten signature in black ink that reads "Teresa D. Rogers Ph.D." The signature is written in a cursive style with a large, stylized 'T' and 'R'.

Teresa (Teri) D. Rogers, P.hD.

To Charter Authority of Nevada

We have met with Miss Marandi. As residents of Pahrump, who have an investment in our town and who love and want the best for Pahrump, we share in her passion and zeal and want to support her dream of opening a College Preparatory Charter School in our town.

The Kiwanis are a not for profit service organization with a long history of service to communities world-wide. Kiwanis International was founded in 1915, in Detroit Michigan and it has since grown and come to serve over eighty nations. We have a nationally and internationally established after/Saturday school program, named Key Club. Kiwanis Key Club is currently active and serving students through Nye County School District. This program will not cost the host school any funds and it has a nationally and internationally proven track record of success. Key Club students around the world learn how to lead and stand for what's right through service and volunteerism.

We understand Miss Marandi is a cognitive scientist and will want to introduce some of her own teaching material. She has told us that she is designing curriculum that will emphasize and built on what teachers will be teaching in the English Language Arts and Mathematics classes, at Pahrump Valley Academy. WE ARE EXCITED.

We would like to sponsor the elementary and middle school after school programs, as well as Saturday schools, at Pahrump Valley Academy. We realize this is a significant responsibility, but Pahrump is home to all of our volunteers at the Pahrump Kiwanis and we want the best for it. We have met with Miss Marandi more than once and worked with her on various community projects. We believe she is just the person to bring the best education to Pahrump.

Reya Braun



President Elect, Kiwanis Club of Pahrump

6-21-2019



LES OLSON
C O M P A N Y

☎ Toll Free 1-800-365-8804

🌐 www.lesolson.com

To Whom It May Concern,

We appreciate the opportunity to better introduce you to Les Olson Company and our anticipated plans to partner with Pahrump Valley Academy. Les Olson Company is committed to providing superior office technology products backed by superior services and support throughout Southern Nevada. Les Olson Company truly sets itself apart as a local, family-owned and independently operated business with a 63-year track record of excellence in customer service and support. We are the largest dealer in the world for Sharp Electronics' document imaging systems and find ourselves on the cutting-edge of business office technology through our additional business partners such as HP and Fujitsu. We are also a premier provider for Managed I.T. Services offering a full array of products and support services.

The products that we will be recommending and eventually providing Pahrump Valley Academy include, but are not limited to multifunction copiers, monitors, computers and the associated I.T. infrastructure. We anticipate all associated equipment will be covered through monthly service and maintenance programs to keep all systems in optimal condition. We understand the critical nature of maintaining the systems and providing fast response times.

Les Olson Company is very experienced in working with public and private school entities throughout Utah and Nevada. Academica Nevada, among many other locally established charter school entities, has been a satisfied client of Les Olson Company for many years. We are happy to provide references upon request.

Les Olson Company understands the efforts being made to improve education and the vision and role charter schools play to that end. We support our public education partners who work diligently to educate our children and seek to provide the best education possible. As professional experts in our field, we understand how our products and services can benefit and strengthen the way our children are educated. We fully support Pahrump Valley Academy's endeavors and recognize the value it will provide to children throughout Pahrump and Nye County.

Please feel free to reach out to me with any questions you may have as we undertake this endeavor to help Pahrump Valley Academy and assist those who educate our children.

Respectfully,

Clayton Olson

Account Executive

P. 702.932.7431

C. 702.372.7431

clayton@lesolsoncompany.com

LOGAN
(435) 750-8990

OGDEN
(801) 621-2323

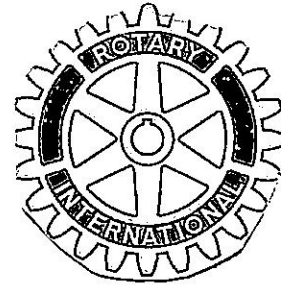
LINDON
(801) 785-5432

CORPORATE OFFICE
3244 South 300 West, Salt Lake City, Utah
(801) 486-7431 Fax (801) 486-7494

CEDAR CITY
(435) 586-2345

ST. GEORGE
(435) 634-1548

LAS VEGAS
(702) 932-7431



Pahrump Valley Rotary Club

P.O. Box 883

Pahrump, Nevada 89041

July 10, 2019

To whom it may concern;

I would like to inform you of my relationship with Sable Marandi. She came into our Rotary Club in 2018. She was very eager to become involved with all aspects of service, both in our community as well as internationally. Sable has been very involved with projects from painting wheel chair ramps to serving up hot dogs and traveling to Mexico, over a weekend, and helping to build a house for a family there. She also volunteered to be a facilitator for RYLA, our youth camp. If a project comes up and she volunteers, she always comes through. After a short time she was showing her desire to become involved in the club administration and is now the club secretary. I feel that she is a great asset to the Pahrump Valley Rotary Club.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Thompson".

Barbara Thompson, Past President

Pahrump Valley Rotary Club



FULFILLING OUR PROMISES
TO THE MEN AND WOMEN WHO SERVED

DAV (Disabled American Veterans)

July 10, 2019

Charter School Authority of Nevada
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

To Whom it May Concern,

The Disabled American Veterans is an organization created by the United States Congress for disabled military veterans of the United States Armed Forces. The organization was originally created and it continues to operate in order to help the disabled American veterans of the United States Armed Forces and their families through various means. One of the greatest means through which any society can help any of its members or groups of members is education. In the recent months, in the town of Pahrump, where we do have a large population of veterans and their families, education has become a hot topic.

A local resident, Sable Marandi, has started a conversation about the possibilities education introduces to every society, rich or poor, and the conversation has gone viral. With respect to Disabled American Veterans interest in the conversation about education, we are always interested in ways to improve American life. The men and women we represent have become disabled in the course of fighting for American Ideals. Public Education of highest quality available to every child growing up in America is one of those ideals. Abraham Lincoln once reminded everyone that the children who sit in classrooms in America today, will be leading it tomorrow. That sentiment was true then and it is true now. We support our local resident, Miss Marandi, in her efforts to bring a college preparatory charter school to Pahrump. We also recognize that she is a fighter like the men and women we represent. She fights for education and for our children's rights to the best education, an education worthy of a child growing up in America.

With Kind Regards,

A handwritten signature in black ink, appearing to read "Gregory Cardarelli". The signature is fluid and cursive, with the first name "Gregory" being more prominent than the last name "Cardarelli".

Gregory Cardarelli
Commander
D.A.V. Chapter 15

THE SASSY TRAINER'S **PTSD PROGRAM**

To The Nevada State Public Charter School Authority

THE SASSY TRAINER'S PTSD PROGRAM is a program that takes part in training dogs as means to solve practical problems for/emotionally empower the dog's owner as they continue working with their dog. In addition to training dogs for individually focused purposes, THE SASSY TRAINER'S PTSD PROGRAM runs kid's camps and group focused activities, such as placing specially trained facility dogs in hospitals, nursing homes, or schools. One of the examples of these placements is the following. Reading with Dogs is a program available to our local schools to aid our elementary aged children in increasing their skill levels.

We have met with Miss Sable Marandi numerous times and through numerous mutual connections. Pahrump is a small town and the news of a Cognitive Scientist who is endeavoring to bring a college preparatory charter school to town travels fast and far. My interest in seeing Sable bring her vision for Pahrump Valley Academy to our town is more personal than professional. Having met Sable more than once and having gotten to know her, I consider her a woman of excellent character and a servant to our community. Character is very important to me and so is service. I am a proud American Veteran. I am also a resident of Pahrump and I want to see Pahrump grow and flourish, which is why I want to see Sable's vision of an excellent school offering the best education to Pahrump children happen.

I support Sable Marandi a hundred percent in her vision of a publicly funded college preparatory charter school named Pahrump Valley Academy.

Tynia Dickson
7/10/19



The Sassy Trainer
Tynia Dickson
(513) 417-1334

www.TheSassyTrainer.com



July 10, 2019

To: Nevada State Public Charter school authority

Re: Ms. Sable Marandi (proposed Executive Director)

Re: Pahrump Valley Academy- PVA (Proposed College Prep Charter School)

Dear Nevada State, Public Charter school authority,

We are a reputable and professional cost management and procurement organization who has helped several charter schools and non-profit organizations save significant amounts of money and secure the best possible contract with the best terms and conditions related to most of their operational and facility requirements. It has been our experience that most educators need our help in sourcing and negotiating the best solution for their school's requirement while they focus on their main core competencies related to educating and training our children to be the best they can be and have a bright and promising future.

Upon several interactions with Ms. Marandi, we have gotten to know her to be a very capable, ethical and passionate executive who is working tirelessly to launch and implement one of the best educational entities in the Pahrump Valley and surrounding areas. We are honored to be considered a potential partner for contract procurement, negotiation and project management related to some of the PVA's operational and facility-based requirements. We are dedicated to helping Ms. Marandi secure the most cost-effective and value-added contracts for PVA initially and on an ongoing basis.

We look forward to working with PVA and contributing to its success in the very near future.

Best Regards,

Omar Rahmat | CEO & Managing Partner

Office Technology Partners, LLC.

Omar@Officetechnologypartners.com

M (818) 912-7799

Oppenheimer Tower

10880 Wilshire Blvd., Suite 1101

Los Angeles, CA 90024

Betty J Ball

Oct 12, 2018

TO: The Community of Pahrump, Nevada
Re: Miss Sable Marandi

I have had the opportunity to be professionally associated with Miss Marandi for several years. We taught together at a school, where we conferred closely on many projects. My position at the time was that of the English Language Coordinator for the school and she was the English Language Arts teacher, and our close proximity afforded us to collaborate as professionals regarding the futures of our students.

Many of our students were considered “at risk” due to their life circumstances. As the two closest allies of our students, we were determined that they receive a quality education and best influences for their future educational endeavors, and that they be empowered to realize their own full potentials.

In all my years of teaching and observing other educators, Miss Marandi has shown the most sincere interest in seeing all students climb higher than they ever thought possible. It has been my honor to assist Miss Marandi in her noble quest to open a new Publicly Funded Charter School - Pahrump Valley Academy—in community of Pahrump, Nevada. The Mission and Vision she has outlined are embedded in the higher thinking required to meet achievement goals of leadership and development of young minds. They are the foundation of a Mission and a Vision of outstanding quality.

Nye County, in particular Pahrump, Nevada, will gain status in the eyes and hearts of any parent who enroll their children in this new publicly funded Charter Academy.

Miss Marandi has inspired a board of professionals committed to a forward thinking approach to public education. I am one of the inspired professionals who is committed to the dream introduced by Miss Marandi to us, the dream of a publicly funded college preparatory charter education bringing excellence to small town, America.

Sincerely,



Betty J Ball, M. Ed.

1 **NYE COUNTY PROCLAMATION NO. P2019-01**

2 **A PROCLAMATION DECLARING JANUARY 20-26, 2019 AS NYE COUNTY SCHOOL CHOICE**
3 **WEEK**

4 WHEREAS all children in Nye County should have access to the highest-quality education possible;
5 and,

6 WHEREAS Nye County recognizes the important role that an effective education plays in preparing
7 all students in Nye County to be successful adults; and,

8 WHEREAS quality education is critically important to the economic vitality of Nye County; and,

9 WHEREAS Nye County is home to a multitude of high quality public and nonpublic schools from
10 which parents can choose for their children, in addition to families who educate their children in the home;
11 and

12 WHEREAS, educational variety not only helps to diversify our economy, but also enhances the
13 vibrancy of our community; and,

14 WHEREAS Nye County has many high-quality teaching professionals in all types of school settings
15 who are committed to educating our children; and,

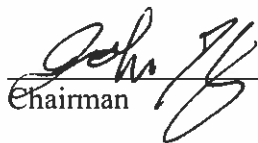
16 WHEREAS, School Choice Week is celebrated across the country by millions of students, parents,
17 educators, schools and organizations to raise awareness of the need for effective educational options;


18 NOW, THEREFORE, We, the Nye County Board of County Commissioners do hereby recognize
19 January 20-26, 2019 as Nye County School Choice Week, and we call this observance to the attention of all
20 of our citizens.

21 APPROVED this 7th day of January, 2019.

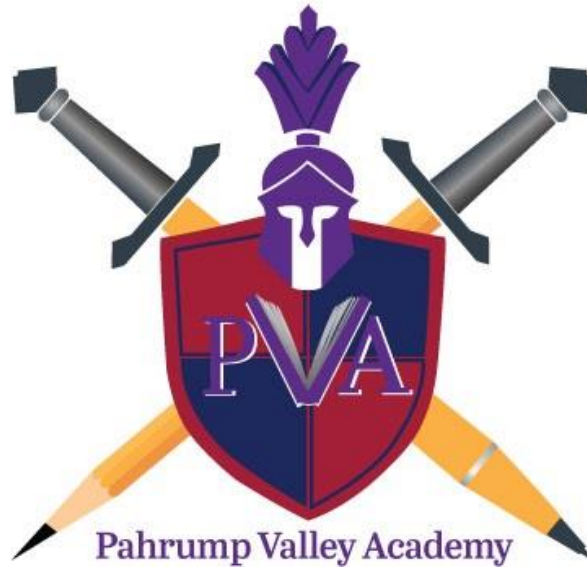
22 NYE COUNTY
23 BOARD OF COUNTY COMMISSIONERS:

ATTEST:

24 
25 Chairman


Sandra L. Merlino, Nye County Clerk
and Ex-Officio Clerk of the Board

Attachment 2



Pahrump Valley Academy Job Description for Each Leadership Role

Executive Director

Principal

Executive Director

The Executive Director of PVA will promote the vision and mission of the Board of Directors of PVA and will ensure the Charter School's ability to reach its goals, as well as, further its ability to set and reach new and more ambitious goals. Through the use of the Board's policies and the Charter Document, the Executive Director will implement the strategic goals and objectives and oversee the entire Charter School operation including knowledge and experience in academics, fiscal management, leadership, organizational and human resource management, parent and community relations, and external stakeholder relations.

Required Qualifications

- Doctoral Degree in Education, Psychology, Philosophy, or related field
- Knowledge of Human Cognition, Pedagogy, Curricula, Normed Assessments, Data analysis
- Knowledge of local, state and federal laws and regulation specific to public, charter schools
- Leadership Experience
- Experience in Executive Business Administration, budget preparation and control procedures, relevant compliance and regulatory factors
- Experience in Marketing and Growth Development
- Experience in Recruiting, Coaching, and Developing Staff
- Experience in building moral, retraining, and retaining staff
- Ability to communicate clearly and effectively with all key stakeholders orally and in writing
- Ability to regularly assess the school, the school needs and the school assets, where the school is and what strategic plans are required to be implemented as means to take the school to where it is desired to be.

Preferred Qualifications: Attainment of these qualifications are open to negotiations within an agreed upon time frame between the employer and the potential candidate

- Nevada Teaching License
- Nevada Administrative License
- Research Experience in Educational Research, including obtaining IRB approval, Designing and Implementing Scientific Exploration, Academic Documentation
- Peer Review Published
- Bilingual – Spanish preferred

Desired Characteristics:

- Highly passionate for the school's vision and mission
- Highly passionate and zealous in approach to education
- Self-Disciplined
- Internally Motivated
- Outstanding Strategic Thinker, with analytic and problem solving ability
- Multi-Tasker

Responsibilities:

- ❖ Keep the Board informed of the state of affairs of the school; assure effective communication occurs between the Board and the staff of the school.
- ❖ Prepare the agenda for Board meetings. Prepare and present recommendations to the Board relative to all matters requiring board attention, bringing to the attention of the Board such necessary and helpful facts, information, and reports, as are needed to ensure the making of informed decisions.
- ❖ Present to the Board a clear and concise account of any proposed policy that would involve either departure from established policy or the expenditure of considerable sums.
- ❖ Develop and present for the consideration of the Board objectives relevant to the academic structure of the school; see to the development of internal objectives required in order to support the objectives already established by the Board.

- ❖ Develop and present for the consideration of the Board long-range plans consistent with population trends, cultural needs and appropriate use of organizational facilities, and see to the development of long-range plans that are consistent with the objectives of the Board.
- ❖ Ensure the development of specific administrative procedures and programs, as required or beneficial, to implement the intent established by Board policies, directives and formal actions.
- ❖ See to the proper execution of all actions as essential to the realization of the objectives of the Board.
- ❖ Ensure that appropriate systematic plans and programs are developed and maintained for to facilitate all functions at school, and that their systematic natures allows future duplication.
- ❖ Maintain adequate records for the schools internal/external reviews as needed, including a system of financial accounts, business and property records, personnel records, school and population, as well as, academic records. Act as custodian of the said records and all contracts, securities, documents, title papers, books of records and other papers belonging to the Board/reflecting on the business of the school and the Board.
- ❖ Be directly responsible for school's Mass Communications: news releases and/or other items of public interest emanating from any/all employees, for reception by two or more individuals.
- ❖ Provide for the optimum use of the staff of the organization, ensuring that the organization is properly staffed with competent talent who are delegated authority commensurate with their responsibilities.
- ❖ Ensure that appropriate in-service professional development is conducted, and that it is conducted in a fashion beneficial to the staff meant to benefit from it. Summon employees of the organization to attend such regular and occasional professional development meetings as are necessary to carry out the educational programs of the organization.

- ❖ Attend to, final recommendation, appointment, discipline or termination of employment of teaching and non-teaching personnel of the organization, as required and in the interest of the organization.
- ❖ Attend to recommend the appointment, discipline or termination of employment of the administrators of the organization as required and in the interest of the organization
- ❖ Ensure the development of highest standards of performance in educational achievement, use and development of personnel, public responsibility and operating efficiency are practiced throughout the organization.
- ❖ Ensure that effective relations with employee organizations are maintained, assume ultimate responsibility for collective negotiations with employees of the Organization
- ❖ Ensure that development, authorization and maintenance of an appropriate budgetary procedure is properly administered. Prepare the annual proposed budget and submit the prepared budget to the Board at such date as is necessary to provide an adequate opportunity for the Board's discussion and deliberation, as well as, to allow third party service provider consult to the Board.
- ❖ Ensure that all funds, physical assets and other property of the organization are appropriately safeguarded and administered
- ❖ File/cause to be filed, all reports, requests and appropriations as required by various governing bodies and/or Board policies.
- ❖ Establish and maintain liaison with community groups that are interested or involved in the educational programs of the organization, while educating causing interest in the school's educational programs to spread in the community, and beyond.
- ❖ Act on own directive at times, and in cases, where action is necessary on any matter not covered by Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.
- ❖ Implement and communicate internally and externally the Mission, Vision, Values, Purpose, and Philosophy of PVA, both strengthening internally and furthering externally its culture.

- ❖ Be the spokesperson for PVA.
- ❖ Be the model member of both the immediate community served by PVA, that is Pahrump, and the ultimate community that is served by PVA, that is the community of education.

This position reports directly to the Board of Directors, and oversees directly and indirectly all personnel at PVA.

Principal

The Principal of PVA will promote the vision and mission of the Board of the school, as he or she leads the culture, academics, operations, and organization of the institution at the school site level. His or her over-reaching goals are determined for him/her, delivered to him/her, and when necessary accommodated with relevant professional development from the Executive Director of the institution. The principal in implementing these goals and objectives, leads the school faculty and staff, as well as, PVA students at the school site level in the direction of the said goals and objectives.

Required Qualifications

- Master's Degree in Education, Psychology, Philosophy, or related field
- Nevada Teaching License
- Nevada Administrative License
- Knowledge of Human Cognition, Pedagogy, Curricula, Normed Assessments, Data analysis
- Knowledge of local, state and federal laws and regulation specific to public, charter schools
- Leadership Experience
- Experience in Coaching and Developing Staff
- Experience in building moral, retraining, and retaining staff
- Ability to communicate clearly and effectively with all key stakeholders orally and in writing
- Ability to regularly assess the school, at school site level, the school needs and the school assets, at the school site level, where the school is and what strategic plans are required to be implemented as means to take the school to where it is desired to be.

Preferred Qualifications: Attainment of these qualifications are open to negotiations within an agreed upon time frame between the employer and the potential candidate

- Doctoral Degree

- Bilingual – Spanish preferred

Desired Characteristics:

- Highly passionate for the school's vision and mission
- Highly passionate and zealous in approach to education
- Self-Disciplined
- Internally Motivated
- Strategic Thinker, with analytic and problem solving ability
- Multi-Tasker

Responsibilities:

- ❖ Establish and promote highest standards and expectations for all students and staff as promoted by the PVA vision and mission.
- ❖ Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, purpose, mission, values and values of the school including instructional programs, entrepreneurship, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures.
- ❖ Ensure compliance with all laws, board policies and civil regulations.
- ❖ Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- ❖ Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and cognitive growth and development.
- ❖ Establish procedures for evaluation and relevant feedback.

- ❖ Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, purpose, values, vision, and mission of the school.
- ❖ File all required reports regarding violence, vandalism, attendance and discipline matters.
- ❖ Establish a professional rapport with students and with staff that has their respect.
- ❖ Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
- ❖ Ensure a safe and orderly environment that encourages students to take responsibility for personal behaviors and creates high morale among staff and students.
- ❖ Keep the staff informed and seek ideas for the improvement of the school.
- ❖ Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.
- ❖ Establish and maintain an effective inventory system for all school supplies, materials and equipment.
- ❖ Establish procedures that create and maintain attractive, organized, functional,
 - healthy, clean, and safe facilities, with proper attention to the visual, acoustic and
 - temperature.
- ❖ Assume responsibility for the health, safety, and welfare of students, employees and visitors.
- ❖ Develop clearly understood procedures and provide regular drills for emergencies and disasters.
- ❖ Maintain a master schedule to be posted for all teachers.
- ❖ Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
- ❖ Maintain visibility with students, teachers, and parents.

- ❖ Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
- ❖ Use excellent written and oral English skills when communicating with students, parents and teachers.
- ❖ Complete in a timely fashion all records and reports as requested.
- ❖ Maintain accurate attendance records.
- ❖ Maintain and account for all student activity funds and money collected from students.
- ❖ Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
- ❖ Protect confidentiality of records and information gained as part of exercising
 - professional duties and use discretion in sharing such information within legal
 - confines.
- ❖ Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and social needs.
- ❖ Maintain positive, cooperative and mutually supportive relationships with staff and parents.
- ❖ Attend required committee meetings (e.g.: fund-raising, curriculum, etc.)
- ❖ Oversee the development of Curriculum and keep the President apprised.
- ❖ Nurture both students and teachers to achieve their greatest potential academically,
- ❖ Maintain in the school high morale and spirit.

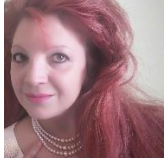
This position reports directly to the Executive Director, and oversees directly and indirectly all personnel assigned to oversee, at PVA.

Attachment 3



School Leader Profiles: Biographies, Resumes and Student Achievement Data

Sable Marandi: Proposed Executive Director
Eddie Williams: Proposed Principal



Sable Marandi: a servant of Education, a servant of Humanity...

Sable Marandi has been working between the two worlds of high needs sector in public education as an English teacher with specialty in raising reading grade levels in accelerated time, and that of high finance as a Marketing Director for over 10 years. Her rise from English Literature Major and Hollywood Intern researching a role in Corporate America to Marketing Director in one year is the ultimate corporate fairytale. Originally a young English literature major and Hollywood intern, researching the psychological construct of the personality of a successful female in corporate America and the role Ethics played in the construct of her character, Sable carved a niche for herself as a Marketing Director therein! The highly ethical, very idealistic young believer advised her way, and at times stormed it, all the way from company intern to Marketing Director, Second only to the Managing Partner.

Then, as a Marketing Director, she began to look for innovative ideas for launching her products onto the largest number of American homes and American hearts at the lowest cost to her company. At this cross-section, she discovered the not-for-profit sector. The not-for-profit sector of American business world, of which education is a part, would forever change the young ethical idealist's life.

Engaging her company in events in South Central Los Angeles, working with blood gangs, abused children, under-aged drugs and alcohol addiction victims, aides victims, and more, she stumbled on, and thereafter found addressing literacy education in high needs schools of South Central a calling impossible to ignore. Searching for new and innovative methods of engaging student populations who had accepted defeat and given up on themselves as champions of excellence and mastery in academics, she returned to the pursuit of her own education, exploring the philosophical and psychological foundations of learning and teaching. Sable is currently a successful doctoral candidate in the field of Cognition and Instruction, who is anticipated to have completed her dissertation research and earned her PhD prior to fall 2019. Her empirical research focus includes the concept of raising reading grade levels in accelerated time and early academic preparation as required for maximum success in higher education. The end result of this research shall yield program designs affecting the k-8 education.

In addition to expertise in curriculum and instruction, classroom management, and her zeal for and faith in education as the instrument of mobility and development of high needs communities, Sable Marandi brings with her, her personal experiences as a simultaneously gifted, special education, ELL student. Her teenage years were challenged by both recurring and aggressive petit mal and grand mal epileptic seizures. All the while due to her family's circumstances, she had to be moved to America and learn English as a middle school student whose native language used an entirely different alphabet. As a believable role model for her students, Miss Marandi's faith in education as the premier instrument of overcoming challenges and continued advancement is apparent in her own pursuit of excellence, mastery, and content authority through academia.

Sable Marandi



Summary of Qualifications

Mastery in Leadership Skills
Mastery in Team Building Skills
Mastery in Team Promoting Skills
Mastery in Community Building Skills
Mastery in Working with Diverse Cultural Leaders and Diverse Cultural Populace
Mastery in Working with Economically/Socially Struggling Communities
Mastery in Public Events Planning and Coordination
Mastery in Market Development Skills
Mastery in Problem Solving Skills
Mastery in Prioritization, Organizational and Multi-Tasking Skills

Mastery in Literacy Intervention, Reading and Writing
Mastery in Literacy Enrichment, Reading and Writing
Mastery in Response to Intervention and Enrichment
Mastery in Reading Strategies
Mastery in Writing Strategies
Mastery in Literacy Curricula Design and Development
Mastery in Professional Development Design and Delivery
Mastery in Inspirational Public Speaking in Small/Large/Diverse and Unique Forums
Mastery in Teaching and Classroom Management Skills
Mastery in Cognitive Behavior Management
Mastery in Character Building/Re-Building Skills
Mastery in Raising Standardized Test Scores; Youth/Adult

Excellent Compliance and Regulatory Mind-Set
Excellent Fund Raiser

Research Specialties: Literacy Intervention and Enrichment with emphasis in Raising Reading Grade Levels and Writing to the Point, College Preparation...

Education

| | |
|----------------------------------|--|
| In Progress/ Expected 06-2020 | PhD in Cognition and Instruction, Grand Canyon University Research Emphasis: Raising Literacy Grade Levels and Building College Readiness in High-Needs Communities' Youths |
| 2017 | Master of Educational Leadership, National University |
| 2004 | Single Subject Teaching Credential, National University |
| 2004 | Literacy for Success License, California Governor's Institute |

| | |
|------|--|
| 1998 | Completed Graduate Course Work in English Literature, California State University Los Angeles |
| 1994 | Bachelor of Arts in English, University of Nevada Las Vegas |

Experience

| | |
|--------------|---|
| 2017-Current | Research Specialties: Literacy Intervention and Enrichment with emphasis in Raising Reading Grade Levels and Writing to the Point, College Preparation with emphasis in aspects of personality to be nurtured through programs implemented in K-8 |
| 2015-2017 | Teach English Language Arts, City Impact Charter High School |
| 2014-2015 | Substitute Teach, Las Vegas Charter School System Cognitive Behavior Management Instruction, Las Vegas Correction Department |
| 2006 to 2014 | Professional and Commerce Development Director, Financial Services Industries |
| 2002 to 2006 | Teacher, Los Angeles Unified School District Extended Learning Academy Coordinator, Los Angeles Unified School District |
| 1995 to 2002 | Marketing and Training, Financial Services Industries |

Skills

Teaching: Language Arts, Reading, Writing, English Language Learners, English as a Second Language, Literacy for Success; Literature, Shakespeare; Journalism, Research and Analysis; Theatre, Shakespeare Theatre; Leadership; Test Taking Skills

Intervention: Grade Level Literacy and Behavior Management, Character Building, Student Higher Education/College Advisement

Designing Curriculum and Instruction

Designing and Developing Course Material, (supplementary Books, Notes, Agendas, etc.)

Designing Faculty Professional Development

Research and Analysis

Public and Press Relations, Customer Service Development

Community and Network Building

Public Events' Planning and Coordination

Development, Markets and Funds

Languages

English, Fluent

Farsi, Fluent

French, Academic Exploratory Knowledge

Committees

School PLC Leadership: Member
School Guiding Coalition, Member
School Leadership, Member
School Literacy Cadre: Faculty Professional Development, Member
School Morale, President
Alpha Delta Pi Sorority-UNLV, Member

Hobbies

Shakespeare Theater, Opera, Ballet
Chess, Backgammon
Gardening
Cooking and Baking, Developing/Editing/Writing Community Recipe Books, Organizing
Charity Bake Sales and Cook Outs

Community Service

Education in High Need Communities: Fund Raise- Los Angeles, CA
Meals on Wheels: Kitchen, Delivery, Fund Raise- Los Angeles, CA
Care for Homeless: Street Site Care & Counseling, Fund Raise- Los Angeles, CA & Las Vegas, NV
Habitat for Humanity: Community Partnership Development, Fund Raise- Los Angeles, CA
California Library of Literacy: Community Partnership Development, Fund Raise- Los Angeles, CA
Best Buddies: Community Partnership Development, Fund Raise- Los Angeles, CA
Rotary: Pahrump, Nevada

Sports

Individual: Fencing, Horseback Riding, Tennis, Golf, Snow Skiing, Water Skiing
Team: Soccer

Armen Carapetian
2020 Financial Advisors of Los Angeles, LLC
16501 Ventura Blvd. Suite # 600
Encino, CA. 91436
(818) 441-9823

07/01/2019

To Nevada State Public Charter School Authority:

Re: Miss Sable Marandi

The purpose of this letter is to describe Miss Sable Marandi for her professionalism and dedication in my organization, while she was assigned to the duties of training and development of our new producers in the field of Marketing and Sales of Financial Products and their Investment Methodology as per various clients' varied needs and desires.

Additionally, Sable was delegated all Market Development/Public Relations, all aspects related to Customer Service once her unique yet extremely solid and real gift in the field was discovered. I can honestly say she is a one woman Customer Service and Marketing Development and when need arises, Problem Solver. In addition, She is extremely and thoroughly compliance sensitive.

While employed in our organization, she performed the following tasks with enormous passion and skill:

- Developing and training in the areas of Marketing, which include professional interactions and compliance.
- Developing, maintaining and updating curriculum.
- Tracking and reporting on the training progress and trainees.
- Assessing training needs through surveys and interviews, additional research as needed.
- Holding focus groups, which involve but are not limited to the interaction between peers and moderating their growth.
- Assessing support services processes and procedures through similar research.
- Coordinating Events: testing, seminars, meetings on other locations for the company, its peer firms, and more...
- Interaction with other business, nonprofits and more sensitive clients on company's behalf, as needed.
- Offering assistance in the day to day, as well as, long-term Management of the Operations, as needed.

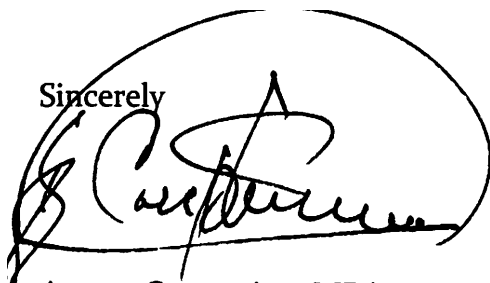
Her knowledge, Skill and abilities, in addition to her educational background stemmed from:

- Years of adult education/training experience.
- Development of instruction design and methodology.
- Group facilitation.
- Knowledge and experience in the interaction with the workforce and business development programs.
- Knowledge and experience in Administration and Management; she is a natural leader with the service mind-set and approach to leadership.

Her mastery in Educational and Development skills are truly second to none. She is very generous with her time and she is a true team player.

I Strongly Recommend Miss Marandi to Any Organization Seeking Excellence.

Should you have any questions, please do not hesitate to contact me, by phone At, **(818)** 441-9823 or email me at, armenc8758@gmail.com. Certainly, through her impeccable service to 20/20 Sable has earned my support.

Sincerely


Armen Carapetian, MBA
Managing Partner

3053 Fillmore St. #226
San Francisco, CA 94123

July 11, 2019

It is with great pleasure that I write this letter of reference for Sable Marandi. I have found her to be extremely passionate, competent, and knowledgeable in the varied landscapes that represent modern education. Her drive and organization inspire her students. She has created a large well of trust and admiration from her colleagues.

I have come to work with Sable in the area of curriculum development. We developed a rigorous program for post-secondary exit strategies with hard to serve correctional populations. Sable understands that content and context cannot be diametrically opposed. For this I applaud her. Both students and teachers come from diverse backgrounds. Sable has always looked for strategies that empower both of these parties in the classroom. It is this course of thinking that sets Sable apart from her peers. Her approach best represents the needs of the twenty-first century.

Sable is able to bring the best out in people of all ages. Her rapport building is created teaching simple or complex topics. She has excellent written and oral skills. She puts people at ease and always maximizes their abilities. I have experienced this personally. Sable is also actively involved in her community. A professional connection with her will open up a vast network of beneficial agency and informational linkages geared towards contemporary educational strategies, programs, and course work.

Please feel free to contact me further if you would like more information about Sable. Do know that she comes with my highest recommendation.

Sincerely,



James Kramer
Education Specialist, MA Special Education
Silcon Valley Adult Education
760 Hillsdale Ave.
San Jose, CA 95136
(510) 918-0099
jkramer@metroed.net

To Nevada State Public Charter School Authority

Miss Sable Marandi and I were hired in the same school year, fall 2015, by the Innovation International Charter School of Nevada, in order to raise the troubled school's English Language Arts and Math scores to the levels required to avoid the school's change of management. At the time we were hired, the IICSN administration had been warned that if their English Language Arts and Math departments, and their high school graduation rates did not show improvements, the school management would necessarily be changed. It must be emphasized that Miss Marandi and I were a one woman English department and a one man Math department.

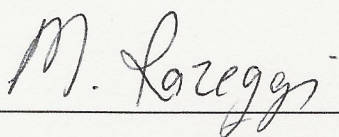
In the two years that followed, I learned a great deal about my colleague, including her passion for her classroom, her subject, and her students. She is a truly passionate educator, who loves knowledge, who loves discovering new knowledge, and who loves passing knowledge along to new recipients. She is also very generous with her time, with her knowledge, and with any and all other resources at her disposal. Equally important, she is very humble and not at all shy about asking others for help, including ask others to teach her a better way of doing something. These last two traits make her an excellent team member, especially in education, where teaching and learning are supposed to be non-stop activities.

I am aware that Miss Marandi has ventured beyond her classroom to open a school. I have even visited Pahrump in order to learn more about the community where she intends to open this school. I believe in College Preparatory education. As a father of two, I want my own children to go to college and I want them to go to college prepared. Perhaps one day when Pahrump Valley Academy is up and running in Pahrump, I will find myself more proactively engaged in the community. For now, I hope the Nevada State Public Charter School Authority seriously considers the importance of college preparatory education to our society and the fact that we need more publicly funded institutions making college preparatory education available to our youths.

Miss Marandi and I have worked for two years side by side as educators committed to our students. We have labored in classrooms that had no heating during the winter and no air conditioning in the warmer months. We have worked as our own classrooms' teachers, counselors, and janitors, at times in absence of other resources, swapping duties with each other to properly meet the needs of our students. What impresses me most about Sable is the fact that at the end she does whatever it takes to get the job done.

I wish her the very best and might one day follow in her footsteps with my own Math School!

Regards

A handwritten signature in cursive script, reading "M. Razeggi", written in dark ink. The signature is positioned above a horizontal line.

Michael Razeggi

To whomever it may concern,

If there were one person in whom I could and would whole-heartedly invest my faith and the faith of humanity, that one person would be Miss Sable Marandi. I first met Miss Marandi when I was in tenth grade. She was my homeroom and my English Language Arts teacher and since that first meeting she has pushed me to set new limits, new boundaries, and she has pushed me to move forward towards those new limits and boundaries, and even beyond them. She has caused me to be where I am today, at UNLV's Honor's College on scholarship. Miss Marandi is a highly, even uniquely intelligent individual; but her intelligence wasn't the only one of her attributes that caused her to stand out from the rest of her peers when she taught me. From that first day when I stepped into her classroom, it was her passion that made her, her classroom, and what she taught to stand apart from all else. I remember as a tenth grader, I sat in her room and I thought I was so special, I was there in that amazing room where only the best sat around and exchanged the most brilliant and extraordinary ideas. Our room was a senate, we were senators, and we spoke the language of Shakespeare. Indeed, nothing but the best in her classroom and for her students. Ironically, her classroom was in a school where most of us came from poverty and had previously known more about the welfare line than anything else. During most of the winter days, we would offer her our coats and jackets to keep her warm; the room was freezing cold. We taught her how to Dab and she taught us how to compare look at Macbeth in Medieval Scotland and see Dart Vader in Star Wars. When looking at students she always saw beyond skillsets and saw potentials, potentials that she could harvest and nurture. When looking at her, always saw a guide and a guard, a vehicle to success.

Miss Marandi has become more than a teacher to me, she has become my mentor and someone to whom I look up. She defines "passion" and "intelligence", more significant to you, she defines "education" and she defines it at its best. I have chosen to study French at UNLV, in order to serve the Pahrump Valley Academy as its French Coordinator, because I know first-hand the extraordinary power of an exceptional educator and I want to one day have that power. Miss Marandi has inspired me to join the ranks of educators, hoping to one day become a great educator like her.



Sincerely,

Jose Fernando Rodriguez Hidalgo

Géraldine Gouzerh Domenghini

████████████████████

To the State of Nevada :

I am writing this letter in support of Miss Sable Marandi as an educator and a pedagogical innovator, who is seeking your authorization to start and operate a charter school, in the state of Nevada. I first came to know Miss Marandi at a time when my Franco-American daughter, Clothilde, needed major support and guidance with her English in second grade. She is now a high school graduate with a 3.95 GPA and will be attending a prestigious business school in London, ESCP Europe in the fall.

In second grade, Clothilde was struggling with the acquisition of the English language, reading and writing. She attended a French immersion program in a private school in Los Angeles, and was not able to transfer her French language skills to English. Her English teacher at the time tried everything she could to help, but all of it with no success. Our daughter was most likely to fail second grade English as the teacher was concerned that she had fallen too far behind and missed too many major concepts. Then a neighbor brought to our attention that a very passionate educator lived in our building complex. We were directed to Miss Marandi's apartment, whose name we still didn't know.

We explained the situation to her and offered her a position as our daughter's private tutor which she excitedly accepted. I remember she was genuinely excited at the prospect of the challenge, especially as we honestly told her the circumstances and the fact that we had tried everything and nothing had worked.

Miss Marandi redesigned our daughter, Clothilde's approach to learning English Language Arts, for the remainder of the year. She introduced specific colors into vocabulary practices, they practiced words using motion and the whole body movement to break words apart. She also had my daughter draw concepts before writing about them. Then the two of them would compare the drawings and make sure every detail had transferred from the

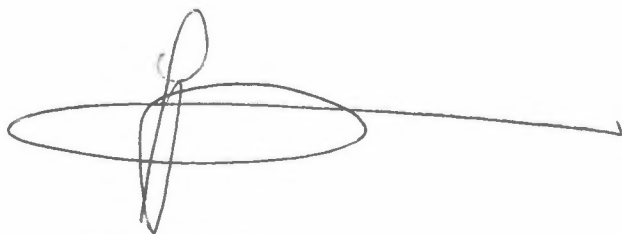
drawing to the writing and nothing had been missed. She also began monitoring her reading material and material list. Miss Marandi introduced us to Accelerated Reader. She and I together found a library in the neighborhood that offered Accelerated Reader books and tests, and she began taking Clothilde through AR reading levels. She designed reading logs that Clothilde would fill out as she read the books and before being tested on them. She had explained to me that the logs directed Clothilde's mind as she read the books to a mindset that was more ready and willing to learn. Miss Marandi had been hired as an English tutor to help our daughter catch up with her grade level, but she became our daughter's learning coach. To this day, what Miss Marandi had taught my daughter about how to approach learning is how she approaches learning and I must say, my daughter has become a very successful learner. Which is why when I found out Miss Marandi is pursuing a doctoral degree in Cognition and Instruction, I wasn't surprised.

A week ago my daughter wrote a letter to Miss Marandi, reminding her that she had known her from the time she was a little girl to now when she is Miss Marandi's "Big Girl". Miss Marandi came to our lives when she was employed to raise our 2nd grade daughter's English Language Arts score. She did that, and in doing so, she did what we had been told was impossible and she did it with creativity and ease. Since then she has been informed of all decisions relating to Clothilde's education and welfare. I have come to trust her immensely and to respect her knowledge, ability, and skill as an exceptional educator.

I have frequently heard her speak passionately about the importance of education to society and about the magic of teaching and learning. I truly believe, in fact, I am convinced that she has that magic and that magic is a part of her being at the core. I am writing this letter because I want to ensure that what she did for my daughter could be done with other kids that I know she loves so much, and wants to help by teaching them how to learn and how to help themselves. I am also writing it because, like her, I believe education is as important to a society as water and food are important to human life, and I want to see the best educators educate the children in every society. She is that educator.

Don't hesitate to contact me with any questions or comments.

Géraldine Gouzerh Domenghini

A handwritten signature in dark ink, featuring a large, stylized loop and a long horizontal stroke extending to the right.

[REDACTED]

[REDACTED]

[REDACTED]

California Standardized Testing and Reporting (STAR)

Burbank (Luther) Middle School

All Students

Total Enrollment on First Day of Testing: 2,081
 Total Number Tested: 2,071
 Total Number Tested in Selected Subgroup: 2,071

County Name: Los Angeles County
 District Name: Los Angeles Unified District
 School Name: Burbank (Luther) Middle School
 CDS Code: 19-64733-6057897

California Standards Test Scores - 2004

| | Grades | | | | | | | | | | |
|---|--------|---|---|---|--------|--------|--------|---|----|----|-------|
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
| Reported Enrollment | | | | | 674 | 700 | 707 | | | | |
| CST English-Language Arts | | | | | | | | | | | |
| Students Tested | | | | | 669 | 694 | 698 | | | | |
| % of Enrollment | | | | | 99.3 % | 99.1 % | 98.7 % | | | | |
| Mean Scaled Score | | | | | 311.1 | 311.4 | 309.0 | | | | |
| % Advanced | | | | | 2 % | 2 % | 4 % | | | | |
| % Proficient | | | | | 14 % | 19 % | 12 % | | | | |
| % Basic | | | | | 43 % | 38 % | 41 % | | | | |
| % Below Basic | | | | | 27 % | 26 % | 28 % | | | | |
| % Far Below Basic | | | | | 13 % | 15 % | 16 % | | | | |
| CST Mathematics | | | | | | | | | | | |
| Students Tested | | | | | 669 | 694 | | | | | |
| % of Enrollment | | | | | 99.3 % | 99.1 % | | | | | |
| Mean Scaled Score | | | | | 311.5 | 302.3 | | | | | |
| % Advanced | | | | | 4 % | 2 % | | | | | |
| % Proficient | | | | | 16 % | 14 % | | | | | |
| % Basic | | | | | 36 % | 31 % | | | | | |
| % Below Basic | | | | | 37 % | 37 % | | | | | |
| % Far Below Basic | | | | | 7 % | 16 % | | | | | |
| CST Algebra I | | | | | | | | | | | |
| Students Tested | | | | | | | 690 | | | | 690 |
| % of Enrollment | | | | | | | 97.6 % | | | | |
| Mean Scaled Score | | | | | | | 277.2 | | | | 277.2 |
| % Advanced | | | | | | | 0 % | | | | 0 % |
| % Proficient | | | | | | | 4 % | | | | 4 % |
| % Basic | | | | | | | 15 % | | | | 15 % |
| % Below Basic | | | | | | | 57 % | | | | 57 % |
| % Far Below Basic | | | | | | | 24 % | | | | 24 % |
| CST Integrated Math 1 | | | | | | | | | | | |
| Students Tested | | | | | | | 1 | | | | 1 |
| % of Enrollment | | | | | | | 0.1 % | | | | |
| Mean Scaled Score | | | | | | | * | | | | * |
| % Advanced | | | | | | | * | | | | * |
| % Proficient | | | | | | | * | | | | * |
| % Basic | | | | | | | * | | | | * |
| % Below Basic | | | | | | | * | | | | * |
| % Far Below Basic | | | | | | | * | | | | * |
| CST History - Social Science Grade 8 (Grades 6, 7 & 8 Standards) | | | | | | | | | | | |
| Students Tested | | | | | | | 695 | | | | |
| % of Enrollment | | | | | | | 98.3 % | | | | |
| Mean Scaled Score | | | | | | | 294.8 | | | | |
| % Advanced | | | | | | | 2 % | | | | |
| % Proficient | | | | | | | 7 % | | | | |
| % Basic | | | | | | | 30 % | | | | |
| % Below Basic | | | | | | | 34 % | | | | |
| % Far Below Basic | | | | | | | 28 % | | | | |

California Department of Education

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California Standardized Testing and Reporting (STAR)

Burbank (Luther) Middle School

All Students

Total Enrollment on First Day of Testing: 2,017
 Total Number Tested: 2,006
 Total Number Tested in Selected Subgroup: 2,006

County Name: Los Angeles County
 District Name: Los Angeles Unified District
 School Name: Burbank (Luther) Middle School
 CDS Code: 19-64733-6057897

California Standards Test Scores - 2005

| | Grades | | | | | | | | | | |
|---|--------|---|---|---|--------|--------|--------|---|----|----|-------|
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
| Reported Enrollment | | | | | 682 | 666 | 669 | | | | |
| CST English-Language Arts | | | | | | | | | | | |
| Students Tested | | | | | 678 | 658 | 665 | | | | |
| % of Enrollment | | | | | 99.4 % | 98.8 % | 99.4 % | | | | |
| Mean Scale Score | | | | | 313.6 | 324.2 | 314.9 | | | | |
| % Advanced | | | | | 4 % | 4 % | 5 % | | | | |
| % Proficient | | | | | 16 % | 28 % | 16 % | | | | |
| % Basic | | | | | 38 % | 39 % | 39 % | | | | |
| % Below Basic | | | | | 25 % | 19 % | 25 % | | | | |
| % Far Below Basic | | | | | 16 % | 10 % | 14 % | | | | |
| CST Mathematics | | | | | | | | | | | |
| Students Tested | | | | | 678 | 658 | | | | | |
| % of Enrollment | | | | | 99.4 % | 98.8 % | | | | | |
| Mean Scale Score | | | | | 309.4 | 317.2 | | | | | |
| % Advanced | | | | | 5 % | 5 % | | | | | |
| % Proficient | | | | | 18 % | 23 % | | | | | |
| % Basic | | | | | 27 % | 30 % | | | | | |
| % Below Basic | | | | | 35 % | 31 % | | | | | |
| % Far Below Basic | | | | | 14 % | 12 % | | | | | |
| CST Algebra I | | | | | | | | | | | |
| Students Tested | | | | | | | 635 | | | | 635 |
| % of Enrollment | | | | | | | 94.9 % | | | | |
| Mean Scale Score | | | | | | | 283.8 | | | | 283.8 |
| % Advanced | | | | | | | 0 % | | | | 0 % |
| % Proficient | | | | | | | 6 % | | | | 6 % |
| % Basic | | | | | | | 22 % | | | | 22 % |
| % Below Basic | | | | | | | 49 % | | | | 49 % |
| % Far Below Basic | | | | | | | 22 % | | | | 22 % |
| CST Integrated Math 1 | | | | | | | | | | | |
| Students Tested | | | | | | | 1 | | | | 1 |
| % of Enrollment | | | | | | | 0.1 % | | | | |
| Mean Scale Score | | | | | | | * | | | | * |
| % Advanced | | | | | | | * | | | | * |
| % Proficient | | | | | | | * | | | | * |
| % Basic | | | | | | | * | | | | * |
| % Below Basic | | | | | | | * | | | | * |
| % Far Below Basic | | | | | | | * | | | | * |
| CST History - Social Science Grade 8 Cumulative | | | | | | | | | | | |
| Students Tested | | | | | | | 662 | | | | |
| % of Enrollment | | | | | | | 99.0 % | | | | |
| Mean Scale Score | | | | | | | 303.0 | | | | |
| % Advanced | | | | | | | 2 % | | | | |
| % Proficient | | | | | | | 14 % | | | | |
| % Basic | | | | | | | 32 % | | | | |
| % Below Basic | | | | | | | 27 % | | | | |
| % Far Below Basic | | | | | | | 25 % | | | | |

California Department of Education

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California Standardized Testing and Reporting (STAR)

Burbank (Luther) Middle School

All Students

Total Enrollment on First Day of Testing: 1,824
 Total Number Tested: 1,813
 Total Number Tested in Selected Subgroup: 1,813

County Name: Los Angeles County
 District Name: Los Angeles Unified District
 School Name: Burbank (Luther) Middle School
 CDS Code: 19-64733-6057897

California Standards Test Scores - 2006

Grades

| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | EOC |
|---|---|---|---|---|--------|--------|--------|---|----|----|-------|
| Reported Enrollment | | | | | 581 | 620 | 623 | | | | |
| CST English-Language Arts | | | | | | | | | | | |
| Students Tested | | | | | 574 | 614 | 614 | | | | |
| % of Enrollment | | | | | 98.8 % | 99.0 % | 98.6 % | | | | |
| Mean Scale Score | | | | | 310.7 | 318.5 | 321.0 | | | | |
| % Advanced | | | | | 3 % | 7 % | 7 % | | | | |
| % Proficient | | | | | 20 % | 21 % | 17 % | | | | |
| % Basic | | | | | 35 % | 32 % | 43 % | | | | |
| % Below Basic | | | | | 19 % | 23 % | 21 % | | | | |
| % Far Below Basic | | | | | 22 % | 18 % | 12 % | | | | |
| CST Mathematics | | | | | | | | | | | |
| Students Tested | | | | | 573 | 614 | | | | | |
| % of Enrollment | | | | | 98.6 % | 99.0 % | | | | | |
| Mean Scale Score | | | | | 310.9 | 314.1 | | | | | |
| % Advanced | | | | | 4 % | 3 % | | | | | |
| % Proficient | | | | | 18 % | 23 % | | | | | |
| % Basic | | | | | 34 % | 31 % | | | | | |
| % Below Basic | | | | | 31 % | 32 % | | | | | |
| % Far Below Basic | | | | | 13 % | 11 % | | | | | |
| CST General Mathematics (Grades 6 & 7 Standards) | | | | | | | | | | | |
| Students Tested | | | | | | | 1 | | | | 1 |
| % of Enrollment | | | | | | | 0.2 % | | | | |
| Mean Scale Score | | | | | | | * | | | | * |
| % Advanced | | | | | | | * | | | | * |
| % Proficient | | | | | | | * | | | | * |
| % Basic | | | | | | | * | | | | * |
| % Below Basic | | | | | | | * | | | | * |
| % Far Below Basic | | | | | | | * | | | | * |
| CST Algebra I | | | | | | | | | | | |
| Students Tested | | | | | | | 608 | | | | 608 |
| % of Enrollment | | | | | | | 97.6 % | | | | |
| Mean Scale Score | | | | | | | 280.3 | | | | 280.3 |
| % Advanced | | | | | | | 1 % | | | | 1 % |
| % Proficient | | | | | | | 7 % | | | | 7 % |
| % Basic | | | | | | | 17 % | | | | 17 % |
| % Below Basic | | | | | | | 47 % | | | | 47 % |
| % Far Below Basic | | | | | | | 28 % | | | | 28 % |
| CST History - Social Science Grade 8 Cumulative | | | | | | | | | | | |
| Students Tested | | | | | | | 613 | | | | |
| % of Enrollment | | | | | | | 98.4 % | | | | |
| Mean Scale Score | | | | | | | 308.5 | | | | |
| % Advanced | | | | | | | 4 % | | | | |
| % Proficient | | | | | | | 14 % | | | | |
| % Basic | | | | | | | 38 % | | | | |
| % Below Basic | | | | | | | 21 % | | | | |
| % Far Below Basic | | | | | | | 23 % | | | | |

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

| | |
|-------------------|--------|
| Students Tested | 613 |
| % of Enrollment | 98.4 % |
| Mean Scale Score | 302.1 |
| % Advanced | 4 % |
| % Proficient | 14 % |
| % Basic | 34 % |
| % Below Basic | 32 % |
| % Far Below Basic | 16 % |

[Print Report](#)

California Department of Education

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School Year 2016-2017 Nevada School Rating for Innovations International Charter School of NV



Innovations International Charter School of NV

Dr. Connie Malin, Principal

Grade Levels: 06-12

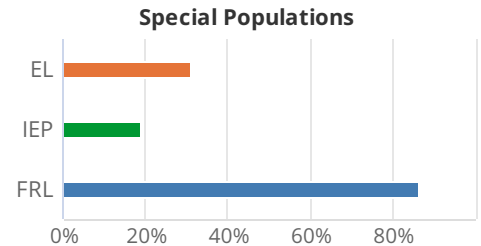
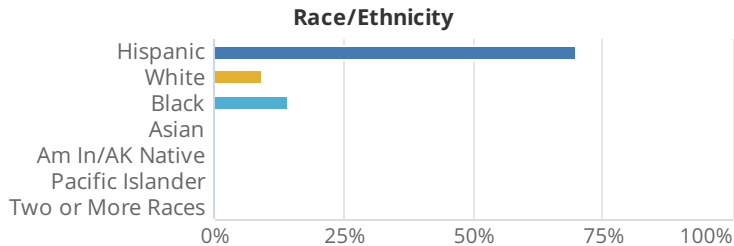
Website:

School Level: Middle School

1600 E. Oakey Blvd.

Las Vegas, NV 89104

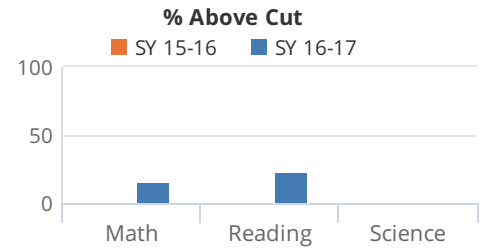
Phone: 702-216-4337



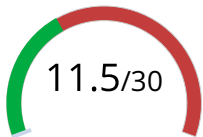
Academic Achievement



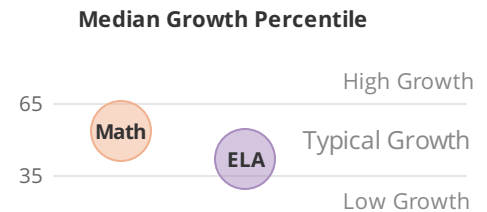
| | % Above Cut | District |
|-----------------------|-------------|----------|
| Math CRT | 16.1 | 24.3 |
| ELA CRT | 23.8 | 45.1 |
| Science CRT | | |
| Math I End of Course | N/A | 97.2 |
| <i>Pooled Average</i> | 20.0 | 37.6 |



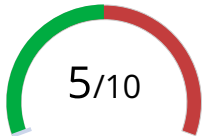
Student Growth



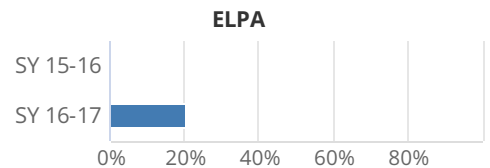
| | SY 16-17 |
|--------------|----------|
| Math CRT MGP | 53.0 |
| ELA CRT MGP | 42.0 |
| Math CRT AGP | 22.8 |
| ELA CRT AGP | 26.8 |



English Language



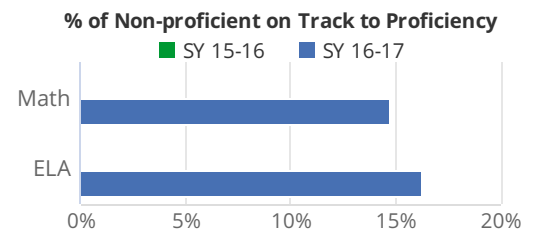
| | % of EL Meeting AGP | District |
|------|---------------------|----------|
| ELPA | 20.4 | 18.9 |



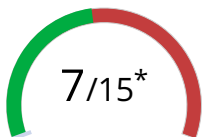
Closing Opportunity Gaps



| | Non-proficient | % Meeting AGP |
|----------|----------------|---------------|
| Math CRT | | 14.8 |
| ELA CRT | | 16.3 |

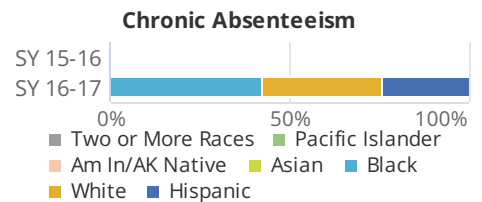


Student Engagement



*Bonus points included

| | School | District |
|--------------------------|------------------------|-------------------|
| Chronic Absenteeism | 27.5 | 16.8 |
| Academic Learning Plans | 98.7 | 97.5 |
| NAC 389.445 Requirements | 97.7 | 86.3 |
| | % Participation | Met Target |
| Climate Survey | 85.0 | YES |



| Student CRT Proficiency | | | | | | |
|-----------------------------------|-----------------------|----------|---------------|------|----------|--------------|
| | Percent Above the Cut | | | | | |
| | Math | District | 2017 Math MIP | ELA | District | 2017 ELA MIP |
| American Indian/Alaska Native | - | 21.5 | 20.6 | - | 43.8 | 37.3 |
| Asian | - | 50.4 | 54.1 | - | 71.2 | 73.3 |
| Black/African American | 0 | 10 | 15.2 | 8.3 | 26.9 | 31.1 |
| Hispanic/Latino | 14.1 | 17.1 | 21.6 | 25.4 | 36.4 | 39.2 |
| Pacific Islander | - | 25.2 | 30.1 | - | 44.6 | 48.1 |
| Two or More Races | - | 30.4 | 34.2 | - | 53.9 | 57.1 |
| White/Caucasian | 40 | 39.3 | 41.4 | 33.3 | 61.9 | 62.7 |
| Special Education | 5.8 | 4 | 9.8 | 8.8 | 7 | 13.5 |
| English Learners Current + Former | 15.5 | 14 | 11.6 | 20.7 | 28.2 | 16.1 |
| English Learners Current | 6.3 | 4.2 | | 4.2 | 7.7 | |
| Economically Disadvantaged | 14.1 | 16.5 | 21.5 | 22 | 34.9 | 38.3 |

| Student Growth | | | | |
|-----------------------------------|---------------------------|---------|----------|---------|
| | Student Growth Percentile | | | |
| | Math MGP | ELA MGP | Math AGP | ELA AGP |
| American Indian/Alaska Native | - | - | - | - |
| Asian | - | - | - | - |
| Black/African American | 42 | 34 | 0 | 13 |
| Hispanic/Latino | 55.5 | 44.5 | 25.4 | 29.4 |
| Pacific Islander | - | - | - | - |
| Two or More Races | - | - | - | - |
| White/Caucasian | 62 | 40 | 33.3 | 40 |
| Special Education | 45 | 41 | 8.8 | 11.7 |
| English Learners Current + Former | 54 | 45.5 | 26.3 | 26.3 |
| English Learners Current | 42.5 | 43 | 10.8 | 8.6 |
| Economically Disadvantaged | 51 | 42 | 20.6 | 24.7 |

| Closing Opportunity Gap | | |
|-----------------------------------|--|---------|
| | Percent of non-proficient Students meeting AGP | |
| | Math AGP | ELA AGP |
| American Indian/Alaska Native | - | - |
| Asian | - | - |
| Black/African American | 0 | 5 |
| Hispanic/Latino | 19 | 21.1 |
| Pacific Islander | - | - |
| Two or More Races | - | - |
| White/Caucasian | - | - |
| Special Education | 0 | 4.7 |
| English Learners Current + Former | 19.6 | 14.5 |
| English Learners Current | 11.9 | 11.6 |
| Economically Disadvantaged | 10.4 | 13.9 |

| Chronic Absenteeism | | |
|-----------------------------------|----------------------|----------|
| | % Chronically Absent | District |
| American Indian/Alaska Native | - | 19.2 |
| Asian | - | 5 |
| Black/African American | 42.3 | 27.2 |
| Hispanic/Latino | 23.8 | 16.8 |
| Pacific Islander | - | 17.8 |
| Two or More Races | - | 17.2 |
| White/Caucasian | 33.3 | 14 |
| Special Education | 35.2 | 26.6 |
| English Learners Current + Former | N/A | N/A |
| English Learners Current | 27.9 | 18.2 |
| Economically Disadvantaged | 30.3 | 20.7 |

What does my school rating mean?

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

at or above 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29

School Year 2016-2017 Nevada School Rating for Innovations International Charter School of NV

N/A

Innovations International Charter School of NV

Dr. Connie Malin, Principal

Grade Levels: 06-12

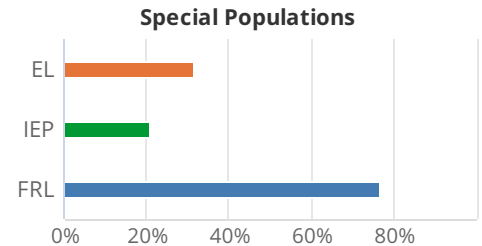
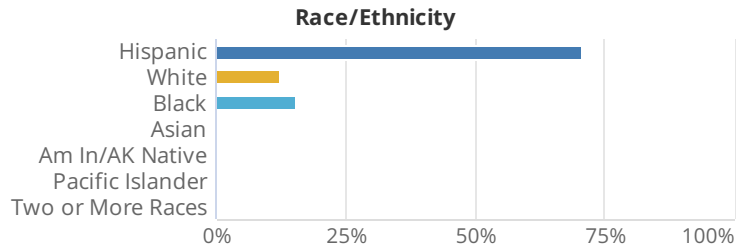
Website:

School Level: High School

1600 E. Oakey Blvd.

Las Vegas, NV 89104

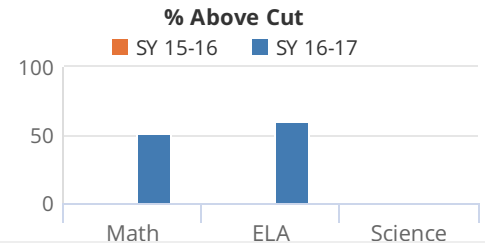
Phone: 702-216-4337



Academic Achievement



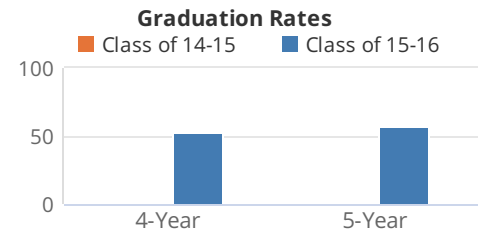
| | % Above Cut | District |
|-----------------------|-------------|----------|
| Math End of Course | 52 | 53.5 |
| ELA End of Course | 60 | 69.7 |
| Science End of Course | | |
| <i>Pooled Average</i> | 54.8 | 60.9 |



Graduation



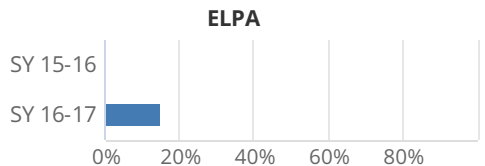
| Graduation Rate | School Rate | District Rate |
|-----------------|-------------|---------------|
| 4-Year | 53.3 | 74.8 |
| 5-Year | 57.1 | 74.4 |



English Language Proficiency



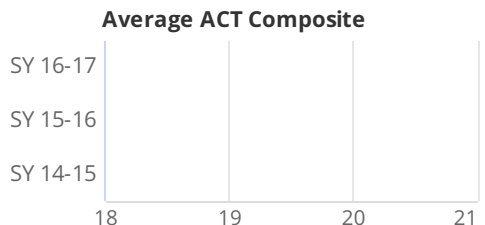
| | % of EL Meeting AGP | District |
|------|---------------------|----------|
| ELPA | 15.3 | 8.3 |



College Career Readiness



| | School | District |
|-----------------------|--------|----------|
| ACT Average Composite | 14.8 | 17.2 |
| Grade 9 Sufficiency | 100 | 88.5 |
| Grade 10 Sufficiency | 100 | 84.5 |
| <i>Pooled Average</i> | 100 | 86.5 |
| EOC Math CCR | 8.1 | 22.7 |
| EOC ELA AL CCR | 29 | 46.9 |
| <i>Pooled Average</i> | 15.6 | 34.4 |



Student Engagement

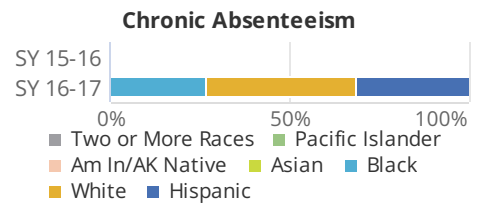


| | School | District |
|-------------------------|------------|-------------------|
| Chronic Absenteeism | 41.2 | 24.0 |
| Academic Learning Plans | 100 | 99.1 |
| % Participation | 164 | Met Target |
| Climate Survey | 64.8 | YES |

*Bonus points included

Student EOC Proficiency

| | Percent Above | | | |
|-----------------------------------|---------------|-----------------|---------|------------------|
| | Math I | 2017 Math I MIP | Math II | 2017 Math II MIP |
| American Indian/Alaska Native | - | 70.5 | - | 29.3 |
| Asian | - | 87.5 | - | 59.3 |
| Black/African American | - | 63.5 | - | 19.6 |
| Hispanic/Latino | 68.8 | 71.2 | 29 | 28.4 |
| Pacific Islander | - | 79 | - | 35.4 |
| Two or More Races | - | 79.5 | - | 41.6 |
| White/Caucasian | - | 82 | - | 46.2 |
| Special Education | 64.7 | 56.2 | - | 13.4 |
| English Learners Current + Former | 71.4 | 61.5 | - | 13.2 |
| English Learners Current | 71.4 | | - | |
| Economically Disadvantaged | 70.2 | 69.3 | 29.1 | 27.3 |



Four & Five Year Graduation Rate

| Graduation Measures | 4y Graduation Rate | District | 4y Graduation MIP | 5y Graduation Rate | District | 5y Graduation MIP |
|-----------------------------------|--------------------|----------|-------------------|--------------------|----------|-------------------|
| American Indian/Alaska Native | - | 71.5 | 64.7 | - | 68.2 | 57.1 |
| Asian | - | 88.5 | 87.9 | - | 86.6 | 86.4 |
| Black/African American | - | 59.6 | 56.5 | - | 60.5 | 59.4 |
| Hispanic/Latino | 57.1 | 71.2 | 69.7 | - | 70.4 | 67.1 |
| Pacific Islander | - | 78.2 | 75.9 | - | 76.1 | 77.8 |
| Two or More Races | - | 79.5 | 76.8 | - | 78.8 | 79.2 |
| White/Caucasian | - | 82.5 | 79.9 | - | 81.9 | 80.1 |
| Special Education | - | 27 | 29.3 | - | 29.6 | 33.8 |
| English Learners Current + Former | 27.2 | 44.4 | 42.6 | - | 36.6 | 37.4 |
| Economically Disadvantaged | 54.1 | 69 | 66.7 | 64.2 | 67.9 | 68.3 |

ACT Average Composite

| | Composite Score | District |
|-----------------------------------|-----------------|----------|
| American Indian/Alaska Native | - | 16.8 |
| Asian | - | 19.7 |
| Black/African American | - | 15.1 |
| Hispanic/Latino | 14.8 | 15.9 |
| Pacific Islander | - | 16.9 |
| Two or More Races | - | 18.3 |
| White/Caucasian | - | 19.5 |
| Special Education | - | 13.3 |
| English Learners Current + Former | N/A | N/A |
| English Learners Current | - | 13 |
| Economically Disadvantaged | 14.1 | 16 |

EOC Math & ELA CCR

| | Percent CCR Achievement Level | | | | | | | |
|-----------------------------------|-------------------------------|-----------------|---------|------------------|-------|----------------|--------|-----------------|
| | Math I | Math I District | Math II | Math II District | ELA I | ELA I District | ELA II | ELA II District |
| American Indian/Alaska Native | - | 22.1 | - | 17.3 | - | 39.5 | - | 44.2 |
| Asian | - | 40.2 | - | 43.7 | - | 62.8 | - | 68.7 |
| Black/African American | - | 11.5 | - | 8.6 | - | 24.5 | - | 30.8 |
| Hispanic/Latino | 13.3 | 17.1 | 3.2 | 17.2 | 0 | 36.6 | 34.3 | 43.6 |
| Pacific Islander | - | 24.5 | - | 23.2 | - | 37.9 | - | 50.1 |
| Two or More Races | - | 26.7 | - | 28.1 | - | 53.2 | - | 54.5 |
| White/Caucasian | - | 31.6 | - | 33.8 | - | 58.3 | - | 57.5 |
| Special Education | 0 | 6.5 | - | 3.9 | - | 8 | - | 9.6 |
| English Learners Current + Former | 11.5 | 12.5 | 7.1 | 8.6 | - | 14.2 | 28.5 | 22.1 |
| English Learners Current | 4.7 | 9.6 | - | 4 | - | 5.8 | - | 10.6 |
| Economically Disadvantaged | 14.8 | 17 | 4.1 | 17.1 | - | 34.3 | 42.8 | 40.8 |

Chronic Absenteeism

| | % Chronically Absent | District |
|-----------------------------------|----------------------|----------|
| American Indian/Alaska Native | - | 29.4 |
| Asian | - | 9.8 |
| Black/African American | 33.3 | 32.8 |
| Hispanic/Latino | 39.2 | 27.1 |
| Pacific Islander | - | 22.2 |
| Two or More Races | - | 22.7 |
| White/Caucasian | 52.6 | 19 |
| Special Education | 42.3 | 34.2 |
| English Learners Current + Former | N/A | N/A |
| English Learners Current | 48.7 | 24.7 |
| Economically Disadvantaged | 46 | 30 |

What does my school rating mean?

High schools will earn an index score and no star rating based on 2016-2017 school performance. All Nevada schools will receive a star rating in September of 2018.

Comprehensive Support and Improvement Designation (CSI): Low performing schools, schools with persistently low performing subgroups and high schools with low graduation rates are designated to be CSI schools.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Graduation

The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort grauation rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15th, the cohort rates used for this indicator lags one yaear behind the other accountability indicators in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments.

Star Rating

TBD

Index Score



Eddie Williams, Jr. is a 22-year veteran of the United States Army who retired in 1999. During his time in the military, he received his bachelor's degree from Wayland Baptist University in 1995. He went back to school, while teaching in the classroom in 2002, and graduated in 2004 from Texas State University with a master's degree in Secondary Education with honors and receiving a 4.0 GPA. After graduating with his master's degree, He taught Math and English for six years at the San Antonio Independent School District, in San Antonio, Texas. During his tenure as a teacher, he increased his Math and English students' academic scores by one grade level.

In 2010, Mr. Williams changed careers and started writing academic curriculum for the Department of Defense's (DoD) largest allied health career field program in the world at Ft. Sam Houston Texas. During his eight-year tenure, he received numerous awards for improving DoD's academic curriculum for enlisted medical personnel so that medics could perform at a higher level in treating patients.

He and his wife have been married for over thirty years and have two adult children.

Eddie Williams



Work Experience:

Medical Education Training Campus

Fort Sam Houston, TX 78458

01/2010 - 12/2018

Hours per week: 40

Series: 1750 Pay Plan: GS Grade: 12

Instructional System Specialist (This is a federal job)

Duties, Accomplishments and Related Skills:

Served as a member of instructional systems development team, comprised of technical operations subject matter experts, instructional systems/training specialist, and contract personnel. Developed/revised training courses and programs within the Medical Education Training Campus (METC) division. Planned and coordinated instructional analysis, design, development, implementation, and evaluation activities. Provided guidance in task analysis of medical courses in response to identified task learning relationships based on a task analysis. Applied psychological learning principles and theory to ensure sound, logical sequencing of course content. Applied appropriate instructional strategies, training media, and job performance/skills aids to accomplish objectives. Planned/recommended use of innovative, alternative, instructional methods, such as computer assisted instruction, simulators, interactive video games, where appropriate. Developed/coordinated the implementation of guidelines for formative and summative evaluation of new training materials.

AHS, DNS, OR BRANCH, FSHTX

Ft. Sam Houston, TX

01/2008 - 01/2010

Hours per week: 40

Series: 1712 Pay Plan: GS Grade: 09

Curriculum/Instructor Writer (This is a federal job)

Duties, Accomplishments and Related Skills:

Presented instruction in the form of lectures, and conducted demonstrations, discussions, and practical operating room exercises. Developed special learning exercises, such as games for students, which enhanced learning. Demonstrated methods for giving concrete expressions of the principles of OR Nursing by explaining and demonstrating principles to students. Conducted course enrollment and student review on the first day of class. Monitored students, academic progress during phase 1. Counseled phase 1 students on course requirements grading policy, relief/recycle policy, and other administrative details. Developed and administered exams to students, and maintained computerized copy of students records. Developed, administered and grades exams. I have Specialized experience with developing, revising or writing manuals, trainer's guide, job books, training support packages, lesson plans, student handouts, guidance packages, practical exercises, training aids, and equipment needs focused in the areas of accreditation, risk management or performance improvement. Specialized experience in identifying training problems, recommending solutions, and conducting complex studies concerning the efficiency and effectiveness of the organization's training programs to improve and optimize student development.

Supervisor: LTC Dewey Collier (210-295-4383)

Okay to contact this Supervisor: Yes

San Antonio ISD

3156 Roger Street, SA

San Antonio, TX 78505 United States

08/2002 - 05/2008

Hours per week: 40

Administrator/Teacher

Duties, Accomplishments and Related Skills:

Designed, developed, wrote lesson plans for special education students in 7th and 8th grades in English and Math. Increased their academic achievement by one grade level. Used a variety of teaching methods to get them highly motivated to learn. Consulted and utilized a team approach with other teachers on staff to find best strategies to maximize students learning potential. Attended professional development training on curriculum development to help establish and implement a base level of each student's academic needs. Consulted with district English curriculum specialist to provide each student with the best English material available. Collaborated in the planning to make sure each special education students got the best curriculum for their needs. Ensured that the students received the English/Math instructions that is in compliance with the Texas Education Agency (TEA). Taught and assessed students on a daily basis to make sure they

learned all aspects of the English/Math curriculum. Invited the English/Math department chairs to monitor and evaluate my class to make sure the students were increasing their Language/Math proficiency. Recommended methods to my department chair to improve the English/Math curriculum, provided advice on issues significant to each student's academic success. Utilized audio-visuals and a variety of hands-on activities to increase each student English/Math academic success. Met with parents to listen to their concerns and resolve problems.

US Army/Ft. Sam Houston

San Antonio, Tx

San Antonio, TX 78205 United States

08/1992 - 06/1996

Hours per week: 40

OR Supervisor

Duties, Accomplishments and Related Skills:

Senior Instructor/Writer Operating Room Branch Army Medical Department Center and School, Fort Sam Houston, Texas, 1992-1996. Designed anatomy and physiology curriculum, lesson plans for the total human body systems. Utilized a variety of audio visuals to train entry-level medical students to become entry-level OR technicians in a military occupation producing school. Counseled students on a variety of challenges to keep their focus on academic course work throughout the duration of school. Served as technical matter expert for all Army surgical technology correspondence course books. Attained specialize training in my health care undergraduate degree and correspondence courses on the specialized knowledge of federal, state, and local policies pertaining to infection control policies. Conducted analytical surveys to determine effectiveness of programs and implemented changes as needed. A self-motivated individual with excellent interpersonal communication skills. Proficient in Microsoft word, outlook, power point, and excel. Completed instructor faculty Development Course at Ft. Sam Houston, TX.

Education:

Texas A&M Kingsville

GPA: 4.0 of a maximum 4.0

Credits Earned: 24 Semester hours

Major: Educational Administration

Texas State San Antonio, TX. United States

Master's Degree 08/2004

GPA: 4.0 of a maximum 4.0
Credits Earned: 36 Semester hours
Major: Secondary Education

Wayland Baptist University San Antonio, TX. United States
Bachelor's Degree 01/1996
GPA: 3.5 of a maximum 4.0
Major: Healthcare Administration

Job Related Training:

Completed the BLS/HCP instructor course March 2011 for the Medical Education Training Command (METC) 68D Army Surgical Operating course. Served as a certified BLS program director (PD) that supervised ten (10) other BLS instructors in training and certifying approximately 300 students per year in obtaining their Basic Life Support for Health care Provider Cards (BLS/HCP).

Affiliations:

Texas State Alumni Association - Member

Additional Information:

I was an Army Community Service (ACS) volunteer instructor at Ft. Sam Houston, Tx. Served as a volunteer lion's member in the Buffalo Valley Lions Club in Schertz, Texas. Served on the Texas State Assembly for Surgical Technology/Surgical Technology as a Board Director. Served as a volunteer for the San Antonio Diabetes Association giving presentations and representing the diabetes association at health fairs throughout the city of San Antonio, Texas.

October 2006

TEXAS EDUCATION AGENCY
2006 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

PAGE 1

DISTRICT NAME: SAN ANTONIO
CAMPUS NAME: ROGERS MIDDLE
CAMPUS NUMBER: 015907057Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine ratings are highlighted in BLUE.

Grade 8 science results are not included because they are not used in the 2006 accountability system.

Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| | 2006 | | | | 2005 | | | | Required Improvement | | |
|---------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|--------------|----------------------|----|---------|
| Performance Results | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? |
| Reading/ELA | | | | | | | | | | | |
| All Students | 422 | 580 | 73% | 100% | 421 | 595 | 71% | | 2 | | |
| African Amer | 20 | 27 | 74% | 5% | 21 | 29 | 72% | | 2 | | |
| Hispanic | 348 | 489 | 71% | 84% | 346 | 500 | 69% | | 2 | | |
| White | 54 | 64 | 84% | 11% | 53 | 65 | 82% | | 2 | | |
| Econ Disadv | 395 | 543 | 73% | 94% | 402 | 573 | 70% | | 3 | | |
| Writing | | | | | | | | | | | |
| All Students | 171 | 209 | 82% | 100% | 178 | 205 | 87% | | -5 | | |
| African Amer | * | * | > 99% | * | 8 | 12 | 67% | | * | | |
| Hispanic | 144 | 181 | 80% | 87% | 149 | 170 | 88% | | -8 | | |
| White | * | * | 94% | * | * | * | 91% | | 3 | | |
| Econ Disadv | 166 | 202 | 82% | 97% | 169 | 196 | 86% | | -4 | | |
| Social Studies | | | | | | | | | | | |
| All Students | 160 | 210 | 76% | 100% | 136 | 189 | 72% | | 4 | | |
| African Amer | * | * | 89% | * | * | * | * | | * | | |
| Hispanic | 131 | 176 | 74% | 84% | 114 | 163 | 70% | | 4 | | |
| White | 21 | 25 | 84% | 12% | * | * | 91% | | -7 | | |
| Econ Disadv | 152 | 202 | 75% | 96% | 128 | 180 | 71% | | 4 | | |
| Mathematics | | | | | | | | | | | |
| All Students | 263 | 579 | 45% | 100% | 258 | 612 | 42% | Yes | 3 | ** | No |
| African Amer | 10 | 28 | 36% | 5% | 8 | 31 | 26% | | 10 | | |
| Hispanic | 218 | 487 | 45% | 84% | 214 | 514 | 42% | Yes | 3 | ** | No |
| White | 35 | 64 | 55% | 11% | 35 | 66 | 53% | Yes | 2 | ** | No |
| Econ Disadv | 240 | 540 | 44% | 93% | 247 | 589 | 42% | Yes | 2 | ** | No |
| Science | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | |
| African Amer | * | * | * | * | * | * | * | | * | | |
| Hispanic | * | * | * | * | * | * | * | | * | | |
| White | * | * | * | * | * | * | * | | * | | |
| Econ Disadv | * | * | * | * | * | * | * | | * | | |

** Met the minimum size requirement, but did not meet the 65% floor for Recognized.

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

| | 2006 | | | | 2005 | | | | Required Improvement | | |
|-----------------|-----------------|---------|-------------|-----------|-----------------|---------|-------------|--------------|----------------------|----|---------|
| SDAA II Results | # Tests Met ARD | # Tests | Pct Met ARD | Stu Grp % | # Tests Met ARD | # Tests | Pct Met ARD | Met Min Size | Act Chg | RI | Met RI? |
| All Students | 149 | 195 | 76% | 100% | 134 | 169 | 79% | | -3 | | |

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2005? | Exceptions Applied |
|--------------------------|-------------------|------------------|------------------|-------------------------|--------------------|
| 15 | N/A | N/A | N/A | N/A | N/A |

October 2006

TEXAS EDUCATION AGENCY
2006 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

PAGE 2

DISTRICT NAME: SAN ANTONIO
CAMPUS NAME: ROGERS MIDDLE
CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine ratings are highlighted in **BLUE**.
Grade 8 science results are not included because they are not used in the 2006 accountability system.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12)

| ----- Class of 2005 ----- | | | | | | | | | Required Improvement ----- | | | |
|---------------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|--------------------|-------------------------------|----|------------|--|
| ----- Class of 2004 ----- | | | | | | | | | | | | |
| # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? | |
| All Students | - | - | - | - | - | - | - | - | - | | | |
| African Amer | - | - | - | - | - | - | - | - | - | | | |
| Hispanic | - | - | - | - | - | - | - | - | - | | | |
| White | - | - | - | - | - | - | - | - | - | | | |
| Econ Disadv | - | - | - | - | - | - | - | - | - | | | |

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8)

| ----- 2004-05 ----- | | | | | ----- 2003-04 ----- | | | | | Required Improvement ----- | | |
|---------------------------|------------------|-----------------------------|-----------------|------|---------------------------|------------------|-----------------------------|--------------------|------------|-------------------------------|------------|--|
| # Official Dropouts | # 7-8 Graders | Official Dropout Rate | Stu Grp % | | # Official Dropouts | # 7-8 Graders | Official Dropout Rate | Met Min Size | Act Chg | RI | Met RI? | |
| All Students | 0 | 579 | 0.0% | 100% | 0 | 594 | 0.0% | | 0.0 | | | |
| African Amer | 0 | 30 | 0.0% | 5% | 0 | 34 | 0.0% | | 0.0 | | | |
| Hispanic | 0 | 480 | 0.0% | 83% | 0 | 492 | 0.0% | | 0.0 | | | |
| White | 0 | 67 | 0.0% | 12% | 0 | 66 | 0.0% | | 0.0 | | | |
| Econ Disadv | 0 | 520 | 0.0% | 90% | 0 | 518 | 0.0% | | 0.0 | | | |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

October 2006

TEXAS EDUCATION AGENCY
2006 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

PAGE 3

DISTRICT NAME: SAN ANTONIO
CAMPUS NAME: ROGERS MIDDLE
CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in **BLUE**.
Special formats ('*') are used to protect student confidentiality.

Advanced Course/Dual Enrollment Completion (2004-05): NOT APPLICABLE

| Student Groups | Number w/Credit for an Advanced Course | Number w/Credit for Any Course | Student Group Percent | Percent w/Credit for Advanced Courses |
|----------------|---|---|-----------------------------|--|
|----------------|---|---|-----------------------------|--|

| | | | | |
|----------------------------|---|---|---|---|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

Advanced Courses data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

AP/IB Results (2004-05): NOT APPLICABLE

| Student Groups | Number Taking AP and/or IB | Number of 11th and 12th Graders | Student Group Percent | Percent Taking AP and/or IB | Number Scoring at or Above Criterion | Number Taking AP and/or IB | Percent Scoring at or Above Criterion |
|------------------|----------------------------|---------------------------------|-----------------------|-----------------------------|--------------------------------------|----------------------------|---------------------------------------|
| All Students | - | - | - | - | - | - | - |
| African American | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - |

AP/IB Results data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Attendance Rate (2004-05): DOES NOT QUALIFY

| Student Groups | Total Days Present | Total Days Absent + Total Days Present | Student Group Percent | Attendance Rate |
|----------------------------|--------------------|--|-----------------------|-----------------|
| All Students | 122,907 | 129,861 | 100% | 94.6% |
| African American | 6,732 | 7,026 | 5% | 95.8% |
| Hispanic | 102,002 | 107,948 | 83% | 94.5% |
| White | 13,895 | 14,605 | 11% | 95.1% |
| Economically Disadvantaged | 116,585 | 123,167 | 95% | 94.7% |

Attendance Rate standard for your acknowledgment is 96.0%.

Commended on Reading/ELA: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|------------------|---------------|-----------------------|-------------------|
| All Students | 108 | 580 | 100% | 19% |
| African American | 3 | 27 | 5% | 11% |
| Hispanic | 86 | 489 | 84% | 18% |
| White | 19 | 64 | 11% | 30% |
| Economically Disadvantaged | 102 | 543 | 94% | 19% |

Reading includes second administration results for students tested at the same campus.

October 2006 TEXAS EDUCATION AGENCY PAGE 4
2006 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: SAN ANTONIO
CAMPUS NAME: ROGERS MIDDLE
CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in BLUE.
Special formats ('*') are used to protect student confidentiality.

Commended on Mathematics: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------|------------------|---------------|-----------------------|-------------------|
|----------------|------------------|---------------|-----------------------|-------------------|

| | | | | |
|----------------------------|----|-----|------|-----|
| All Students | 39 | 579 | 100% | 7% |
| African American | 3 | 28 | 5% | 11% |
| Hispanic | 27 | 487 | 84% | 6% |
| White | 9 | 64 | 11% | 14% |
| Economically Disadvantaged | 34 | 540 | 93% | 6% |

Mathematics includes second administration results for students tested at the same campus.

Commended on Writing: ACKNOWLEDGED

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 43 | 209 | 100% | 21% |
| African American | * | * | * | 9% |
| Hispanic | 36 | 181 | 87% | 20% |
| White | 6 | * | * | 35% |
| Economically Disadvantaged | 43 | 202 | 97% | 21% |

Commended on Science: NOT APPLICABLE

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | * | * | * | * |
| African American | * | * | * | * |
| Hispanic | * | * | * | * |
| White | * | * | * | * |
| Economically Disadvantaged | * | * | * | * |

Science data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Commended on Social Studies: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 29 | 210 | 100% | 14% |
| African American | * | * | * | < 1% |
| Hispanic | 20 | 176 | 84% | 11% |
| White | 9 | 25 | 12% | 36% |
| Economically Disadvantaged | 25 | 202 | 96% | 12% |

Comparable Improvement: DOES NOT QUALIFY

| | Total Number of Matched Students | Quartile |
|-------------|-------------------------------------|----------|
| Reading/ELA | 541 | Q4 |
| Math | 546 | Q4 |

[Link to the 2006 Comparable Improvement Report](#)

October 2006 TEXAS EDUCATION AGENCY PAGE 5
2006 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: SAN ANTONIO
CAMPUS NAME: ROGERS MIDDLE
CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in BLUE.
Special formats ('*') are used to protect student confidentiality.

Recommended High School Program (RHSP)/DAP (Class of 2005): NOT APPLICABLE

| Student Groups | Rec. HS Pgm. Graduates | Total Graduates | Student Group Percent | Percent Completing Rec. HS Pgm. |
|----------------------------|------------------------------|--------------------|-----------------------------|--|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

The count of RHSP graduates includes Distinguished Achievement Program (DAP) graduates.

Recommended H.S. Program data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

SAT/ACT Results (Class of 2005): NOT APPLICABLE

| Student Groups | Number Taking SAT and/ or ACT | Number of Non-Special Education Graduates | Student Group Percent | Percent Taking SAT and/ or ACT | Number Scoring at or Above Criterion | Number Taking SAT and/ or ACT | Percent Scoring at or Above Criterion |
|------------------|--|--|-----------------------------|---|--|--|---|
| All Students | - | - | - | - | - | - | - |
| African American | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - |

SAT/ACT data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) ELA: NOT APPLICABLE

| Student Groups | Number Scoring at or Above Standard | Number Taking Exit-level ELA | Student Group Percent | Percent Scoring at or Above Standard |
|----------------------------|--|---------------------------------------|-----------------------------|---|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

TSI ELA data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) Mathematics: NOT APPLICABLE

| Student Groups | Number Scoring at or Above Standard | Number Taking Exit-level Mathematics | Student Group Percent | Percent Scoring at or Above Standard |
|----------------------------|--|---|-----------------------------|---|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

TSI Mathematics data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

[Explanation of Masking Rules](#)

This request took 1.14 seconds of real time (v9.4 build 1509).

October 2006

2006 DISTRICT ACCOUNTABILITY SUMMARY

District Name Links to the Accountability Data Table

DISTRICT NAME: [SAN ANTONIO ISD](#)

DISTRICT NUMBER: 015907

ACCOUNTABILITY RATING: Academically Acceptable

GOLD PERFORMANCE ACKNOWLEDGMENTS:

| | | | | | | | | | | | |
|-----|------|------|------|------|------|------|------|------|-----|-----|------|
| ADV | APIB | ATTD | READ | MATH | WRIT | SCIE | SSTD | RHSP | ACT | ELA | MATH |
| NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ | ++ | NQ | NQ | NQ |

SUMMARY

ACCOUNTABILITY RATINGS

----- GOLD PERFORMANCE ACKNOWLEDGMENTS -----

| CAMPUS RATING: | NUMBER OF SCHOOLS | ACKNOWLEDGMENT: | NUMBER OF SCHOOLS | ACKNOWLEDGMENT (CONT'D): | NUMBER OF SCHOOLS |
|--------------------------------|-------------------|------------------|-------------------|--------------------------|-------------------|
| EXEMPLARY | 0 | ADVANCED COURSES | 1 | COMMEDED READING | 25 |
| RECOGNIZED | 25 | AP/IB | 0 | COMMEDED MATH | 32 |
| ACADEMICALLY ACCEPTABLE | 61 | ATTENDANCE | 22 | COMMEDED WRITING | 23 |
| ACADEMICALLY UNACCEPTABLE | 2 | RHSP | 7 | COMMEDED SCIENCE | 14 |
| AEA: ACADEMICALLY ACCEPTABLE | 9 | SAT/ACT | 0 | COMMEDED SOCIAL STUDIES | 14 |
| AEA: ACADEMICALLY UNACCEPTABLE | 0 | TSI ELA | 2 | CI: Reading/ELA | 17 |
| AEA: NOT RATED - OTHER | 1 | TSI MATH | 0 | CI: Math | 16 |
| NOT RATED: OTHER | 8 | | | | |
| TOTAL | 106 | | | | |

Campus Name Links to the Accountability Data Table

CAMPUS LIST (in campus number order)

| CAMPUS | RATING | GOLD PERFORMANCE ACKNOWLEDGMENTS | | | | | | | | | | | | | | |
|--------|--|----------------------------------|------|------|------|------|------|------|------|------|----|----|------|-----|-----|----|
| | | ADV | APIB | ATTD | READ | MATH | WRIT | SCIE | SSTD | READ | CI | CI | RHSP | SAT | TSI | T |
| 001 | BRACKENRIDGE H S | ++ | NQ | NQ | NQ | NQ | | NQ | NQ | ++ | NQ | ++ | NQ | ++ | NQ | ++ |
| 002 | BURBANK H S | NQ | NQ | NQ | NQ | NQ | | NQ | ++ | ++ | NQ | ++ | NQ | ++ | NQ | ++ |
| 003 | EDISON H S | NQ | NQ | NQ | NQ | NQ | | NQ | ++ | ++ | ++ | ++ | NQ | NQ | NQ | |
| 004 | FOX TECHNICAL H S | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | ++ | ++ | ++ | NQ | ++ | NQ | NQ |
| 005 | HIGHLANDS H S | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | ++ | ++ | NQ | NQ | NQ | |
| 006 | HOUSTON H S | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ | |
| 007 | JEFFERSON H S | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | NQ | ++ | NQ | ++ | NQ | NQ |
| 008 | LANIER H S | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | NQ | ++ | NQ | ++ | NQ | NQ |
| 010 | ALAMO ACHIEVEMENT CTR | Not Rated: Other | | | | | | | | | | | | | | |
| 011 | ALAMO CENTER | AEA: Academically Acceptable | | | | | | | | | | | | | | |
| 014 | NAVARRO ACADEMY | AEA: Academically Acceptable | | | | | | | | | | | | | | |
| 019 | HEALY MURPHY DAEP DISCRETIONAR | Not Rated: Other | | | | | | | | | | | | | | |
| 020 | JJA | Not Rated: Other | | | | | | | | | | | | | | |
| 021 | NIGHT SCHOOL | Not Rated: Other | | | | | | | | | | | | | | |
| 041 | CONNELL MIDDLE | | NQ | NQ | NQ | ++ | | | ++ | ++ | NQ | | | | | |
| 042 | COOPER MIDDLE | | NQ | NQ | NQ | ++ | | | ++ | ++ | NQ | ++ | | | | |
| 043 | DAVIS MIDDLE | | NQ | NQ | NQ | ++ | | | NQ | NQ | NQ | | | | | |
| 046 | WHEATLEY MIDDLE | | NQ | NQ | NQ | NQ | | | NQ | NQ | NQ | | | | | |
| 047 | HARRIS MIDDLE | ++ | NQ | NQ | ++ | | | | ++ | NQ | NQ | | | | | |
| 049 | IRVING MIDDLE | NQ | NQ | NQ | ++ | | | | ++ | NQ | ++ | | | | | |
| 050 | LONGFELLOW MIDDLE | | NQ | NQ | NQ | NQ | | | ++ | NQ | NQ | | | | | |
| 051 | LOWELL MIDDLE | | NQ | ++ | NQ | ++ | | | NQ | NQ | NQ | | | | | |
| 052 | HORACE MANN ACADEMY | ++ | NQ | NQ | ++ | | | | ++ | NQ | NQ | | | | | |
| 053 | PAGE MIDDLE | | NQ | NQ | NQ | NQ | | | NQ | NQ | NQ | | | | | |
| 054 | POE MIDDLE | | NQ | NQ | NQ | ++ | | | NQ | ++ | NQ | | | | | |
| 055 | RHODES MIDDLE | ++ | ++ | NQ | ++ | | | | ++ | NQ | NQ | | | | | |
| 057 | ROGERS MIDDLE | NQ | NQ | NQ | ++ | | | | NQ | NQ | NQ | | | | | |
| 058 | TWIN MIDDLE | | NQ | NQ | NQ | NQ | | | NQ | NQ | NQ | | | | | |
| 059 | WHITTIER MIDDLE | | NQ | NQ | NQ | ++ | | | ++ | ++ | ++ | | | | | |
| 061 | TAFOLLA MIDDLE | | NQ | ++ | NQ | ++ | | | ++ | NQ | NQ | | | | | |
| 063 | DOROTHY C PICKETT ACADEMY | Not Rated: Other | | | | | | | | | | | | | | |
| 064 | PICKETT CENTER | AEA: Academically Acceptable | | | | | | | | | | | | | | |
| 101 | ARNOLD EL | | NQ | ++ | ++ | ++ | ++ | | | ++ | NQ | | | | | |
| 102 | AUSTIN ACADEMY | ++ | NQ | ++ | ++ | ++ | | | NQ | | ++ | NQ | | | | |
| 103 | CHARLES C BALL EL | ++ | NQ | NQ | ++ | NQ | | | NQ | NQ | NQ | | | | | |
| 105 | BASKIN ACADEMY | | NQ | ++ | ++ | ++ | ++ | | | NQ | NQ | | | | | |
| 106 | BEACON HILL EL | ++ | NQ | ++ | ++ | ++ | ++ | | | NQ | ++ | | | | | |
| 107 | BONHAM EL | | NQ | NQ | ++ | NQ | ++ | | | NQ | NQ | | | | | |
| 108 | JAMES BOWIE EL | | NQ | ++ | ++ | NQ | NQ | | | NQ | ++ | | | | | |
| 109 | HENRY CARROLL ACADEMY | | NQ | NQ | NQ | NQ | NQ | | ++ | NQ | NQ | | | | | |
| 110 | J T BRACKENRIDGE EL | ++ | ++ | ++ | ++ | NQ | ++ | | | NQ | NQ | | | | | |
| 111 | BREWER ACADEMY | | NQ | ++ | ++ | NQ | NQ | | | NQ | NQ | | | | | |
| 112 | BRISCOE ACADEMY | ++ | ++ | ++ | ++ | ++ | ++ | | | NQ | NQ | | | | | |
| 114 | CAMERON ACADEMY | | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | ++ | | | | | |
| 115 | CARVAJAL EL | | NQ | NQ | NQ | NQ | NQ | | | NQ | NQ | | | | | |
| 116 | COLLINS GARDEN EL | | NQ | NQ | ++ | NQ | NQ | | | NQ | NQ | | | | | |
| 117 | AGNES COTTON EL | | NQ | NQ | ++ | NQ | NQ | | | NQ | NQ | | | | | |
| 118 | DAVID CROCKETT EL | | NQ | NQ | ++ | NQ | ++ | | | NQ | NQ | | | | | |
| 119 | DOUGLASS ACADEMY | | NQ | NQ | ++ | NQ | NQ | | | NQ | NQ | | | | | |
| 121 | DE ZAVALA EL | ++ | NQ | NQ | NQ | NQ | | | | NQ | NQ | | | | | |

| | | | | | | | | | | |
|-----|--|------------------------------|----|----|----|----|----|----|----|----|
| 123 | FENWICK EL | Academically Acceptable | ++ | NQ | ++ | NQ | NQ | NQ | NQ | NQ |
| 124 | MURIEL FORBES EL | Academically Acceptable | ++ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 125 | FOSTER EL | Academically Acceptable | NQ | ++ | NQ | NQ | NQ | NQ | NQ | ++ |
| 126 | FRANKLIN EL | Recognized | NQ | ++ | ++ | NQ | NQ | NQ | NQ | NQ |
| 127 | GATES ACADEMY | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | ++ | ++ | NQ |
| 129 | CHARLES GRAEBNER EL | Recognized | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ |
| 131 | ROBERT B GREEN EL | Recognized | NQ | ++ | ++ | NQ | ++ | NQ | NQ | NQ |
| 132 | HERFF EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 134 | HIGHLAND HILLS EL | Recognized | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 135 | HIGHLAND PARK EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 136 | HILLCREST EL | Academically Acceptable | NQ | NQ | ++ | NQ | NQ | NQ | NQ | NQ |
| 137 | HIRSCH EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 139 | HUPPERTZ EL | Recognized | NQ | ++ | ++ | NQ | NQ | NQ | NQ | NQ |
| 140 | RODRIGUEZ EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 141 | ELOISE JAPHET EL | Academically Acceptable | ++ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 142 | M L KING ACADEMY | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 143 | GEORGE E KELLY EL | Academically Acceptable | ++ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 144 | SARAH S KING EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 145 | W J KNOX EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | ++ | ++ | ++ |
| 146 | LAMAR EL | Recognized | NQ | ++ | ++ | NQ | NQ | NQ | NQ | NQ |
| 147 | BOWDEN EL | Academically Acceptable | NQ | NQ | NQ | ++ | NQ | NQ | NQ | NQ |
| 148 | MADISON EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 149 | MARGIL EL | Recognized | ++ | ++ | ++ | ++ | ++ | NQ | NQ | NQ |
| 150 | MAVERICK EL | Academically Acceptable | NQ | ++ | ++ | NQ | NQ | NQ | NQ | ++ |
| 153 | DORIE MILLER ACADEMY | Academically Acceptable | ++ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 155 | NEAL EL | Recognized | ++ | NQ | ++ | NQ | ++ | ++ | ++ | ++ |
| 156 | NELSON EL | Recognized | NQ | NQ | ++ | NQ | NQ | ++ | ++ | NQ |
| 157 | OGDEN EL | Academically Acceptable | ++ | ++ | ++ | NQ | NQ | NQ | NQ | NQ |
| 158 | PERSHING EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | ++ | ++ | ++ |
| 159 | PFEIFFER ACADEMY | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | ++ | NQ | NQ |
| 160 | RIVERSIDE PARK ACADEMY | Academically Acceptable | ++ | ++ | NQ | NQ | NQ | NQ | NQ | NQ |
| 161 | ROGERS EL | Recognized | NQ | NQ | ++ | NQ | ++ | NQ | NQ | NQ |
| 162 | DAVID BARKLEY/FRANCISCO RUIZ E | Academically Acceptable | ++ | NQ | NQ | NQ | NQ | NQ | NQ | ++ |
| 164 | SCHENCK EL | Academically Acceptable | NQ | ++ | NQ | NQ | NQ | NQ | NQ | NQ |
| 165 | SMITH EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | ++ | ++ | ++ |
| 167 | STEELE EL | Academically Acceptable | NQ | ++ | ++ | NQ | NQ | NQ | NQ | NQ |
| 168 | P F STEWART EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 169 | STORM EL | Academically Acceptable | NQ | NQ | ++ | NQ | NQ | NQ | NQ | NQ |
| 170 | WM B TRAVIS EL | Recognized | NQ | NQ | ++ | NQ | NQ | ++ | ++ | NQ |
| 171 | TYNAN EL | Academically Acceptable | NQ | NQ | NQ | NQ | ++ | NQ | NQ | NQ |
| 172 | WASHINGTON EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 173 | W W WHITE EL | Academically Unacceptable | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 174 | WILSON EL | Recognized | ++ | ++ | ++ | ++ | NQ | NQ | NQ | NQ |
| 175 | WOODLAWN EL | Academically Acceptable | NQ | ++ | NQ | NQ | NQ | NQ | NQ | NQ |
| 176 | WOODLAWN HILLS EL | Academically Acceptable | NQ | ++ | ++ | NQ | NQ | NQ | NQ | NQ |
| 179 | HAWTHORNE PK-8 ACADEMY | Recognized | ++ | ++ | ++ | ++ | ++ | ++ | NQ | NQ |
| 180 | GONZALES ACHIEVEMENT CTR | Not Rated: Other | | | | | | | | |
| 182 | HEALY-MURPHY | AEA: Academically Acceptable | | | | | | | | |
| 184 | CHRISTUS SANTA ROSA | AEA: Academically Acceptable | | | | | | | | |
| 186 | SEIDEL LEARNING CENTER | Not Rated: Other | | | | | | | | |
| 191 | GIRLS AND BOYS TOWN SHELTER OF | AEA: Academically Acceptable | | | | | | | | |
| 194 | ROY MAAS YOUTH ALTERNATIVES/TH | AEA: Academically Acceptable | | | | | | | | |
| 195 | JUVENILE DETENT CTR | AEA: Not Rated - Other | | | | | | | | |
| 201 | CHILDREN'S SHELTER OF SA | AEA: Academically Acceptable | | | | | | | | |
| 202 | HEALY MURPHY PK | Not Rated: Other | | | | | | | | |
| 203 | GONZALES CENTER | AEA: Academically Acceptable | | | | | | | | |

Gold Performance Acknowledgment Key:

++ = Acknowledged
NQ = Does Not Qualify

Total Count = 106

[2006 Accountability Manual](#)
[2006 Accountability](#)
[Performance Reporting](#)
[TEA Home](#)

[Performance Reporting](#) | [TEA Home](#)

This request took 0.19 seconds of real time (v9.4 build 1509).

October 2007

TEXAS EDUCATION AGENCY
2007 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

PAGE 1

DISTRICT NAME: SAN ANTONIO
CAMPUS NAME: ROGERS MIDDLE
CAMPUS NUMBER: 015907057Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine ratings are highlighted in BLUE.
Academically Acceptable standards are shown in parentheses.
Grade 8 science results are not included because they are not used in the 2007 accountability system.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| | ----- 2007 ----- | | | | ----- 2006 ----- | | | | Required Improvement ----- | | |
|----------------------|------------------|---------------|-------------|-----------|------------------|---------------|-------------|--------------|----------------------------|----|---------|
| Performance Results | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? |
| Reading/ELA (65%) | | | | | | | | | | | |
| All Students | 469 | 564 | 83% | 100% | 422 | 580 | 73% | | 10 | | |
| African Amer | 28 | 32 | 88% | 6% | 20 | 27 | 74% | | 14 | | |
| Hispanic | 392 | 478 | 82% | 85% | 348 | 489 | 71% | | 11 | | |
| White | 48 | 53 | 91% | 9% | 54 | 64 | 84% | | 7 | | |
| Econ Disadv | 422 | 511 | 83% | 91% | 395 | 543 | 73% | | 10 | | |
| Writing (65%) | | | | | | | | | | | |
| All Students | 138 | 153 | 90% | 100% | 171 | 209 | 82% | | 8 | | |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | |
| Hispanic | 114 | 127 | 90% | 83% | 144 | 181 | 80% | | 10 | | |
| White | * | * | 89% | * | * | * | 94% | | -5 | | |
| Econ Disadv | 118 | 132 | 89% | 86% | 166 | 202 | 82% | | 7 | | |
| Social Studies (65%) | | | | | | | | | | | |
| All Students | 176 | 204 | 86% | 100% | 160 | 210 | 76% | | 10 | | |
| African Amer | * | * | > 99% | * | * | * | 89% | | * | | |
| Hispanic | 146 | 173 | 84% | 85% | 131 | 176 | 74% | | 10 | | |
| White | * | * | 94% | * | 21 | 25 | 84% | | 10 | | |
| Econ Disadv | 168 | 195 | 86% | 96% | 152 | 202 | 75% | | 11 | | |
| Mathematics (45%) | | | | | | | | | | | |
| All Students | 319 | 564 | 57% | 100% | 263 | 579 | 45% | Yes | 12 | ** | No |
| African Amer | 18 | 32 | 56% | 6% | 10 | 28 | 36% | | 20 | | |
| Hispanic | 268 | 478 | 56% | 85% | 218 | 487 | 45% | Yes | 11 | ** | No |
| White | 32 | 53 | 60% | 9% | 35 | 64 | 55% | Yes | 5 | ** | No |
| Econ Disadv | 290 | 513 | 57% | 91% | 240 | 540 | 44% | Yes | 13 | ** | No |
| Science (40%) | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | |
| African Amer | * | * | * | * | * | * | * | | * | | |
| Hispanic | * | * | * | * | * | * | * | | * | | |
| White | * | * | * | * | * | * | * | | * | | |
| Econ Disadv | * | * | * | * | * | * | * | | * | | |

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

| | ----- 2007 ----- | | | | ----- 2006 ----- | | | | Required Improvement ----- | | |
|-----------------------|------------------|---------|-------------|-----------|------------------|---------|-------------|--------------|----------------------------|----|---------|
| SDAA II Results (50%) | # Tests Met ARD | # Tests | Pct Met ARD | Stu Grp % | # Tests Met ARD | # Tests | Pct Met ARD | Met Min Size | Act Chg | RI | Met RI? |
| All Students | 134 | 153 | 88% | 100% | 149 | 195 | 76% | | 12 | | |

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2006? | Exceptions Applied |
|--------------------------|-------------------|------------------|------------------|-------------------------|--------------------|
| 15 | N/A | N/A | N/A | N/A | N/A |

October 2007

TEXAS EDUCATION AGENCY
2007 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

PAGE 2

DISTRICT NAME: SAN ANTONIO
CAMPUS NAME: ROGERS MIDDLE
CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine ratings are highlighted in BLUE.
Academically Acceptable standards are shown in parentheses.
Grade 8 science results are not included because they are not used in the 2007 accountability system.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

| | ----- Class of 2006 ----- | | | | | --- Class of 2005 --- | | | Required Improvement ----- | | | |
|--------------|---------------------------|---------------|---------------|--------------|-----------------|-----------------------|---------------|--------------|----------------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

| | ----- 2005-06 ----- | | | |
|--------------|---------------------|------------------|-----------------|-----------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % |
| All Students | 4 | 607 | 0.7% | 100% |
| African Amer | 1 | 39 | 2.6% | 6% |
| Hispanic | 3 | 507 | 0.6% | 84% |
| White | 0 | 58 | 0.0% | 10% |
| Econ Disadv | 4 | 553 | 0.7% | 91% |

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

October 2007

TEXAS EDUCATION AGENCY
2007 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

PAGE 3

DISTRICT NAME: SAN ANTONIO
CAMPUS NAME: ROGERS MIDDLE
CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in BLUE.
Special formats ('*') are used to protect student confidentiality.

Advanced Course/Dual Enrollment Completion (2005-06): NOT APPLICABLE

| Student Groups | Number w/Credit for an Advanced Course | Number w/Credit for Any Course | Student Group Percent | Percent w/Credit for Advanced Courses |
|----------------------------|---|---|-----------------------------|--|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

Advanced Courses data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

AP/IB Results (2005-06): NOT APPLICABLE

| Student Groups | Number Taking AP and/ or IB | Number of 11th and 12th Graders | Student Group Percent | Percent Taking AP and/ or IB | Number Scoring at or Above Criterion | Number Taking AP and/ or IB | Percent Scoring at or Above Criterion |
|------------------|--------------------------------------|--|-----------------------------|---------------------------------------|--|--------------------------------------|---|
| All Students | - | - | - | - | - | - | - |
| African American | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - |

AP/IB Results data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Attendance Rate (2005-06): DOES NOT QUALIFY

| Student Groups | Total Days Present | Total Days Absent + Total Days Present | Student Group Percent | Attendance Rate |
|----------------------------|-----------------------|---|-----------------------------|--------------------|
| All Students | 119,411 | 126,756 | 100% | 94.2% |
| African American | 6,651 | 7,128 | 6% | 93.3% |
| Hispanic | 99,109 | 105,292 | 83% | 94.1% |
| White | 13,525 | 14,164 | 11% | 95.5% |
| Economically Disadvantaged | 109,088 | 115,719 | 91% | 94.3% |

Attendance Rate standard for your acknowledgment is 96.0%.

Commended on Reading/ELA: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 133 | 564 | 100% | 24% |
| African American | 11 | 32 | 6% | 34% |
| Hispanic | 101 | 478 | 85% | 21% |
| White | 21 | 53 | 9% | 40% |
| Economically Disadvantaged | 117 | 511 | 91% | 23% |

Reading includes second administration results for students tested at the same campus.

Special formats ('*') are used to protect student confidentiality.

Commended on Mathematics: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 51 | 564 | 100% | 9% |
| African American | * | 32 | 6% | 6% |
| Hispanic | 40 | 478 | 85% | 8% |
| White | 8 | 53 | 9% | 15% |
| Economically Disadvantaged | 43 | 513 | 91% | 8% |

Mathematics includes second administration results for students tested at the same campus.

Commended on Writing: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 30 | 153 | 100% | 20% |
| African American | * | * | * | 25% |
| Hispanic | 24 | 127 | 83% | 19% |
| White | 4 | * | * | 22% |
| Economically Disadvantaged | 26 | 132 | 86% | 20% |

Commended on Science: NOT APPLICABLE

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | * | * | * | * |
| African American | * | * | * | * |
| Hispanic | * | * | * | * |
| White | * | * | * | * |
| Economically Disadvantaged | * | * | * | * |

Science data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Commended on Social Studies: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 48 | 204 | 100% | 24% |
| African American | 4 | * | * | 29% |
| Hispanic | 37 | 173 | 85% | 21% |
| White | 7 | * | * | 41% |
| Economically Disadvantaged | 48 | 195 | 96% | 25% |

Comparable Improvement: DOES NOT QUALIFY

| | Total Number of Matched Students | Quartile |
|-------------|-------------------------------------|----------|
| Reading/ELA | 507 | Q2 |
| Math | 505 | Q2 |

[Link to the 2007 Comparable Improvement Report](#)

DISTRICT NAME: SAN ANTONIO
 CAMPUS NAME: ROGERS MIDDLE
 CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
 Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in BLUE.
 Special formats ('*') are used to protect student confidentiality.

Recommended High School Program (RHSP)/DAP (Class of 2006): NOT APPLICABLE

| Student Groups | Rec. HS Pgm. Graduates | Total Graduates | Student Group Percent | Percent Completing Rec. HS Pgm. |
|----------------------------|------------------------------|--------------------|-----------------------------|--|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

The count of RHSP graduates includes Distinguished Achievement Program (DAP) graduates.

Recommended H.S. Program data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

SAT/ACT Results (Class of 2006): NOT APPLICABLE

| Student Groups | Number Taking SAT and/ or ACT | Number of Non-Special Education Graduates | Student Group Percent | Percent Taking SAT and/ or ACT | Number Scoring at or Above Criterion | Number Taking SAT and/ or ACT | Percent Scoring at or Above Criterion |
|------------------|--|--|-----------------------------|---|--|--|---|
| All Students | - | - | - | - | - | - | - |
| African American | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - |

SAT/ACT data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) ELA: NOT APPLICABLE

| Student Groups | Number Scoring at or Above Standard | Number Taking Exit-level ELA | Student Group Percent | Percent Scoring at or Above Standard |
|----------------------------|--|---------------------------------------|-----------------------------|---|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

TSI ELA data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) Mathematics: NOT APPLICABLE

| Student Groups | Number Scoring at or Above Standard | Number Taking Exit-level Mathematics | Student Group Percent | Percent Scoring at or Above Standard |
|----------------------------|--|---|-----------------------------|---|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

TSI Mathematics data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

[Explanation of Masking Rules](#)
[2007 Accountability Manual](#)
[2007 Accountability](#)
[Performance Reporting](#)
[TEA Home](#)

[Performance Reporting](#) | [TEA Home](#)

This request took 1.64 seconds of real time (v9.4 build 1509).

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2007 DISTRICT ACCOUNTABILITY SUMMARY

District Name Links to the Accountability Data Table

DISTRICT NAME: [SAN ANTONIO ISD](#)
 DISTRICT NUMBER: 015907
 ACCOUNTABILITY RATING: Academically Acceptable
 GOLD PERFORMANCE ACKNOWLEDGMENTS: NONE

SUMMARY

ACCOUNTABILITY RATINGS

----- GOLD PERFORMANCE ACKNOWLEDGMENTS -----

| CAMPUS RATING: | NUMBER OF SCHOOLS | ACKNOWLEDGMENT: | NUMBER OF SCHOOLS | ACKNOWLEDGMENT (CONT'D): | NUMBER OF SCHOOLS |
|--------------------------------|-------------------------|------------------|-------------------------|--------------------------|-------------------------|
| EXEMPLARY | 2 | ADVANCED COURSES | 0 | COMMENDED READING | 26 |
| RECOGNIZED | 25 | AP/IB | 0 | COMMENDED MATH | 22 |
| ACADEMICALLY ACCEPTABLE | 58 | ATTENDANCE | 14 | COMMENDED WRITING | 27 |
| ACADEMICALLY UNACCEPTABLE | 3 | RHSP | 5 | COMMENDED SCIENCE | 26 |
| AEA: ACADEMICALLY ACCEPTABLE | 11 | SAT/ACT | 0 | COMMENDED SOCIAL STUDIES | 15 |
| AEA: ACADEMICALLY UNACCEPTABLE | 0 | TSI ELA | 2 | CI: Reading/ELA | 20 |
| AEA: NOT RATED - OTHER | 0 | TSI MATH | 0 | CI: Math | 30 |
| NOT RATED: OTHER | 7 | | | | |
| TOTAL | 106 | | | | |

Campus Name Links to the Accountability Data Table

CAMPUS LIST (in campus number order)

| | | CAMPUS | RATING | GOLD PERFORMANCE ACKNOWLEDGMENTS | | | | | | | | | | | | | |
|-----|--|---|------------------------------|-------------------------------------|------|------|--------------|--------------|--------------|--------------|--------------|------------|------------|------|------------|------------|--------|
| | | | | ADV | APIB | ATTD | COMM READ | COMM MATH | COMM WRIT | COMM SCIE | COMM SSTD | CI READ | CI MATH | RHSP | SAT ACT | TSI ELA | T M |
| 001 | | BRACKENRIDGE H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | ++ | NQ | ++ | NQ | ++ | |
| 002 | | BURBANK H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ | NQ | NQ | ++ | NQ | ++ | |
| 003 | | EDISON H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ | NQ | NQ | ++ | NQ | NQ | |
| 004 | | FOX TECHNICAL H S | Academically Unacceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | NQ | NQ | NQ | NQ | |
| 005 | | HIGHLANDS H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ | NQ | NQ | NQ | NQ | NQ | |
| 006 | | HOUSTON H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | ++ | NQ | NQ | NQ | |
| 007 | | JEFFERSON H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ | ++ | NQ | ++ | NQ | NQ | |
| 008 | | LANIER H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | ++ | ++ | ++ | NQ | NQ | |
| 010 | | ESTRADA ACHIEVEMENT CTR | Not Rated: Other | | | | | | | | | | | | | | |
| 011 | | ESTRADA CENTER | AEA: Academically Acceptable | | | | | | | | | | | | | | |
| 014 | | NAVARRO ACADEMY | AEA: Academically Acceptable | | | | | | | | | | | | | | |
| 020 | | JJA | Not Rated: Other | | | | | | | | | | | | | | |
| 021 | | NIGHT SCHOOL | Not Rated: Other | | | | | | | | | | | | | | |
| 041 | | CONNELL MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | | NQ | NQ | NQ | | | | |
| 042 | | COOPER MIDDLE | Academically Acceptable | | | NQ | NQ | NQ | ++ | | NQ | NQ | ++ | | | | |
| 043 | | DAVIS MIDDLE | Academically Acceptable | | | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | | | | |
| 046 | | WHEATLEY MIDDLE | Academically Unacceptable | | | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | | | | |
| 047 | | HARRIS MIDDLE | Academically Acceptable | | | NQ | NQ | NQ | ++ | | NQ | NQ | ++ | | | | |
| 049 | | IRVING MIDDLE | Recognized | | | NQ | ++ | NQ | ++ | | ++ | ++ | ++ | | | | |
| 050 | | LONGFELLOW MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | | ++ | NQ | NQ | | | | |
| 051 | | LOWELL MIDDLE | Academically Acceptable | | | ++ | ++ | NQ | NQ | | NQ | NQ | NQ | | | | |
| 052 | | HORACE MANN ACADEMY | Academically Acceptable | | | NQ | NQ | NQ | NQ | | ++ | NQ | NQ | | | | |
| 053 | | PAGE MIDDLE | Academically Acceptable | | | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | | | | |
| 054 | | POE MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | | NQ | ++ | NQ | | | | |
| 055 | | RHODES MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | | ++ | NQ | NQ | | | | |
| 057 | | ROGERS MIDDLE | Academically Acceptable | | | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | | | | |
| 058 | | TWIN MIDDLE | Academically Acceptable | | | NQ | NQ | NQ | NQ | | ++ | NQ | ++ | | | | |
| 059 | | WHITTIER MIDDLE | Recognized | | | NQ | NQ | NQ | NQ | | ++ | NQ | ++ | | | | |
| 061 | | TAFOLLA MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | ++ | | ++ | NQ | NQ | | | | |
| 063 | | DOROTHY C PICKETT ACADEMY | Not Rated: Other | | | | | | | | | | | | | | |
| 064 | | PICKETT CENTER | AEA: Academically Acceptable | | | | | | | | | | | | | | |
| 101 | | ARNOLD EL | Recognized | | | NQ | ++ | ++ | ++ | ++ | | ++ | ++ | | | | |
| 102 | | AUSTIN ACADEMY | Recognized | | | NQ | ++ | ++ | ++ | NQ | | ++ | NQ | ++ | | | |
| 103 | | CHARLES C BALL EL | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | | | | |
| 105 | | BASKIN ACADEMY | Exemplary | | | NQ | ++ | ++ | ++ | ++ | | NQ | ++ | | | | |
| 106 | | BEACON HILL EL | Exemplary | | | ++ | NQ | ++ | NQ | ++ | | ++ | NQ | | | | |
| 107 | | BONHAM EL | Recognized | | | NQ | ++ | NQ | NQ | NQ | | NQ | NQ | | | | |
| 108 | | JAMES BOWIE EL | Academically Acceptable | | | NQ | NQ | NQ | NQ | ++ | | NQ | NQ | | | | |
| 109 | | HENRY CARROLL ACADEMY | Recognized | | | NQ | NQ | NQ | NQ | ++ | | NQ | NQ | ++ | | | |
| 110 | | J T BRACKENRIDGE ACADEMY | Academically Acceptable | | | ++ | NQ | ++ | NQ | NQ | | NQ | ++ | | | | |
| 111 | | BREWER ACADEMY | Recognized | | | NQ | NQ | NQ | NQ | ++ | | NQ | NQ | | | | |
| 112 | | BRISCOE ACADEMY | Recognized | | | ++ | ++ | ++ | ++ | ++ | | NQ | NQ | | | | |
| 114 | | CAMERON ACADEMY | Academically Acceptable | | | NQ | ++ | NQ | ++ | NQ | | NQ | ++ | ++ | | | |
| 115 | | CARVAJAL EL | Academically Unacceptable | | | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | | | | |
| 116 | | COLLINS GARDEN EL | Recognized | | | NQ | NQ | ++ | NQ | ++ | | NQ | ++ | | | | |
| 117 | | AGNES COTTON EL | Academically Acceptable | | | ++ | NQ | ++ | NQ | NQ | | NQ | NQ | | | | |
| 118 | | DAVID CROCKETT EL | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | | | | |
| 119 | | DOUGLASS ACADEMY | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | | ++ | NQ | | | | |
| 121 | | DE ZAVALA EL | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | | | | |
| 123 | | FENWICK EL | Recognized | | | NQ | ++ | ++ | NQ | ++ | | NQ | NQ | | | | |
| 124 | | MURIEL FORBES EL | Academically Acceptable | | | NQ | ++ | NQ | NQ | NQ | | NQ | NQ | | | | |
| 125 | | FOSTER EL | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | | | | |
| 126 | | FRANKLIN EL | Recognized | | | NO | NO | ++ | ++ | ++ | | ++ | NO | | | | |

| | | | | | | | | | | |
|-----|--|------------------------------|----|----|----|----|----|----|----|----|
| 127 | GATES ACADEMY | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | ++ | ++ | ++ |
| 129 | CHARLES GRAEBNER EL | Recognized | ++ | NQ | ++ | ++ | ++ | | NQ | NQ |
| 131 | ROBERT B GREEN EL | Recognized | NQ | NQ | ++ | ++ | ++ | | NQ | NQ |
| 132 | HEREFF EL | Academically Acceptable | NQ | NQ | NQ | NQ | ++ | | ++ | ++ |
| 134 | HIGHLAND HILLS EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 135 | HIGHLAND PARK EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 136 | HILLCREST EL | Recognized | NQ | ++ | ++ | NQ | ++ | | NQ | ++ |
| 137 | HIRSCH EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ |
| 139 | HUPPERTZ EL | Recognized | ++ | ++ | ++ | NQ | ++ | | ++ | ++ |
| 140 | RODRIGUEZ EL | Recognized | NQ | NQ | NQ | ++ | ++ | | NQ | ++ |
| 141 | ELOISE JAPHET EL | Academically Acceptable | NQ | NQ | ++ | NQ | NQ | | NQ | NQ |
| 142 | M L KING ACADEMY | Recognized | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ |
| 143 | GEORGE E KELLY EL | Academically Acceptable | ++ | NQ | ++ | NQ | NQ | | NQ | ++ |
| 144 | SARAH S KING EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 145 | W J KNOX EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 146 | LAMAR EL | Recognized | NQ | ++ | NQ | ++ | ++ | | NQ | NQ |
| 147 | BOWDEN EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | ++ | NQ |
| 148 | MADISON EL | Academically Acceptable | NQ | NQ | NQ | ++ | NQ | | NQ | NQ |
| 149 | MARGIL EL | Recognized | ++ | ++ | ++ | ++ | ++ | | NQ | NQ |
| 150 | MAVERICK EL | Recognized | NQ | ++ | ++ | ++ | ++ | | NQ | ++ |
| 153 | DORIE MILLER ACADEMY | Academically Acceptable | ++ | NQ | NQ | ++ | ++ | NQ | ++ | ++ |
| 155 | NEAL EL | Recognized | NQ | ++ | NQ | NQ | ++ | | NQ | NQ |
| 156 | NELSON EL | Academically Acceptable | NQ | NQ | NQ | ++ | NQ | | NQ | NQ |
| 157 | OGDEN EL | Academically Acceptable | ++ | NQ | NQ | ++ | NQ | | NQ | NQ |
| 158 | PERSHING EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | ++ | NQ |
| 159 | PFEIFFER ACADEMY | Academically Acceptable | NQ | ++ | NQ | NQ | NQ | ++ | ++ | NQ |
| 160 | RIVERSIDE PARK ACADEMY | Academically Acceptable | NQ | NQ | NQ | NQ | ++ | | NQ | NQ |
| 161 | ROGERS EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 162 | DAVID BARKLEY/FRANCISCO RUIZ E | Academically Acceptable | ++ | NQ | NQ | ++ | NQ | | NQ | NQ |
| 164 | SCHENCK EL | Academically Acceptable | NQ | NQ | NQ | NQ | ++ | | NQ | ++ |
| 165 | SMITH EL | Academically Acceptable | NQ | NQ | NQ | ++ | NQ | | NQ | ++ |
| 167 | STEELE EL | Recognized | NQ | NQ | ++ | ++ | ++ | | NQ | ++ |
| 168 | P F STEWART EL | Recognized | NQ | NQ | NQ | NQ | ++ | | NQ | ++ |
| 169 | STORM ACADEMY | Academically Acceptable | ++ | NQ | NQ | NQ | NQ | | ++ | NQ |
| 170 | WM B TRAVIS EL | Academically Acceptable | NQ | ++ | NQ | NQ | NQ | | ++ | NQ |
| 171 | TYNAN EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ |
| 172 | WASHINGTON EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 173 | W W WHITE EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 174 | WILSON EL | Academically Acceptable | ++ | ++ | ++ | ++ | NQ | | NQ | ++ |
| 175 | WOODLAWN EL | Academically Acceptable | NQ | NQ | ++ | ++ | NQ | | ++ | ++ |
| 176 | WOODLAWN HILLS EL | Recognized | NQ | ++ | NQ | ++ | ++ | | NQ | NQ |
| 179 | HAWTHORNE PK-8 ACADEMY | Recognized | NQ | ++ | ++ | ++ | NQ | ++ | NQ | NQ |
| 180 | GONZALES ACHIEVEMENT CTR | Not Rated: Other | | | | | | | | |
| 182 | HEALY-MURPHY | AEA: Academically Acceptable | | | | | | | | |
| 184 | CHRISTUS SANTA ROSA | AEA: Academically Acceptable | | | | | | | | |
| 186 | SEIDEL LEARNING CENTER | AEA: Academically Acceptable | | | | | | | | |
| 191 | GIRLS AND BOYS TOWN SHELTER OF | AEA: Academically Acceptable | | | | | | | | |
| 194 | ROY MAAS YOUTH ALTERNATIVES/TH | AEA: Academically Acceptable | | | | | | | | |
| 195 | JUVENILE DETENT CTR | AEA: Academically Acceptable | | | | | | | | |
| 201 | CHILDREN'S SHELTER OF SA | AEA: Academically Acceptable | | | | | | | | |
| 202 | HEALY MURPHY PK | Not Rated: Other | | | | | | | | |
| 203 | GONZALES CENTER | AEA: Academically Acceptable | | | | | | | | |
| 214 | NAVARRO PK | Not Rated: Other | | | | | | | | |

Gold Performance Acknowledgment Key:

++ = Acknowledged
NQ = Does Not Qualify

Total Count = 106

[2007 Accountability Manual](#)
[2007 Accountability](#)
[Performance Reporting](#)
[TEA Home](#)

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October 2008

TEXAS EDUCATION AGENCY
2008 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

PAGE 1

DISTRICT NAME: SAN ANTONIO
CAMPUS NAME: ROGERS MIDDLE
CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine ratings are highlighted in BLUE.
Academically Acceptable standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| | 2008 | | | | 2007 | | | | Required Improvement | | |
|----------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|--------------|----------------------|----|---------|
| Performance Results | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? |
| Reading/ELA (70%) | | | | | | | | | | | |
| All Students | 411 | 484 | 85% | 100% | 469 | 564 | 83% | | 2 | | |
| African Amer | 22 | 26 | 85% | 5% | 28 | 32 | 88% | | -3 | | |
| Hispanic | 348 | 414 | 84% | 86% | 392 | 478 | 82% | | 2 | | |
| White | 40 | 43 | 93% | 9% | 48 | 53 | 91% | | 2 | | |
| Econ Disadv | 321 | 388 | 83% | 80% | 422 | 511 | 83% | | 0 | | |
| Writing (65%) | | | | | | | | | | | |
| All Students | 156 | 181 | 86% | 100% | 138 | 153 | 90% | | -4 | | |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | |
| Hispanic | 133 | 158 | 84% | 87% | 114 | 127 | 90% | | -6 | | |
| White | * | * | > 99% | * | * | * | 89% | | * | | |
| Econ Disadv | 125 | 147 | 85% | 81% | 118 | 132 | 89% | | -4 | | |
| Social Studies (65%) | | | | | | | | | | | |
| All Students | 134 | 165 | 81% | 100% | 184 | 234 | 79% | | 2 | | |
| African Amer | * | * | 92% | * | * | * | 88% | | 4 | | |
| Hispanic | 99 | 127 | 78% | 77% | 151 | 197 | 77% | | 1 | | |
| White | * | * | 96% | * | * | * | 90% | | 6 | | |
| Econ Disadv | 98 | 126 | 78% | 76% | 173 | 221 | 78% | | 0 | | |
| Mathematics (50%) | | | | | | | | | | | |
| All Students | 289 | 480 | 60% | 100% | 319 | 564 | 57% | Yes | 3 | ** | No |
| African Amer | 15 | 26 | 58% | 5% | 18 | 32 | 56% | | 2 | | |
| Hispanic | 243 | 412 | 59% | 86% | 268 | 478 | 56% | Yes | 3 | ** | No |
| White | 30 | 41 | 73% | 9% | 32 | 53 | 60% | | 13 | | |
| Econ Disadv | 219 | 385 | 57% | 80% | 290 | 513 | 57% | Yes | 0 | ** | No |
| Science (45%) | | | | | | | | | | | |
| All Students | 76 | 163 | 47% | 100% | 100 | 234 | 43% | Yes | 4 | ** | No |
| African Amer | 6 | 12 | 50% | 7% | 6 | 16 | 38% | | 12 | | |
| Hispanic | 51 | 125 | 41% | 77% | 81 | 198 | 41% | Yes | 0 | 2 | No |
| White | 19 | 25 | 76% | 15% | 13 | 20 | 65% | | 11 | | |
| Econ Disadv | 51 | 124 | 41% | 76% | 97 | 221 | 44% | Yes | -3 | 1 | No |

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2007? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--|
| 15 | 3 | 2 | Yes | No | Science - Hispanic Science - Economically Disadvantaged |

October 2008

PAGE 2

DISTRICT NAME: SAN ANTONIO
 CAMPUS NAME: ROGERS MIDDLE
 CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
 Grade Span: 06 - 08

Analysis groups used to determine ratings are highlighted in **BLUE**.
 Academically Acceptable standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

| ----- Class of 2007 ----- | | | | | --- Class of 2006 --- | | | Required Improvement ----- | | | | |
|---------------------------|-------------------|---------------|---------------|--------------|-----------------------|-------------------|---------------|----------------------------|--------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | | |
| African Amer | - | - | - | - | - | - | - | - | - | - | | |
| Hispanic | - | - | - | - | - | - | - | - | - | - | | |
| White | - | - | - | - | - | - | - | - | - | - | | |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | | |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| ----- 2006-07 ----- | | | | ----- 2005-06 ----- | | | | Required Improvement ----- | | | |
|---------------------|---------------|------------------|-----------------|---------------------|---------------|------------------|-----------------|----------------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | 3 | 534 | 0.6% | 100% | 4 | 607 | 0.7% | | -0.1 | | |
| African Amer | 0 | 32 | 0.0% | 6% | 1 | 39 | 2.6% | | -2.6 | | |
| Hispanic | 2 | 450 | 0.4% | 84% | 3 | 507 | 0.6% | | -0.2 | | |
| White | 1 | 52 | 1.9% | 10% | 0 | 58 | 0.0% | | 1.9 | | |
| Econ Disadv | 1 | 468 | 0.2% | 88% | 4 | 553 | 0.7% | | -0.5 | | |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

October 2008

TEXAS EDUCATION AGENCY

PAGE 3

2008 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: SAN ANTONIO
 CAMPUS NAME: ROGERS MIDDLE
 CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
 Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in **BLUE**.
 Special formats ('*') are used to protect student confidentiality.

Summary of Gold Performance Acknowledgments

Earned 0 acknowledgment(s) out of 8 evaluated.

| | | | |
|------------------|----|--------------------------|----|
| Advanced Courses | | Commended Reading/ELA | NQ |
| AP/IB | | Commended Mathematics | NQ |
| Attendance Rate | NQ | Commended Writing | NQ |
| RHSP/DAP | | Commended Science | NQ |
| SAT/ACT | | Commended Social Studies | NQ |
| CI: Reading/ELA | NQ | TSI ELA | |
| CI: Mathematics | NQ | TSI Mathematics | |

++ = Acknowledged; NQ = Does Not Qualify; Blank = Not Applicable

Advanced Course/Dual Enrollment Completion (2006-07): NOT APPLICABLE

| Student Groups | Number w/Credit for an Advanced Course | Number w/Credit for Any Course | Student Group Percent | Percent w/Credit for Advanced Courses |
|----------------------------|---|---|-----------------------------|--|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

Advanced Courses data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

AP/IB Results (2006-07): NOT APPLICABLE

| Student Groups | Number Taking AP and/ or IB | Number of 11th and 12th Graders | Student Group Percent | Percent Taking AP and/ or IB | Number Scoring at or Above Criterion | Number Taking AP and/ or IB | Percent Scoring at or Above Criterion |
|------------------|--------------------------------------|--|-----------------------------|---------------------------------------|--|--------------------------------------|---|
| All Students | - | - | - | - | - | - | - |
| African American | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - |

AP/IB Results data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Attendance Rate (2006-07): DOES NOT QUALIFY

| Student Groups | Total Days Present | Total Days Absent + Total Days Present | Student Group Percent | Attendance Rate |
|----------------------------|-----------------------|---|-----------------------------|--------------------|
| All Students | 113,682 | 120,554 | 100% | 94.3% |
| African American | 7,069 | 7,414 | 6% | 95.3% |
| Hispanic | 95,791 | 101,791 | 84% | 94.1% |
| White | 10,646 | 11,173 | 9% | 95.3% |
| Economically Disadvantaged | 102,026 | 107,950 | 90% | 94.5% |

Attendance Rate standard for your acknowledgment is 96.0%.

Commended on Reading/ELA: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 116 | 484 | 100% | 24% |
| African American | 8 | 26 | 5% | 31% |
| Hispanic | 94 | 414 | 86% | 23% |
| White | 13 | 43 | 9% | 30% |
| Economically Disadvantaged | 87 | 388 | 80% | 22% |

Reading includes second administration results for Student Success Initiative students tested at the same campus.

Analysis groups used to determine acknowledgment are highlighted in BLUE.
Special formats ('*') are used to protect student confidentiality.

Commended on Mathematics: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 43 | 480 | 100% | 9% |
| African American | * | 26 | 5% | 4% |
| Hispanic | 35 | 412 | 86% | 8% |
| White | 7 | 41 | 9% | 17% |
| Economically Disadvantaged | 31 | 385 | 80% | 8% |

Mathematics includes second administration results for Student Success Initiative students tested at the same campus.

Commended on Writing: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 24 | 181 | 100% | 13% |
| African American | * | * | * | 11% |
| Hispanic | 22 | 158 | 87% | 14% |
| White | * | * | * | 8% |
| Economically Disadvantaged | 16 | 147 | 81% | 11% |

Commended on Science: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 17 | 163 | 100% | 10% |
| African American | * | 12 | 7% | 17% |
| Hispanic | 10 | 125 | 77% | 8% |
| White | 5 | 25 | 15% | 20% |
| Economically Disadvantaged | 11 | 124 | 76% | 9% |

Commended on Social Studies: DOES NOT QUALIFY

| Student Groups | Number Commended | Number Taking | Student Group Percent | Percent Commended |
|----------------------------|---------------------|------------------|-----------------------------|----------------------|
| All Students | 34 | 165 | 100% | 21% |
| African American | 3 | * | * | 25% |
| Hispanic | 24 | 127 | 77% | 19% |
| White | 7 | * | * | 28% |
| Economically Disadvantaged | 22 | 126 | 76% | 17% |

Comparable Improvement: DOES NOT QUALIFY

| | Total Number of Matched Students | Quartile |
|-------------|-------------------------------------|----------|
| Reading/ELA | 448 | Q4 |
| Mathematics | 440 | Q4 |

[Link to the 2008 Comparable Improvement Report](#)

DISTRICT NAME: SAN ANTONIO
CAMPUS NAME: ROGERS MIDDLE
CAMPUS NUMBER: 015907057

Campus Rating: Academically Acceptable
Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in BLUE.
Special formats ('*') are used to protect student confidentiality.

Recommended High School Program (RHSP)/DAP (Class of 2007): NOT APPLICABLE

| Student Groups | Rec. HS Pgm. Graduates | Total Graduates | Student Group Percent | Percent Completing Rec. HS Pgm. |
|----------------------------|------------------------------|--------------------|-----------------------------|--|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

The count of RHSP graduates includes Distinguished Achievement Program (DAP) graduates.

Recommended H.S. Program data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

SAT/ACT Results (Class of 2007): NOT APPLICABLE

| Student Groups | Number Taking SAT and/ or ACT | Number of Non-Special Education Graduates | Student Group Percent | Percent Taking SAT and/ or ACT | Number Scoring at or Above Criterion | Number Taking SAT and/ or ACT | Percent Scoring at or Above Criterion |
|------------------|--|--|-----------------------------|---|--|--|---|
| All Students | - | - | - | - | - | - | - |
| African American | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - |

SAT/ACT data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) ELA: NOT APPLICABLE

| Student Groups | Number Scoring at or Above Standard | Number Taking Exit-level ELA | Student Group Percent | Percent Scoring at or Above Standard |
|----------------------------|--|---------------------------------------|-----------------------------|---|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

TSI ELA data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) Mathematics: NOT APPLICABLE

| Student Groups | Number Scoring at or Above Standard | Number Taking Exit-level Mathematics | Student Group Percent | Percent Scoring at or Above Standard |
|------------------|--|---|-----------------------------|---|
| All Students | - | - | - | - |
| African American | - | - | - | - |
| Hispanic | - | - | - | - |

| | | | | |
|----------------------------|---|---|---|---|
| White | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

TSI Mathematics data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

[Explanation of Masking Rules](#)
[2008 Accountability Manual](#)
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October 2008

2008 DISTRICT ACCOUNTABILITY SUMMARY

District Name Links to the Accountability Data Table

DISTRICT NAME: [SAN ANTONIO ISD](#)
 DISTRICT NUMBER: 015907
 ACCOUNTABILITY RATING: Academically Acceptable
 GOLD PERFORMANCE ACKNOWLEDGMENTS: NONE

SUMMARY

ACCOUNTABILITY RATINGS

----- GOLD PERFORMANCE ACKNOWLEDGMENTS -----

| CAMPUS RATING: | NUMBER OF SCHOOLS | ACKNOWLEDGMENT: | NUMBER OF SCHOOLS | ACKNOWLEDGMENT (CONT'D): | NUMBER OF SCHOOLS |
|----------------------------------|-------------------------|------------------|-------------------------|--------------------------|-------------------------|
| EXEMPLARY | 2 | ADVANCED COURSES | 0 | COMMENDED READING | 24 |
| RECOGNIZED | 34 | AP/IB | 0 | COMMENDED MATH | 24 |
| ACADEMICALLY ACCEPTABLE | 51 | ATTENDANCE | 17 | COMMENDED WRITING | 23 |
| ACADEMICALLY UNACCEPTABLE | 1 | RHSP | 7 | COMMENDED SCIENCE | 27 |
| AEA: ACADEMICALLY ACCEPTABLE | 10 | SAT/ACT | 0 | COMMENDED SOCIAL STUDIES | 19 |
| AEA: ACADEMICALLY UNACCEPTABLE | 0 | TSI ELA | 0 | CI: READING/ELA | 11 |
| AEA: NOT RATED - OTHER | 1 | TSI MATH | 0 | CI: MATH | 14 |
| NOT RATED: OTHER | 6 | | | | |
| NOT RATED: DATA INTEGRITY ISSUES | 0 | | | | |
| TOTAL | 105 | | | | |

Campus Name Links to the Accountability Data Table

CAMPUS LIST (in campus number order)

| CAMPUS | RATING | GOLD PERFORMANCE ACKNOWLEDGMENTS | | | | | | | | | | | | SAT ACT | TSI ELA | T |
|---|------------------------------|-------------------------------------|------|------|--------------|--------------|--------------|--------------|--------------|------------|------------|------|--|------------|------------|----|
| | | ADV | APIB | ATTD | COMM READ | COMM MATH | COMM WRIT | COMM SCIE | COMM SSTD | CI READ | CI MATH | RHSP | | | | |
| 001 BRACKENRIDGE H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | ++ | NQ | ++ | | NQ | NQ | |
| 002 BURBANK H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | NQ | ++ | | NQ | NQ | |
| 003 EDISON H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ | ++ | NQ | ++ | | NQ | NQ | |
| 004 FOX TECHNICAL H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | NQ | ++ | | NQ | NQ | |
| 005 HIGHLANDS H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | NQ | ++ | | NQ | NQ | |
| 006 HOUSTON H S | Academically Unacceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | |
| 007 JEFFERSON H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | |
| 008 LANIER H S | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | NQ | NQ | ++ | | NQ | NQ | |
| 010 ESTRADA ACHIEVEMENT CTR | Not Rated: Other | | | | | | | | | | | | | | | |
| 011 ESTRADA CENTER | AEA: Academically Acceptable | NQ | | NQ | NQ | NQ | | NQ | NQ | | | | | NQ | | NQ |
| 014 NAVARRO ACADEMY | AEA: Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | | | | | NQ | | NQ |
| 020 JJA | Not Rated: Other | | | | | | | | | | | | | | | |
| 041 CONNELL MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | NQ | NQ | NQ | NQ | | | | | |
| 042 COOPER MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | ++ | NQ | ++ | NQ | NQ | | | | | |
| 043 DAVIS MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | NQ | ++ | NQ | NQ | | | | | |
| 046 WHEATLEY MIDDLE | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | ++ | ++ | NQ | | | | | |
| 047 HARRIS MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | NQ | ++ | NQ | NQ | | | | | |
| 049 IRVING MIDDLE | Recognized | | | NQ | ++ | NQ | ++ | NQ | ++ | ++ | NQ | | | | | |
| 050 LONGFELLOW MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | NQ | ++ | NQ | NQ | | | | | |
| 051 LOWELL MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | NQ | ++ | NQ | NQ | | | | | |
| 052 HORACE MANN ACADEMY | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ | | | | | |
| 053 PAGE MIDDLE | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ | | | | | |
| 054 POE MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | ++ | NQ | ++ | NQ | ++ | | | | | |
| 055 RHODES MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | NQ | ++ | NQ | NQ | | | | | |
| 057 ROGERS MIDDLE | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ | | | | | |
| 058 TWIN MIDDLE | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | ++ | NQ | NQ | | | | | |
| 059 WHITTIER MIDDLE | Academically Acceptable | | | NQ | ++ | NQ | NQ | NQ | ++ | NQ | NQ | | | | | |
| 061 TAFOLLA MIDDLE | Recognized | | | NQ | ++ | NQ | ++ | NQ | ++ | NQ | NQ | | | | | |
| 063 DOROTHY C PICKETT ACADEMY | Not Rated: Other | | | | | | | | | | | | | | | |
| 064 PICKETT CENTER | AEA: Academically Acceptable | | | NQ | | | | NQ | NQ | | | | | | | |
| 101 ARNOLD EL | Exemplary | | | NQ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | | | | | |
| 102 AUSTIN ACADEMY | Recognized | | | ++ | ++ | ++ | NQ | ++ | ++ | ++ | ++ | NQ | | | | |
| 103 CHARLES C BALL EL | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | | | | | |
| 105 BASKIN ACADEMY | Exemplary | | | NQ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | NQ | | | | |
| 106 BEACON HILL EL | Recognized | | | ++ | NQ | ++ | NQ | ++ | ++ | ++ | ++ | NQ | | | | |
| 107 BONHAM EL | Academically Acceptable | | | NQ | ++ | NQ | ++ | NQ | ++ | ++ | ++ | NQ | | | | |
| 108 JAMES BOWIE EL | Academically Acceptable | | | NQ | NQ | ++ | NQ | ++ | ++ | NQ | ++ | | | | | |
| 109 HENRY CARROLL ACADEMY | Recognized | | | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ | | | | | |
| 110 J T BRACKENRIDGE ACADEMY | Recognized | | | ++ | ++ | ++ | NQ | ++ | ++ | ++ | ++ | NQ | | | | |
| 111 BREWER EL | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | | NQ | NQ | | | | | |
| 112 BRISCOE ACADEMY | Recognized | | | ++ | ++ | ++ | ++ | ++ | ++ | ++ | ++ | NQ | | | | |
| 114 CAMERON ACADEMY | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | NQ | NQ | NQ | | | | | |
| 115 CARVAJAL EL | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | ++ | ++ | ++ | NQ | | | | |
| 116 COLLINS GARDEN EL | Recognized | | | NQ | NQ | ++ | NQ | ++ | ++ | ++ | ++ | NQ | | | | |
| 117 AGNES COTTON EL | Recognized | | | NQ | NQ | ++ | NQ | ++ | ++ | ++ | ++ | NQ | | | | |
| 118 DAVID CROCKETT EL | Recognized | | | NQ | NQ | NQ | NQ | NQ | ++ | ++ | ++ | NQ | | | | |
| 119 DOUGLASS ACADEMY | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | ++ | ++ | ++ | NQ | | | | |
| 121 DE ZAVALA EL | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | ++ | ++ | ++ | NQ | | | | |
| 123 FENWICK EL | Recognized | | | ++ | NQ | NQ | NQ | ++ | ++ | ++ | ++ | NQ | | | | |
| 124 MURIEL FORBES EL | Academically Acceptable | | | NQ | NQ | ++ | ++ | NQ | ++ | ++ | ++ | NQ | | | | |
| 125 FOSTER EL | Academically Acceptable | | | NQ | NQ | NQ | NQ | NQ | ++ | ++ | ++ | NQ | | | | |
| 126 FRANKLIN EL | Recognized | | | NQ | NQ | ++ | ++ | ++ | ++ | ++ | ++ | NQ | | | | |

| | | | | | | | | | | |
|-----|--|------------------------------|----|----|----|----|----|----|----|-------|
| 127 | GATES ACADEMY | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | ++ | NQ | NQ |
| 129 | CHARLES GRAEBNER EL | Recognized | NQ | NQ | ++ | ++ | ++ | | NQ | NQ |
| 131 | ROBERT B GREEN EL | Recognized | ++ | ++ | ++ | ++ | NQ | | NQ | NQ |
| 132 | HEREFF EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ |
| 134 | HIGHLAND HILLS EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 135 | HIGHLAND PARK EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ |
| 136 | HILLCREST EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 137 | HIRSCH EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 139 | HUPPERTZ EL | Recognized | NQ | NQ | ++ | NQ | ++ | | NQ | ++ |
| 140 | RODRIGUEZ EL | Recognized | NQ | ++ | ++ | NQ | ++ | | NQ | NQ |
| 141 | ELOISE JAPHET EL | Recognized | NQ | ++ | NQ | NQ | NQ | | NQ | NQ |
| 142 | M L KING ACADEMY | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | ++ | NQ | NQ |
| 143 | GEORGE E KELLY EL | Academically Acceptable | ++ | NQ | NQ | ++ | NQ | | NQ | NQ |
| 144 | SARAH S KING EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 145 | W J KNOX EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ |
| 146 | LAMAR EL | Recognized | NQ | ++ | ++ | ++ | ++ | | NQ | NQ |
| 147 | BOWDEN EL | Recognized | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 148 | MADISON EL | Recognized | NQ | NQ | NQ | ++ | ++ | | NQ | NQ |
| 149 | MARGIL EL | Recognized | ++ | NQ | ++ | ++ | ++ | | NQ | NQ |
| 150 | MAVERICK EL | Recognized | NQ | ++ | ++ | ++ | ++ | | NQ | NQ |
| 153 | DORIE MILLER ACADEMY | Academically Acceptable | ++ | NQ | NQ | ++ | NQ | ++ | NQ | NQ |
| 155 | NEAL EL | Recognized | NQ | NQ | ++ | NQ | ++ | | NQ | ++ |
| 156 | NELSON EL | Recognized | NQ | NQ | NQ | ++ | NQ | | NQ | NQ |
| 157 | OGDEN EL | Recognized | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 158 | PERSHING EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 159 | PFEIFFER ACADEMY | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | ++ | NQ | ++ |
| 160 | RIVERSIDE PARK ACADEMY | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 161 | ROGERS EL | Recognized | NQ | NQ | ++ | NQ | ++ | | NQ | NQ |
| 162 | DAVID BARKLEY/FRANCISCO RUIZ E | Recognized | ++ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 164 | SCHENCK EL | Recognized | NQ | NQ | NQ | NQ | ++ | | NQ | NQ |
| 165 | SMITH EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 167 | STEELE EL | Recognized | NQ | NQ | NQ | NQ | ++ | | NQ | NQ |
| 168 | P F STEWART EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 169 | STORM ACADEMY | Recognized | ++ | NQ | NQ | NQ | ++ | | NQ | NQ |
| 170 | WM B TRAVIS EL | Recognized | NQ | NQ | ++ | NQ | ++ | | NQ | NQ |
| 171 | TYNAN EL | Academically Acceptable | NQ | NQ | NQ | ++ | NQ | | NQ | NQ |
| 172 | WASHINGTON EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | ++ |
| 173 | W W WHITE EL | Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 174 | WILSON EL | Recognized | NQ | NQ | ++ | ++ | ++ | | NQ | NQ |
| 175 | WOODLAWN EL | Academically Acceptable | ++ | NQ | NQ | NQ | NQ | | NQ | NQ |
| 176 | WOODLAWN HILLS EL | Recognized | NQ | ++ | ++ | ++ | ++ | | NQ | ++ |
| 179 | HAWTHORNE PK-8 ACADEMY | Recognized | NQ | ++ | ++ | ++ | NQ | ++ | ++ | NQ |
| 180 | GONZALES ACHIEVEMENT CTR | Not Rated: Other | | | | | | | | |
| 182 | HEALY-MURPHY | AEA: Academically Acceptable | NQ | NQ | NQ | NQ | NQ | | ++ | NQ NQ |
| 184 | CHRISTUS SANTA ROSA | AEA: Academically Acceptable | | | ++ | | | | | |
| 186 | SEIDEL LEARNING CENTER | AEA: Academically Acceptable | | NQ | ++ | | | | | |
| 191 | GIRLS AND BOYS TOWN SHELTER OF | AEA: Academically Acceptable | | NQ | ++ | | | | | |
| 194 | ROY MAAS YOUTH ALTERNATIVES/TH | AEA: Academically Acceptable | | NQ | ++ | | | | | |
| 195 | JUVENILE DETENT CTR | AEA: Not Rated - Other | | | | | | | | |
| 201 | CHILDREN'S SHELTER OF SA | AEA: Academically Acceptable | | ++ | | | | | | |
| 202 | HEALY MURPHY PK | Not Rated: Other | | | | | | | | |
| 203 | GONZALES CENTER | AEA: Academically Acceptable | | NQ | | | NQ | | | |
| 214 | NAVARRO PK | Not Rated: Other | | | | | | | | |

Gold Performance Acknowledgment Key:

++ = Acknowledged
NQ = Does Not Qualify

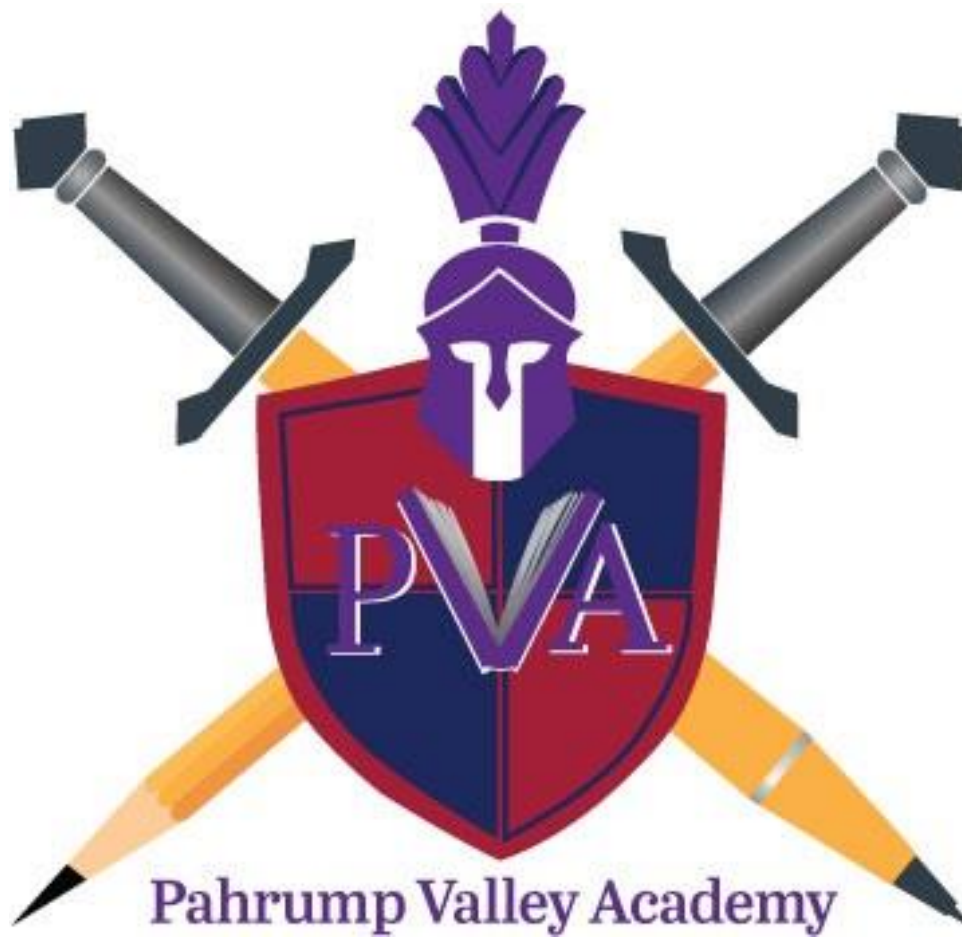
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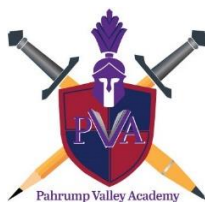
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Attachment 4



Competencies Used for School Leader Selection

Attachment 4



PVA Core Leader Competencies

Leadership competencies are those prowess, masteries, and expertise that elevate a member of an organization to the level of the organization's leadership. They are born not only of the skillsets, but also of the motivations and attitudes that affect the behavior of a leader.

For the purposes of establishing leadership competencies, Pahrump Valley Academy acknowledges, first and foremost, the necessity for a leader to passionately and zealously emulate that which the leadership intends to promote. When a leader leads west-wards, he or she can't expect his or her following to arrive at an eastern local, nor vise-versa...Hence, at PVA, our leaders lead by role modeling, passionately and zealously committed to those values they promote.

The values of PVA are here forth are first stated, then explored, and finally interpreted as core leadership competencies.

PVA Values: **REACH**

The term REACH is explored in its linguistic construct and found to represent 5 values significant to the culture of success, in which PVA culture is founded.

Respect

Enthusiasm

Achievement

Citizenship

Hard work

For the purposes of their application to leadership competencies, the values of REACH are

further interpreted as constructs of leadership.

Respect: A PVA leader carries his/her person with optimal respect for his or her self and environment. Having chosen a career in educational leadership, hence, having committed one's resources of time, energy, and intellect to the promotion of education, a PVA leader also bears in his or her belief system true and undeniable esteem for education. This respect for self, environment, and education emulates through the interactions of the leader with all he or she leads and establishes a model for them.

Enthusiasm: A PVA leader approaches every phenomena passionately and zealously as a learning and teaching opportunity, and as an opportunity to seek and develop new talents. He or she passionately explores every occasion as a new teaching and learning prospect, leading to a new opportunity to inspire and to lead.

Achievement: A PVA leader meets and exceeds those standards set by the state of Nevada and by the federal government for educational leaders, as established through the relevant licensure benchmarks. Additionally, he or she communicates all ideas and concepts with mastery and eloquence demonstrated in masterful manipulation of all relevant modes of communication, be they English Language, the language of numbers, or that of technology. To this end, a PVA leader will rise to an accomplished leader and an equally accomplished communicator, with technical mastery, mathematical and strategic mastery, and mastery over the English Language.

Citizenship: A PVA leader demonstrates the highest and most constant knowledge of, and esteem for all Federal and State Laws and School Rules, establishing for all he or she leads that Citizenship is to be embedded in our daily lives. Moreover, he or she continuously strives to develop his or her self professionally, socially, and personally.

Hard work: A PVA leader commits whole heartedly and without any reservations to the implementation of all school's goals, short term and long term, with the understanding that the opportunity to serve others is a privilege and not a task. He or she courageously

embraces every opportunity to become a greater contributor to the school, to the community, and to the world.

A PVA Leader will **REACH** for excellence and mastery in all tasks, while purposefully pursuing the promotion of teaching, learning, and an educational environment with Honor, Nobility, and Integrity.

Pahrump Valley Academy

Formal Teacher Assessment



Based on Danielson Framework

Attachment 5

Domain 1: Planning and Preparation

| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
|--|---|---|---|---|--------|
| 1a: Demonstrating Knowledge of Content and Pedagogy | <p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> | <p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p> | <p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p> | <p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p> | |
| Critical Attributes | <p><i>The teacher makes content errors.</i></p> <ul style="list-style-type: none"> <i>The teacher does not consider prerequisite relationships when planning.</i> <i>The teacher's plans use inappropriate strategies for the discipline.</i> | <p><i>The teacher's understanding of the discipline is rudimentary.</i></p> <p><i>The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</i></p> <p><i>Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</i></p> | <p><i>The teacher can identify important concepts of the discipline and their relationships to one another.</i></p> <p><i>The teacher provides clear explanations of the content.</i></p> <p><i>The teacher answers students' questions accurately and provides feedback that furthers their learning.</i></p> <p><i>Instructional strategies in unit and lesson plans are entirely suitable to the content.</i></p> | <p>In addition to the characteristics of "proficient,"</p> <p><i>The teacher cites intra- and interdisciplinary content relationships.</i></p> <p><i>The teacher plans demonstrate awareness of possible student misconceptions and how they can be addressed.</i></p> <p><i>The teacher's plans reflect recent developments in content-related pedagogy. Students are asked to utilize primary source documents to evaluate the accuracy of recent developments.</i></p> | |
| Possible Examples | <p><i>The teacher says, "The official language of Brazil is Spanish, just like other South American countries."</i></p> <ul style="list-style-type: none"> <i>The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."</i> <p><i>The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.</i></p> | <p><i>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</i></p> <p><i>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</i></p> <p><i>The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, and test on Friday.</i></p> | <p><i>The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</i></p> <p><i>The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurements.</i></p> <p><i>The teacher plans to expand a unit on civics by having students simulate a court trial.</i></p> | <p><i>In a unit on 19th century literature, the teacher incorporates information about the history of the same period using primary source documents.</i></p> <p><i>Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.</i></p> <p><i>A teacher reviews the various planets and the most recent scientific publishings. Historical scientific publishings are also reviewed to evaluate the scientific findings over time.</i></p> | |

| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
|--|--|---|--|---|--------|
| 1b: Demonstrating Knowledge of Students | Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students. | |
| Critical Attributes | <ul style="list-style-type: none"> - <i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i> - <i>Teacher does not try to ascertain varied ability levels among students in the class.</i> - <i>Teacher is not aware of student interests or cultural heritages.</i> - <i>Teacher takes no responsibility to learn about students' medical or learning disabilities.</i> | <ul style="list-style-type: none"> - <i>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</i> - <i>Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."</i> - <i>The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</i> - <i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i> | <ul style="list-style-type: none"> - <i>The teacher knows, for groups of students, their levels of cognitive development</i> - <i>The teacher is aware of the different cultural groups in the class.</i> - <i>The teacher has a good idea of the range of interests of students in the class.</i> - <i>The teacher has identified "high," "medium," and "low" groups of students within the class.</i> - <i>The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.</i> - <i>The teacher is aware of the special needs represented by students in the class.</i> | <ul style="list-style-type: none"> - <i>In addition to the characteristics of "proficient,"</i> - <i>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</i> - <i>Student groups are fluid based on mastery of lesson content.</i> - <i>The teacher seeks out information about their cultural heritage from all students.</i> - <i>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i> | |

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| Possible Examples | <p><i>The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.</i></p> <p><i>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</i></p> <p><i>The teacher plans to teach his class Christmas carols, and does not take into consideration teaching songs related to the four religions represented amongst his students.</i></p> | <p><i>The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</i></p> <p><i>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</i></p> <p><i>Lesson plans make only peripheral reference to students' interests.</i></p> <p><i>The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</i></p> | <p><i>The teacher creates an assessment of students' levels of cognitive development.</i></p> <p><i>The teacher examines students' previous year's data to ascertain the proficiency levels of groups of students in the class.</i></p> <p><i>The teacher administers a student interest survey at the beginning of the school year.</i></p> <p><i>The teacher plans activities based on student interests.</i></p> <p><i>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</i></p> <p><i>The teacher plans to review the World's major religions according to the Core Knowledge sequence the time of Christmas.</i></p> <p><i>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</i></p> <p><i>Accommodation and modifications for all applicable students are listed in the teacher's lesson plan.</i></p> <p><i>The teacher groups students appropriately based upon their mastery of the content presented in the lesson.</i></p> | <p><i>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</i></p> <p><i>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</i></p> <p><i>The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</i></p> <p><i>The teacher regularly uses differentiated assessment materials for several students with learning disabilities.</i></p> |
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| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
|--|---|---|--|---|--------|
| 1c: Setting Instructional Essential questions | Essential questions are not posted, referred to and/or represent low expectations for students. Essential questions do not reflect the important learning in the discipline. Essential questions are stated as activities, rather than as student learning. Essential questions reflect only one type of learning and only one discipline or strand, and are suitable for only some students. Leadership language is not represented in any learning objective | Essential questions represent moderately high expectations and rigor and were referred to at the beginning and end of the lesson. Some reflect important learning in the discipline, and consist of a combination of skills, content, and activities. Essential questions reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the Essential questions are suitable for most of the students in the class based on global assessments of student learning. Leadership language is present in very few of the essential questions. | Most essential questions represent rigorous and important learning in the discipline. The Essential questions were referred to throughout the lesson and were used to assess student learning. All the instructional Essential questions are clear, written in the form of student learning, and suggest viable methods of assessment. Essential questions reflect several different types of learning and opportunities for coordination. Essential questions take into account the varying needs of groups of students. Leadership language is integrated into some of the essential questions. | All Essential questions represent rigorous and important learning in the discipline. Essential questions are referred to throughout the lesson and the students are asked to define the vocabulary within the objective. The essential questions are clear, written in the form of student learning, and permit viable methods of assessment. Essential questions reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Essential questions take into account the varying needs of individual students. Leadership language is clearly and seamlessly integrated into all/most essential questions. | |
| Critical Attributes | <p><i>Essential questions were not posted or</i></p> <p><i>Essential questions lack rigor.</i></p> <p><i>Essential questions do not represent important learning in the discipline.</i></p> <p><i>Essential questions are not clear or are stated as activities.</i></p> <p><i>Essential questions are not suitable for many students in the class.</i></p> <p><i>Opportunities to incorporate leadership are completely missed.</i></p> <p><i>It is evident that the students talk little if ever about leadership during class.</i></p> | <p><i>Essential questions represent a mixture of low expectations and rigor.</i></p> <p><i>Some essential questions reflect important learning in the discipline.</i></p> <p><i>The objective was used to introduce and summarize the lesson.</i></p> <p><i>Essential questions are suitable for most of the class.</i></p> <p><i>Some of the objective may contain leadership language within.</i></p> <p><i>Leadership essential questions are completed separately from core instruction.</i></p> | <p><i>Essential questions represent high expectations and rigor.</i></p> <p><i>Essential questions are related to “big ideas” of the discipline.</i></p> <p><i>Essential questions are written in terms of what students will learn rather than do.</i></p> <p><i>Essential questions were used to introduce the lesson, assess student learning throughout the lesson, and to summarize the big ideas at the end of the lesson.</i></p> <p><i>Essential questions are suitable to groups of students in the class, differentiated where necessary.</i></p> <p><i>Some of the essential questions have leadership consciously built into them.</i></p> | <p>In addition to the characteristics of “proficient,”</p> <p><i>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i></p> <p><i>Teacher connects essential questions to previous and future learning</i></p> <p><i>Essential questions are differentiated to encourage individual students to take educational risks.</i></p> <p><i>Vocabulary within the objective is defined by the students.</i></p> <p><i>Teacher plans integration of leadership in all/most other lessons.</i></p> <p><i>Integration of the essential questions throughout the lesson is natural.</i></p> <p><i>Essential questions are utilized to enhance the lesson and increase learning.</i></p> | |

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| Possible Examples | <p><i>Objective is not posted and/or stated.</i></p> <p><i>A learning outcome for a fourth grade class is to make a poster illustrating a poem.</i></p> <p><i>All the essential questions for a ninth grade history class are factual knowledge.</i></p> <p><i>The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles.</i></p> <p><i>Despite having a number of ELL students in the class, the Essential questions state that all writing must be grammatically correct.</i></p> <p><i>If asked, students cannot name or describe the 7 habits and classroom jobs were never assigned or used.</i></p> <p><i>The students cannot give examples of leadership within their class.</i></p> | <p><i>Essential questions consist of understanding the relationship between addition and multiplication and memorizing facts.</i></p> <p><i>The essential questions are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students struggle.</i></p> <p><i>The teacher introduced the lesson by stating the essential questions. The essential questions were not connected to previous learning. The essential questions were then revisited at the end of the lesson to summarize the lesson.</i></p> <p><i>Leadership essential questions are completed each week on the same day and time and never brought into other lessons.</i></p> | <p><i>One of the essential questions is for students to answer “What aesthetics existed in 18th century English poetry?”</i></p> <p><i>The essential questions for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</i></p> <p><i>The teacher reviews the project expectations and modifies some essential questions to be in line with students’ IEP goals and/or an ELL student’s ILLP goals.</i></p> <p><i>The teacher integrates the essential questions as tools to introduce the lesson, keep the lesson on track, and to summarize the lesson. Tier 2 and Tier 3 vocabulary are seen within the essential questions.</i></p> <p><i>The teacher consistently incorporates leadership language into several daily essential questions.</i></p> | <p><i>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</i></p> <p><i>Students will develop a concept map that links previous learning goals to those they are currently working on.</i></p> <p><i>Some students identify additional learning beyond the posted essential questions, and the teacher revised the essential questions to include the additional learning.</i></p> <p><i>The teacher frequently refers back to the objective, and asks the students to analyze the vocabulary within the objective.</i></p> <p><i>Students were asked to state synonyms and homonyms for Tier 2 and Tier 3 vocabulary within the objective.</i></p> <p><i>While teaching a history lesson, the teacher connects the essential question to previous learning and connects each question to the habit of “Beginning with the End in Mind.”</i></p> |
|--------------------------|---|--|---|--|

| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
|---|---|--|---|---|---------------|
| 1d: Demonstrating Knowledge of Resources | Teacher is unaware of resources for classroom use, for expanding one’s own knowledge, or for students available through the school or district. | Teacher displays basic awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school, but no knowledge of resources available more broadly. | Teacher displays awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school or district and external to the school and on the Internet. | Teacher’s knowledge of resources for classroom use, for expanding one’s own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. | |

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| Critical Attributes | <p><i>The teacher only uses district-provided materials, even when more variety would assist some students.</i></p> <p><i>The teacher does not seek out resources available to expand his/her own skill.</i></p> <p><i>Although aware of some student needs, the teacher does not inquire about possible resources with the school specialists.</i></p> | <p><i>The teacher uses materials in the school library, but does not search beyond the school for resources.</i></p> <p><i>The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</i></p> <p><i>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</i></p> | <p><i>Texts are at varied levels.</i></p> <p><i>Texts are supplemented by guest speakers and field experiences.</i></p> <p><i>Teacher utilizes Internet resources.</i></p> <p><i>Resources are multi-disciplinary.</i></p> <p><i>Teacher expands knowledge with professional learning groups and organizations.</i></p> <p><i>Teacher pursues options offered by universities.</i></p> <p><i>Teacher provides lists of resources outside the class for students to draw on.</i></p> | <p>In addition to the characteristics of “proficient,”</p> <p><i>Texts are matched to student skill level.</i></p> <p><i>The teacher has ongoing relationship with colleges and universities that support student learning.</i></p> <p><i>The teacher maintains log of resources for student reference.</i></p> <p><i>The teacher pursues apprenticeships to increase discipline knowledge.</i></p> <p><i>The teacher facilitates student contact with resources outside the classroom.</i></p> | |
| Possible Examples | <p><i>For their unit on China, the students accessed all of their information from the district-supplied textbook.</i></p> <p><i>Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn how to teach fractions with such a busy schedule.</i></p> <p><i>A student says, “It's too bad we can't go to the nature center when we're doing our unit on the environment.”</i></p> | <p><i>For a unit on ocean life; the teacher really needs more books, but his teammates only have three for him to borrow.</i></p> <p><i>The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.</i></p> <p><i>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</i></p> | <p><i>The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</i></p> <p><i>The teacher took an online course on Literature to expand her knowledge of great American writers.</i></p> <p><i>The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.</i></p> | <p><i>The teacher spends his/her vacation at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.</i></p> <p><i>The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</i></p> | |

| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
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| 1e: Designing Coherent Instruction | The series of learning experiences is poorly aligned with the instructional Essential questions and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Teacher does not use major portions of the PVA curriculum map to guide instruction. | Some of the learning activities and materials are suitable to the instructional Essential questions, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional Essential questions, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. Teacher uses the major portions of the PVA curriculum materials. Teacher is on pace enough to finish most of the curriculum map. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional Essential questions and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge. The lesson or unit has a clear structure with appropriate and varied use of instructional groups. Teacher uses all/most of the PVA curriculum materials correctly. | Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. Teacher creates coherent plans for differentiation while ensuring that all students have access to the same content according to the PV A curriculum map. | |
| Critical Attributes | <p><i>Learning activities are boring and/or not well aligned to the instructional goals.</i></p> <p><i>Materials are not engaging or do not meet instructional Essential questions.</i></p> <p><i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i></p> <p><i>Teacher disregards PVA curriculum in favor of others.</i></p> <p><i>Teacher is not on pace to complete most of the PVA curriculum map.</i></p> <p><i>Teacher discourages the use of PVA curriculum to colleagues or students.</i></p> <p><i>Teacher often uses the PVA curriculum material incorrectly.</i></p> | <p><i>Learning activities are moderately challenging.</i></p> <p><i>Learning resources are suitable, but there is limited variety.</i></p> <p><i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i></p> <p><i>Teacher often leave parts out of Saxon Math that he/she does not enjoy teaching.</i></p> | <p><i>Learning activities are matched to instructional Essential questions.</i></p> <p><i>Activities provide opportunity for higher-level thinking through the use of the Depth of Knowledge matrix or Bloom's Taxonomy.</i></p> <p><i>Teacher provides a variety of appropriately challenging materials and resources.</i></p> <p><i>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</i></p> <p><i>The plan for the lesson or unit is well structured, with reasonable time allocations.</i></p> <p><i>An evaluator can observe that the teacher is where they should be on the curriculum map according to decisions made during PLC meetings.</i></p> | <p>In addition to the characteristics of "proficient,"</p> <p><i>Activities permit student choice. Learning experiences connect to other disciplines.</i></p> <p><i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i></p> <p><i>Lesson plans differentiate for individual student needs.</i></p> <p><i>Teacher shares newly found/created resources with colleagues.</i></p> <p><i>Teacher often helps other teachers with the correct usage of PVA curriculum materials.</i></p> <p><i>Teacher provides a direct instruction lesson on the Respiratory system. Students are able to demonstrate their learning through differentiated activities created using the Depth of Knowledge matrix.</i></p> | |

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| Possible Examples | <p><i>After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.</i></p> <p><i>Teacher is overheard say that an PVA adopted curriculum is a terrible system and he/she will not use it.</i></p> <p><i>Teacher spends so long on his/her favorite unit in Science that several Social Studies units are not taught.</i></p> <p><i>Teacher has no idea how to use Saxon Math so he/she prints off math worksheets to do instead.</i></p> <p><i>Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.</i></p> <p><i>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</i></p> <p><i>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</i></p> | <p><i>After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</i></p> <p><i>Teacher will complete most of the curriculum map but does not have time to finish final units.</i></p> <p><i>Teacher decides to spend 2 weeks covering an objective that is not on the curriculum map so he/she chooses things remove content without administrator approval.</i></p> <p><i>The teacher found an atlas to use as a supplemental resource during the geography unit.</i></p> <p><i>The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.</i></p> <p><i>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</i></p> | <p><i>The teacher reviews her learning activities with a reference to Tier 2 vocabulary and rewrites some of the activities to increase the challenge level.</i></p> <p><i>Revisions to the PVA curriculum map are made based on student data.</i></p> <p><i>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</i></p> <p><i>The teacher plans for students to complete a history/ science project in small groups; he carefully selects group members based on their ability level and learning style.</i></p> <p><i>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</i></p> | <p><i>The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those challenge them.</i></p> <p><i>The teacher often helps fellow teachers use the PVA curriculum more effectively.</i></p> <p><i>The teacher enriches the current curriculum map and materials by making contributions and recommendations for improvement of overall student learning.</i></p> <p><i>While completing research projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.</i></p> <p><i>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson Essential questions to those they previously learned.</i></p> |
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| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
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| 1f: Designing Student Assessments | <p>Assessment procedures are not congruent with instructional Essential questions; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative or summative assessments in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p> | <p>Some of the instructional Essential questions are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear or fully utilized. Approach to the use of formative and summative assessments is rudimentary, including only some of the instructional Essential questions. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p> | <p>Teacher's plan for student assessment is aligned with the instructional Essential questions; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative and summative assessments and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p> | <p>Teacher's plan for student assessment is fully aligned with the instructional Essential questions, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative and summative assessments is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p> | |
| Critical Attributes | <p><i>Assessments do not match instructional Essential questions.</i></p> <p><i>Assessments have no criteria.</i></p> <p><i>No formative or summative assessments have been designed.</i></p> <p><i>Assessment results do not affect future plans.</i></p> <p>-</p> | <p><i>Only some of the instructional Essential questions are addressed in the planned assessments.</i></p> <p><i>Assessment criteria are vague.</i></p> <p><i>Plans refer to the use of formative or summative assessments, but they are not fully developed.</i></p> <p>- <i>Assessment results are used to design lesson plans for the whole class, not individual students.</i></p> | <p><i>All the learning Essential questions have a method for assessment.</i></p> <p><i>Assessment types match learning expectations.</i></p> <p><i>Plans indicate modified assessments for some students as needed.</i></p> <p>-</p> <p><i>Assessment criteria are clearly written.</i></p> <p>-</p> <p><i>Plans include formative or summative assessments to use during instruction.</i></p> <p><i>Lesson plans indicate possible adjustments based on formative and summative assessment data.</i></p> <p><i>The teacher has a clear plan to track student level data and is an active participant in the creation of common assessments during PLCs.</i></p> <p>-</p> | <p>In addition to the characteristics of "proficient,"</p> <p><i>Assessments provide opportunities for student choice.</i></p> <p><i>Students participate in designing assessments for their own work.</i></p> <p>- <i>Teacher-designed assessments are authentic with real-world application, as appropriate.</i></p> <p>-</p> <p><i>Students develop rubrics according to teacher-specified learning Essential questions.</i></p> <p><i>Students are actively involved in collecting information from assessments and provide input.</i></p> <p><i>The teacher utilizes various forms of student data to increase student growth using action plans developed in PLC meetings.</i></p> | |

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| Possible Examples | <p><i>The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.</i></p> <p><i>After the students present their research on Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, “After all these years in education, I just know what grade to give.”</i></p> <p><i>The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”</i></p> <p><i>The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.”</i></p> | <p><i>The district goal for the Europe unit is for students to understand geo-political relationships; the teacher plans to have the students memorize all the country capitals and rivers.</i></p> <p><i>The teacher’s students received their tests back; each one was simply marked with a letter grade at the top. The plan indicates that the teacher will pause to “check for understanding” but without a clear process of how that will be done.</i></p> <p><i>A student says, “If half the class passed the test, why are we all reviewing the material again?”</i></p> | <p><i>Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.</i></p> <p><i>Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.</i></p> <p><i>Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson’s activities.</i></p> <p><i>Based on the previous morning’s formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.</i></p> <p><i>Mrs. T utilizes the grade level common assessments and compares her results with her grade level team to determine areas of needed improvement in her instruction.</i></p> | <p><i>To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.</i></p> <p><i>Mr. J’s students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own.</i></p> <p><i>After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their understanding of the activity for the next lesson.</i></p> <p><i>Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.</i></p> <p><i>Mrs. B frequently creates common assessments for her grade level team and ensures the team is utilizing the data to achieve growth for all students.</i></p> |
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Domain 2: The Classroom Environment

| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
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| 2a: Creating an environment of respect and rapport | <p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.</p> | <p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p> | <p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful. The teacher ensures that students do not sense favoritism in the class.</p> | <p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals</p> | |
| Critical Attributes | <ul style="list-style-type: none"> - <i>Teacher uses disrespectful talk towards students.</i> - <i>Student body language indicates feelings of hurt or insecurity.</i> - <i>Students use disrespectful talk towards one another with no response from the teacher.</i> - <i>Teacher displays no familiarity with or caring about individual students' interests or personalities.</i> | <ul style="list-style-type: none"> - <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</i> - <i>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</i> - <i>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</i> | <ul style="list-style-type: none"> - <i>Talk between teacher and students and among students is uniformly respectful.</i> - <i>Teacher responds to disrespectful behavior among students.</i> - <i>Teacher makes superficial connections with individual students.</i> - <i>The teacher strives to motivate students intrinsically through positive interactions.</i> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> - <i>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</i> - <i>When necessary, students correct one another in their conduct towards classmates.</i> - <i>There is no disrespectful behavior among students.</i> - <i>The teacher's response to a student's incorrect response respects the student's dignity</i> | |

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| Possible Examples | <ul style="list-style-type: none"> - A student slumps in his/her chair following a comment by the teacher. <p>Students roll their eyes at a classmate's idea; the teacher does not respond.</p> <ul style="list-style-type: none"> - <p>Many students talk when the teacher and other students are talking; the teacher does not correct them.</p> <p>Some students refuse to work with other students.</p> <ul style="list-style-type: none"> - Teacher does not call students by their names. - | <ul style="list-style-type: none"> - Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. - A few students do not engage with others in the classroom, even when put together in small groups. <p>Students applaud half-heartedly following a classmate's presentation to the class.</p> <ul style="list-style-type: none"> - <p>Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders.</p> <ul style="list-style-type: none"> - <p>When disrespectful behavior is demonstrated by student to each other, the teacher does not utilize the opportunity to discuss leadership principles.</p> | <ul style="list-style-type: none"> - Teacher greets students by name as they enter the class or during the lesson. <p>The teacher gets on the same level with students, such as kneeling beside a student working at a desk.</p> <ul style="list-style-type: none"> - <p>Students attend fully to what the teacher is saying.</p> <ul style="list-style-type: none"> - <p>Students wait for classmates to finish speaking before beginning to talk.</p> <p>Students applaud politely following a classmate's presentation to the class.</p> <ul style="list-style-type: none"> - <p>Students help each other and accept help from each other.</p> <ul style="list-style-type: none"> - <p>Teacher and students use courtesies such as "please/thank you, excuse me."</p> <ul style="list-style-type: none"> - <p>When disrespectful behavior is demonstrated by students to each other, the teacher utilizes the opportunity to discuss leadership principles.</p> | <ul style="list-style-type: none"> - The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). - <p>Students say "Shhh" to classmates while the teacher or another student is speaking.</p> <ul style="list-style-type: none"> - <p>Students clap enthusiastically for one another's presentations for a job well done.</p> <p>The teacher says: "That's an interesting idea, Josh, but you're forgetting...."</p> <ul style="list-style-type: none"> - <p>The teacher has established a polite signal to regain student attention.</p> |
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| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
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| 2b: Establishing a culture for Learning | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for earning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. | The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers. | |
| Critical Attributes | <ul style="list-style-type: none"> - <i>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</i> - <i>The teacher conveys to at least some students that the work is too challenging for them.</i> - <i>Students exhibit little or no pride in their work.</i> - <i>Class time is devoted more to socializing than to learning</i> - | <ul style="list-style-type: none"> - <i>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</i> - <i>The teacher conveys high expectations for only some students.</i> - <i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i> - <i>Many students indicate that they are looking for an “easy path.”</i> - | <ul style="list-style-type: none"> - <i>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</i> - <i>The teacher demonstrates a high regard for student abilities.</i> - <i>Teacher conveys an expectation of high levels of student effort.</i> - <i>Students expend good effort to complete work of high quality.</i> | <p>In addition to the characteristics of “Proficient,”</p> <ul style="list-style-type: none"> - <i>The teacher communicates a genuine passion for the subject.</i> - <i>Students indicate that they are not satisfied unless they have complete understanding.</i> - <i>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</i> - <i>Students recognize the efforts of their classmates.</i> - <i>Students take initiative in improving the quality of their work.</i> - | |

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| Possible Examples | <ul style="list-style-type: none"> - The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed. <p>Teacher says to a student: "Why don't you try this easier problem?"</p> <p>Students turn in sloppy or incomplete work.</p> <p>Students don't engage in work and the teacher ignores it.</p> <ul style="list-style-type: none"> - Students have not completed their homework and the teacher does not respond. - Almost all of the activities are "busy work." | <ul style="list-style-type: none"> - Teacher says: "Let's get through this." - Teacher says: "I think most of you will be able to do this." - Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking. <p>Teacher does not encourage students who are struggling.</p> <ul style="list-style-type: none"> - Some students get to work after an assignment is given or after entering the room. | <ul style="list-style-type: none"> - Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job." <p>Teacher says: "This idea is really important! It's central to our understanding of history."</p> <p>Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."</p> <p>Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.</p> <p>Students get right to work right away when an assignment is given or after entering the room.</p> <ul style="list-style-type: none"> - | <ul style="list-style-type: none"> - The teacher says "It's really fun to find the patterns for factoring polynomials." <p>Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.</p> <p>Students question one another on answers.</p> <ul style="list-style-type: none"> - Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened. <p>Students work even when the teacher isn't working with them or directing their efforts.</p> <ul style="list-style-type: none"> - |
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| 2c Managing classroom procedures | <p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p> | <p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p> | <p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p> | <p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p> | |
| Critical Attributes | <p><i>Students not working with the teacher are disruptive to the class.</i></p> <ul style="list-style-type: none"> <i>There are no established procedures for distributing and collecting materials.</i> <i>Procedures for other activities are confused or chaotic.</i> | <p><i>Small groups are only partially engaged while not working directly with the teacher.</i></p> <p><i>Procedures for transitions, and distribution/collecting of materials, seem to have been established, but their operation is rough.</i></p> <ul style="list-style-type: none"> <p><i>Classroom routines function unevenly.</i></p> | <p><i>The students are productively engaged during small group work.</i></p> <ul style="list-style-type: none"> <i>Transitions between large and small group activities are smooth.</i> <i>Routines for distribution and collection of materials and supplies work efficiently.</i> <p><i>Classroom routines function smoothly.</i></p> | <p>In addition to the characteristics of "proficient,"</p> <p><i>Students take the initiative with their classmates to ensure that their time is used productively.</i></p> <ul style="list-style-type: none"> <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i> <i>Students take initiative in distributing and collecting materials efficiently.</i> | |
| Possible Examples | <p><i>When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.</i></p> <ul style="list-style-type: none"> <i>There are long lines for materials and supplies or distributing supplies is time- consuming.</i> <p><i>Students bump into one another lining up or sharpening pencils.</i></p> <ul style="list-style-type: none"> <i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i> <p><i>Most students ask what they are to do or look around for clues from others.</i></p> | <ul style="list-style-type: none"> <i>Some students not working with the teacher are not productively engaged in learning.</i> <p><i>Transitions between large and small group activities are rough but they are accomplished.</i></p> <ul style="list-style-type: none"> <p><i>Students are not sure what to do when materials are being distributed or collected.</i></p> <ul style="list-style-type: none"> <p><i>Students ask some clarifying questions about procedures</i></p> <ul style="list-style-type: none"> <p><i>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</i></p> | <p><i>Students get started on an activity while the teacher takes attendance.</i></p> <ul style="list-style-type: none"> <i>Students move smoothly between large and small group activities.</i> <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i> <i>Teacher has an established attention signal.</i> <i>In small group work, students have established roles, they listen to one another, summarize different views, etc.</i> <p><i>Clean-up at the end of a lesson is fast and efficient.</i></p> | <p><i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i></p> <ul style="list-style-type: none"> <i>A student reminds classmates of the roles that they are to play within the group.</i> <i>A student re-directs a classmate to the table s/he should be at following a transition.</i> <p><i>Students propose an improved attention signal.</i></p> <p><i>Students independently check themselves into class on the attendance board.</i></p> | |

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| 2d Managing Student Behavior | <p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p> | <p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p> | <p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p> | <p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.</p> | |
| Critical Attributes | <p><i>The classroom environment is chaotic, with no apparent standards of conduct.</i></p> <ul style="list-style-type: none"> - <i>Positive student behavior is not recognized.</i> - <i>The teacher does not monitor student behavior.</i> - <i>Some students violate classroom rules, without apparent teacher awareness.</i> - <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i> | <ul style="list-style-type: none"> - <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i> - <i>Positive student behavior is recognized inconsistently or very little.</i> - <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> - <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i> | <ul style="list-style-type: none"> - <i>Standards of conduct appear to have been established.</i> - <i>Student behavior is generally appropriate.</i> - <i>Positive student behavior is recognized most of the time.</i> - <i>Student behavior is tracked consistently.</i> - <i>Teacher's response to student misbehavior is effective.</i> - | <p>In addition to the characteristics of "proficient,"</p> <p><i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i></p> <ul style="list-style-type: none"> - <i>It is evident that all students know that their teacher loves them and that they understand all behavior expectations.</i> - <i>The teacher monitors student behavior without speaking – just moving about.</i> - <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i> | |
| Possible Examples | <ul style="list-style-type: none"> - <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> - <i>An object flies through the air without apparent teacher notice.</i> - <i>Students are running around the room, resulting in a chaotic environment.</i> - <i>Phones and other electronics distract students and the teacher doesn't do anything.</i> | <ul style="list-style-type: none"> - <i>Classroom rules are posted, but neither teacher nor students refers to them.</i> - <i>The teacher repeatedly asks students to take their seats; they ignore him/her.</i> - <i>To one student: "Where's your late pass? Go to the office."</i> - <i>To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i> | <ul style="list-style-type: none"> - <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i> - <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> - <i>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</i> - | <ul style="list-style-type: none"> - <i>A student suggests a revision in one of the classroom rules.</i> - <i>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</i> - <i>The teacher asks to speak to a student privately about misbehavior.</i> - <i>A student reminds his/her classmates of the class rule about chewing gum.</i> | |

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| 2e: Organizing physical space | <p>The physical environment is unsafe, distracts from the learning, or does not provide all students with access to the learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p> | <p>The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p> | <p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities and that items in the room enhance and celebrate the learning. Teacher makes effective use of physical resources, including computer technology.</p> | <p>The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p> | |
| Critical Attributes | <ul style="list-style-type: none"> <i>There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board.</i> <i>The classroom is extremely cluttered and overall cleanliness poses a concern.</i> <i>Available technology is not being used, even if available and its use would enhance the lesson.</i> | <ul style="list-style-type: none"> <i>The physical environment is safe, and most students can see and hear.</i> <i>The physical environment is not an impediment to learning, but does not enhance it.</i> <i>The teacher makes limited use of available technology and other resources.</i> | <ul style="list-style-type: none"> <i>The classroom is safe, and all students are able to see and hear.</i> <i>The classroom is arranged to support the instructional goals and learning activities.</i> <i>The classroom is mostly organized and clean.</i> <i>All items in the classroom have an academic purpose.</i> <i>The teacher makes appropriate use of available technology.</i> | <ul style="list-style-type: none"> In addition to the characteristics of "proficient," <i>Modifications are made to the physical environment to accommodate students with special needs.</i> <i>The room is a model example of organization and cleanliness.</i> <i>There is total alignment between the goals of the lesson and the physical environment.</i> <i>Students take the initiative to adjust the physical environment.</i> <i>Teachers and students make extensive and imaginative use of available technology.</i> | |
| Possible Examples | <ul style="list-style-type: none"> <i>There are electrical cords running around the classroom.</i> <i>There is a pole in the middle of the room; some students can't see the board.</i> <i>A white board is in the classroom, but it is facing the</i> | <ul style="list-style-type: none"> <i>The teacher ensures that dangerous chemicals are stored safely.</i> <i>The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a</i> | <ul style="list-style-type: none"> <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i> <i>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</i> | <ul style="list-style-type: none"> <i>Students ask if they can shift the furniture to better suit small group work, or t h e discussion.</i> <i>A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.</i> | |

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| | <p>wall, indicating that it is rarely, if ever, used.</p> | <p>portion of the lesson.</p> <ul style="list-style-type: none"> - Learning reference material and excellent student work are not seen posted in the classroom. Several motivational posters are seen at the front of the room. <p>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</p> | <ul style="list-style-type: none"> - Student work is seen in the classroom and learning reference materials are posted to enhance a current unit of study. <p>A word wall, WIGS, classroom mission statement, and other curriculum resource materials are seen within the room.</p> <p>The use of an Internet connection enriches the lesson.</p> | <p>A student suggests an application of the white board for an activity.</p> |
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Domain 3: Instruction

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| 3a: Communicating with students | The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests. | The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. | |
| Critical Attributes | <p><i>At no time during the lesson does the teacher convey to the students what they will be learning.</i></p> <p><i>Students indicate through their questions that they are confused as to the learning task.</i></p> <p><i>The teacher makes a serious content error that will affect students' understanding of the lesson.</i></p> <p><i>Students indicate through body language or questions that they don't understand the content being presented.</i></p> <p><i>The teacher's communications include errors of vocabulary or usage.</i></p> | <p><i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i></p> <p><i>Teacher must clarify the learning task so students can complete it.</i></p> <p><i>The teacher makes no serious content errors, although may make a minor error.</i></p> <p><i>The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</i></p> <p><i>Vocabulary and usage are correct but unimaginative.</i></p> <p><i>Vocabulary is too advanced or juvenile for the students.</i></p> | <p><i>The teacher states clearly, at some point during the lesson, what the students will be learning.</i></p> <p><i>If appropriate, the teacher models the process to be followed in the task.</i></p> <p><i>Students engage with the learning task, indicating that they understand what they are to do.</i></p> <p><i>The teacher makes no content errors.</i></p> <p><i>Teacher's explanation of content is clear, and invites student participation and thinking.</i></p> <p><i>Vocabulary and usage are correct and completely suited to the lesson.</i></p> <p><i>Vocabulary is appropriate to the students' ages and levels of development.</i></p> | <p><i>In addition to the characteristics of "proficient,"</i></p> <p><i>The teacher points out possible areas for misunderstanding.</i></p> <p><i>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</i></p> <p><i>All students seem to understand the presentation.</i></p> <p><i>The teacher invites students to explain the content to the class, or to classmates.</i></p> <p><i>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</i></p> | |

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| | <i>Vocabulary is inappropriate to the age or culture of the students.</i> | | <i>- The teacher frequently checks for understanding and immediately corrects misconceptions.</i> | |
| Possible Examples | <p><i>A student asks: “What are we supposed to be doing?” but the teacher ignores the question.</i></p> <p><i>- The teacher states that to add fractions, they must have the same numerator.</i></p> <p><i>Students have a quizzical look on their faces; some may withdraw from the lesson. Students become disruptive, or talk among themselves in an effort to follow the lesson.</i></p> <p><i>- The teacher uses technical terms with an elementary class without explaining their meanings.</i></p> <p><i>The teacher says “ain’t.”</i></p> | <p><i>The teacher mis-pronounces “...”</i></p> <p><i>The teacher says: “And oh, by the way, today we’re going to factor polynomials.”</i></p> <p><i>- A student asks: “What are we supposed to be doing?” and the teacher clarifies the task.</i></p> <p><i>Students ask “What do I write here?” in order to complete a task.</i></p> <p><i>The teacher says: “Watch me while I show you how to” with students asked only to listen.</i></p> <p><i>A number of students do not seem to be following the explanation.</i></p> <p><i>Students are inattentive during the teacher’s explanation of content.</i></p> <p><i>-</i></p> | <p><i>“By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.”</i></p> <p><i>- During a math lesson, the teacher is seen asking the students to follow the problem solving process of “Know, Need, Plan.”</i></p> <p><i>In the course of a presentation of content, the teacher asks of students: “Can anyone think of an example of that?”</i></p> <p><i>- The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention.</i></p> | <p><i>The teacher says: “Here’s a spot where some students have difficulty: ...be sure to read it carefully.”</i></p> <p><i>- The teacher asks a student to explain the task to other students.</i></p> <p><i>When needed, a student offers clarification about the learning task to classmates.</i></p> <p><i>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun.</i></p> <p><i>- The teacher says: “Who would like to explain this idea to us?”</i></p> <p><i>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also mean the same thing.</i></p> |

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| 3b: Using questioning / prompts and discussion | <p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. Leadership is not integrated into class discussions.</p> | <p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results. Leadership is rarely integrated into class discussions.</p> | <p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Leadership discussions are integrated into some lessons.</p> | <p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. The teacher models and discusses leadership during all available opportunities.</p> | |
| Critical Attributes | <p><i>Questions are rapid-fire, and convergent, with a single correct answer.</i></p> <p><i>Questions do not invite student thinking.</i></p> <p><i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i></p> <p><i>A few students dominate the discussion.</i></p> <p><i>Leadership is not seen discussed during a lesson.</i></p> | <p><i>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</i></p> <p><i>The teacher invites students to respond directly to one another's ideas, but few students respond.</i></p> <p><i>Teacher calls on many students, but only a small number actually participate in the discussion.</i></p> <p><i>When opportunities arise to discuss leadership, the teacher is not comfortable or the discussion feels forced.</i></p> | <p><i>Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</i></p> <p><i>The teacher makes effective use of wait time.</i></p> <p><i>The teacher builds on uses student responses to questions effectively.</i></p> <p><i>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</i></p> <p><i>The teacher calls on most students, even those who don't initially volunteer.</i></p> <p><i>Many students actively engage in the discussion.</i></p> <p><i>The teacher appears comfortable when discussing leadership principles and is aware of the connection between the content to character and habits.</i></p> | <p><i>In addition to the characteristics of "proficient,"</i></p> <p><i>Students initiate higher-order questions as seen in a Socratic discussion.</i></p> <p><i>Students extend the discussion, enriching it by stating their opinion and linking it to evidence.</i></p> <p><i>Students invite comments from their classmates during a discussion.</i></p> <p><i>Teacher models leadership in all actions and incorporates leadership discussions into the majority of lessons frequently and naturally.</i></p> | |

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| <p>Possible Examples</p> | <p><i>All questions are of the “recitation” type, such as “What is 3 x 4?”</i></p> <p><i>The teacher asks a question for which the answer is on the board; students respond by reading it.</i></p> <p><i>The teacher only calls on students who have their hands up.</i></p> | <p><i>Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</i></p> <p><i>The teacher asks: “Who has an idea about this?” but the same three students offer comments.</i></p> <p><i>The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher.</i></p> <p><i>The teacher has the students work on writing prompts that are leadership based, but does not ask the students to share their responses.</i></p> <p><i>When a leadership question arises the teacher gives a short answer and moves on quickly.</i></p> | <p><i>The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?”</i></p> <p><i>The teacher uses the plural form in asking questions, such as: “What are some things you think might contribute to...?”</i></p> <p><i>The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary.</i></p> <p><i>The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.</i></p> <p><i>When leadership questions arise the teacher takes the opportunity to begin a class discussion.</i></p> <p><i>The teacher has the students work on writing prompts that are leadership based, and takes the time to discuss responses with the whole class.</i></p> <p><i>When a leadership question arises, the teacher and students can give examples from real life.</i></p> | <p><i>A student asks “How many ways are there to get this answer?”</i></p> <p><i>A student says to a classmate: “I don’t think I agree with you on this, because....”</i></p> <p><i>A student asks of other students: “Does anyone have another idea as to how we might figure this out?”</i></p> <p><i>A student asks “What if...?”</i></p> <p><i>While teaching a Saxon math lesson, the students are seen starting a discussion about the importance of homework as practice and how this embodies putting first things first.</i></p> <p><i>The students can be heard using leadership language while discussing concepts in class and discussions occur authentically without teacher prompting.</i></p> |
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| 3c: Engaging students in learning | <p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional Essential questions, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p> | <p>The learning tasks or prompts are partially aligned with the instructional Essential questions but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p> | <p>The learning tasks and activities are aligned with the instructional Essential questions and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> | <p>Virtually all students are intellectually engaged in challenging content, through well- designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional Essential questions. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p> | |
| Critical Attributes | <p><i>Few students are intellectually engaged in the lesson.</i></p> <ul style="list-style-type: none"> - <i>Learning tasks require only recall or have a single correct response or method.</i> - <i>The materials used ask students only to perform rote tasks.</i> <p><i>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</i></p> <p><i>Instructional materials used are unsuitable to the lesson and/or the students.</i></p> <p><i>The lesson drags, or is rushed.</i></p> | <p><i>Some students are intellectually engaged in the lesson.</i></p> <ul style="list-style-type: none"> - <i>Learning tasks are a mix of those requiring thinking and recall.</i> - <i>Student engagement with the content is largely passive, learning primarily facts or procedures.</i> - <i>Students have no choice in how they complete tasks.</i> <p><i>The teacher uses different instructional groupings; these are partially successful in achieving the lesson Essential questions.</i></p> <p><i>The materials and resources are partially aligned to the lesson Essential questions, only some of them demanding student thinking.</i></p> <p><i>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others</i></p> | <p><i>Most students are intellectually engaged in the lesson.</i></p> <ul style="list-style-type: none"> - <i>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</i> - <i>Students have some choice in how they complete learning tasks.</i> - <i>There is a mix of different types of groupings, suitable to the lesson Essential questions.</i> - <i>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</i> - <i>The pacing of the lesson provides students the time needed to be intellectually engaged.</i> - <i>The teacher utilizes a variety of techniques to keep the entire class engaged.</i> | <p>In addition to the characteristics of “proficient,”</p> <p><i>Virtually all students are highly engaged in the lesson.</i></p> <p><i>Students suggest modifications to the grouping patterns used.</i></p> <ul style="list-style-type: none"> - <i>Students suggest modifications or additions to the materials being used.</i> - <i>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</i> - <i>Students are asked to write an essay “in the style of Hemmingway.”</i> - <i>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</i> | |

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| Possible Examples | <p><i>Students are able to fill out the lesson worksheet without understanding what it's asking them to do.</i></p> <ul style="list-style-type: none"> - <p><i>The lesson drags, or feels rushed. Students complete "busy work" activities.</i></p> <ul style="list-style-type: none"> - | <p><i>Students are asked to fill in a worksheet, following an established procedure.</i></p> <ul style="list-style-type: none"> - <p><i>There is a recognizable beginning, middle, and end to the lesson.</i></p> <ul style="list-style-type: none"> - <p><i>Parts of the lesson have a suitable pace; other parts drag or feel rushed.</i></p> <ul style="list-style-type: none"> - | <p><i>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</i></p> <ul style="list-style-type: none"> - <p><i>Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.</i></p> <ul style="list-style-type: none"> - <p><i>There is a clear beginning, middle, and end to the lesson.</i></p> <p><i>The lesson is neither rushed nor drags.</i></p> <ul style="list-style-type: none"> - <p><i>The teacher is seen utilizing choral responses, Socratic discussions, movement, and partner or small group opportunities to maintain engagement.</i></p> | <p><i>The teacher is seen providing mini-lectures that are broken up with choral responses, Socratic discussions or partner activities to ensure full participation.</i></p> <ul style="list-style-type: none"> - <p><i>Students summarize their learning from the lesson.</i></p> <ul style="list-style-type: none"> - |
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| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
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| 3d: Using Assessment in Instruction | There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. | Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning. | Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments are used to diagnose evidence of learning. | Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and p e e r s , is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students. | |
| Critical Attributes | <p><i>The teacher gives no indication of what high quality work looks like.</i></p> <p><i>The teacher makes no effort to determine whether students understand the lesson.</i></p> <p><i>Feedback is only global.</i></p> <ul style="list-style-type: none"> <i>The teacher does not ask students to evaluate their own or classmates' work.</i> | <ul style="list-style-type: none"> <i>There is little evidence that the students understand how their work will be evaluated.</i> <p><i>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</i></p> <p><i>Teacher requests global indications of student understanding.</i></p> <ul style="list-style-type: none"> <i>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</i> <p><i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i></p> <ul style="list-style-type: none"> <i>The teacher's attempts to adjust the lesson are partially successful.</i> | <ul style="list-style-type: none"> <i>Students indicate that they clearly understand the characteristics of high-quality work.</i> <p><i>The teacher elicits evidence of student understanding during the lesson.</i></p> <ul style="list-style-type: none"> <i>Students are invited to assess their own work and make improvements.</i> <p><i>Feedback includes specific and timely guidance for at least three groups of students.</i></p> <ul style="list-style-type: none"> <i>The teacher attempts to engage students in self- or peer-assessment.</i> <i>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</i> | <p>In addition to the characteristics of "proficient,"</p> <p><i>There is evidence that students have helped establish the evaluation criteria.</i></p> <p><i>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</i></p> <p><i>Teacher makes frequent use of strategies to elicit information about individual student understanding.</i></p> <ul style="list-style-type: none"> <i>Feedback to students is specific and timely, and is provided from many sources, including other students.</i> <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i> <p><i>The teacher's adjustments to the lesson are designed to assist individual students.</i></p> | |
| Possible Examples | <p><i>A student asks: "How is this assignment going to be graded?"</i></p> <ul style="list-style-type: none"> <i>A student asks "Does this quiz count towards my grade?"</i> | <p><i>Teacher asks: "Does anyone have a question?"</i></p> <ul style="list-style-type: none"> <i>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</i> | <p><i>The teacher circulates during small group or independent work, offering suggestions to groups of students.</i></p> <ul style="list-style-type: none"> <i>The teacher uses a specifically-formulated question to elicit evidence of student understanding.</i> | <p><i>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</i></p> <ul style="list-style-type: none"> <i>While students are working, the teacher circulates providing substantive feedback to individual students.</i> | |

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| | <p><i>The teacher forges ahead with a presentation without checking for understanding.</i></p> <p><i>The teacher says: “good job, everyone.”</i></p> | <p><i>The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.</i></p> | <p><i>The teacher asks students to look over their papers to correct their errors.</i></p> | <p><i>The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</i></p> <p><i>Students offer feedback to their classmates on their work.</i></p> <p><i>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</i></p> |
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| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
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| 3e: Demonstrating flexibility and responsiveness | Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. | |
| Critical Attributes | <p><i>Teacher ignores indications of student boredom or lack of understanding.</i></p> <ul style="list-style-type: none"> - <p><i>Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson.</i></p> <ul style="list-style-type: none"> - <p><i>The teacher conveys to students that when they have difficulty learning, it is their fault.</i></p> <ul style="list-style-type: none"> - <p><i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i></p> <ul style="list-style-type: none"> - | <p><i>Teacher's efforts to modify the lesson are only partially successful.</i></p> <ul style="list-style-type: none"> - <p><i>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i></p> <ul style="list-style-type: none"> - <p><i>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</i></p> <ul style="list-style-type: none"> - <p><i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i></p> <ul style="list-style-type: none"> - | <p><i>Teacher successfully makes a minor modification to the lesson.</i></p> <ul style="list-style-type: none"> - <p><i>Teacher incorporates students' interests and questions into the heart of the lesson.</i></p> <ul style="list-style-type: none"> - <p><i>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</i></p> <ul style="list-style-type: none"> - <p><i>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</i></p> | <p>In addition to the characteristics of "proficient,"</p> <p><i>Teacher successfully executes a major lesson readjustment when needed.</i></p> <ul style="list-style-type: none"> - <p><i>Teacher seizes on a teachable moment to enhance a lesson.</i></p> <ul style="list-style-type: none"> - <p><i>The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.</i></p> <ul style="list-style-type: none"> - <p><i>In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</i></p> <ul style="list-style-type: none"> - | |
| Possible Examples | <p><i>The teacher says: "We don't have time for that today."</i></p> <p><i>The teacher makes no attempt to adjust the lesson based on student confusion.</i></p> <ul style="list-style-type: none"> - <p><i>The teacher says: "If you'd just pay attention, you could understand this."</i></p> | <p><i>The teacher says: "I'll try to think of another way to come at this and get back to you."</i></p> <ul style="list-style-type: none"> - <p><i>"The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."</i></p> <p><i>The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.</i></p> | <p><i>The teacher says: "That's an interesting idea; let's see how it fits."</i></p> <ul style="list-style-type: none"> - <p><i>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</i></p> <p><i>The teacher says: "Let's try this way, "and then uses another approach.</i></p> | <p><i>The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."</i></p> <ul style="list-style-type: none"> - <p><i>The teacher incorporates the school's upcoming championship game into an explanation of averages.</i></p> <p><i>The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."</i></p> | |

Domain 4: Professional Responsibilities

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| 4a Reflecting on Teaching | Teacher does not know whether a lesson was effective or achieved its instructional Essential questions, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional Essential questions were met. Teacher makes general suggestions about how a lesson could be improved. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional Essential questions and can cite general references to support the judgement. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional Essential questions, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. | |
| Critical Attributes | <p><i>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</i></p> <p><i>The teacher makes no suggestions for improvement.</i></p> | <p><i>The teacher has a general sense of whether or not instructional practices were effective.</i></p> <p><i>The teacher offers general modifications for future instruction.</i></p> | <p><i>The teacher accurately assesses the effectiveness of instructional activities used.</i></p> <p><i>The teacher identifies specific ways in which a lesson might be improved.</i></p> | <p>In addition to the characteristics of "proficient,"</p> <p><i>Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.</i></p> <p><i>Teacher's suggestions for improvement draw on an extensive repertoire.</i></p> | |
| Possible Examples | <p><i>Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"</i></p> <p><i>The teacher says: "That was awful; I wish I knew what to do!"</i></p> | <p><i>At the end of the lesson the teacher says, "I guess that went okay."</i></p> <p><i>The teacher says: "I guess I'll try x next time."</i></p> | <p><i>The teacher says: "I wasn't pleased with the level of engagement of the students."</i></p> <p><i>The teacher's journal indicates several possible lesson improvements.</i></p> | <p><i>The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</i></p> <p><i>In conversation with colleagues, the teacher considers different strategies for improving a lesson.</i></p> | |

| | Unsatisfactory | Basic | Proficient | Distinguished | Rating |
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| 4b Maintaining Accurate Records | Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. | Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors. | Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. | Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records. | |
| Critical Attributes | <ul style="list-style-type: none"> - <i>Absence of a system for either instructional or non-instructional records.</i> - <i>Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</i> | <ul style="list-style-type: none"> - <i>The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</i> - <i>The teacher's process for tracking student progress is cumbersome to use.</i> - <i>The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</i> | <ul style="list-style-type: none"> - <i>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</i> - <i>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</i> - <i>The teacher's process for recording non-instructional information is both efficient and effective.</i> - <i>All PVA required records are maintained.</i> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> - <i>Students contribute to and maintain records indicating completed and outstanding work assignments.</i> - <i>Students contribute to and maintain data files indicating their own progress in learning.</i> - <i>Students contribute to maintaining non-instructional records for the class.</i> - <i>Students regularly update their leadership notebooks to track their progress towards personal and class WIGS.</i> | |
| Possible Examples | <p><i>A student says, "I'm sure I turned in that assignment, but the teacher lost it!"</i></p> <p><i>The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored."</i></p> <p><i>On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.</i></p> | <p><i>A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"</i></p> <p><i>The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time."</i></p> <p><i>On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.</i></p> | <p><i>The teacher creates a link on the class website which students can access to check on any missing assignments.</i></p> <p><i>The teacher's grade book records student progress toward learning goals and complies with PVA grading expectations.</i></p> <p><i>The teacher creates a spreadsheet for tracking school lunch count.</i></p> <p><i>A teacher has consistently tracked DIBELS progress monitoring scores</i></p> <p><i>All PLC reports and lesson plans are up-to-date.</i></p> <p><i>Other reports or logs are maintained as assigned.</i></p> | <p><i>A student from each team maintains the database of current and missing assignments for the team.</i></p> <p><i>When asked about their progress in a class, a student proudly shows her leadership notebooks and can explain how the documents indicate her progress toward learning goals.</i></p> <p><i>When they bring in their permission slips for a field trip, students add their own information to the database.</i></p> | |

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| 4c: Communicating with Families | Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. | Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families. | Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner. | Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. | |
| Critical Attributes | <p><i>Little or no information regarding instructional program available to parents.</i></p> <p><i>Families are unaware of their children's progress.</i></p> <ul style="list-style-type: none"> - <i>Lack of family engagement activities.</i> - <i>Culturally inappropriate communication.</i> - | <p><i>School or district-created materials about the instructional program are sent home.</i></p> <p><i>Infrequent or incomplete information is sent home by teachers about the instructional program.</i></p> <ul style="list-style-type: none"> - <i>Teacher maintains school-required grade book but does little else to inform families about student progress.</i> - <i>Teacher communications are sometimes inappropriate to families' cultural norms.</i> - | <p><i>Information about the instructional program is available on a regular basis.</i></p> <p><i>The teacher sends information about student progress home on a regular basis.</i></p> <ul style="list-style-type: none"> - <i>Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</i> | <p>In addition to the characteristics of "proficient,"</p> <p><i>On a regular basis, students develop materials to inform their families about the instructional program.</i></p> <p><i>Students maintain accurate records about their individual learning progress and frequently share this information with families.</i></p> <p><i>Students contribute to regular and ongoing projects designed to engage families in the learning process.</i></p> <ul style="list-style-type: none"> - | |
| Possible Examples | <p><i>A parent says, "I'd like to know what my kid is working on at school!"</i></p> <ul style="list-style-type: none"> - <p><i>A parent says, "I wish I knew something about my child's progress before the report card comes out."</i></p> <p><i>A parent says, "I wonder why we never see any school work come home."</i></p> <ul style="list-style-type: none"> - | <p><i>A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."</i></p> <ul style="list-style-type: none"> - <p><i>A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."</i></p> <p><i>Weekly quizzes are sent home for parent/guardian signature.</i></p> <ul style="list-style-type: none"> - | <p><i>The teacher-sends weekly newsletter home to families through Infinite Campus, including information about upcoming homework, current class activities, community and/or school projects, field trips, etc.</i></p> <p><i>Teacher consistently posts grades by the deadline given and shares progress updates with families on a regular basis.</i></p> <ul style="list-style-type: none"> - <p><i>The teacher ensures that the Missing Assignment and D's/F's message is sent out each week through Infinite Campus.</i></p> | <p><i>Student planners and homework slips describe daily learning and go home each week for a response from a parent or guardian.</i></p> <p><i>The teacher shares directions for accessing progress reports in Infinite Campus with families.</i></p> <ul style="list-style-type: none"> - <i>The teacher developed the Academic Parent Team training PowerPoint for her grade level team.</i> - <i>The teacher ensured that her grade level team completed all retention notices according to the PVA retention timeline.</i> | |

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| 4d: Participating in a Professional Community | Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked. | Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. | |
| Critical Attributes | <ul style="list-style-type: none"> - <i>The teacher's relationship with colleagues is characterized by negativity or combativeness.</i> - <i>The teacher purposefully avoids contributing to activities promoting professional inquiry.</i> - <i>The teacher avoids involvement in school activities and school district and community projects.</i> | <ul style="list-style-type: none"> - <i>The teacher has pleasant relationship with colleagues.</i> - <i>When invited, the teacher participates in activities related to professional inquiry.</i> - <i>When asked, the teacher participates in school activities, and school district and community projects.</i> | <ul style="list-style-type: none"> - <i>The teacher has supportive and collaborative relationships with colleagues.</i> - <i>The teacher regularly participates in activities related to professional inquiry.</i> - <i>The teacher frequently volunteers to participate in school events and school district and community projects.</i> | In addition to the characteristics of "proficient," <ul style="list-style-type: none"> - <i>The teacher takes a leadership role in promoting activities related to professional inquiry.</i> - <i>The teacher regularly contributes to and leads events that positively impact school life.</i> - <i>The teacher regularly contributes to and leads significant school district and community projects.</i> | |
| Possible Examples | <ul style="list-style-type: none"> - <i>The teacher doesn't share test taking strategies with his colleagues. He figures that if his students do well, it will make him look good.</i> - <i>The teacher does not attend PLC meetings.</i> - <i>The teacher does not attend any school function after the dismissal bell.</i> - <i>The teacher says, "I work from 7:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class"</i> | <ul style="list-style-type: none"> - <i>The teacher is polite, but never shares any instructional materials with his grade partners.</i> - <i>The teacher only attends PLC meetings when reminded by her supervisor.</i> - <i>The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."</i> - <i>The teacher only contributes to the assigned committee when requested by the principal.</i> | <ul style="list-style-type: none"> - <i>The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.</i> - <i>The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</i> - <i>The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.</i> - <i>The teacher enthusiastically represents the school during academic competitions.</i> | <ul style="list-style-type: none"> - <i>The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.</i> - <i>The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</i> - <i>The teacher leads an annual school event.</i> - <i>The teacher participates in more than one committee each year.</i> | |

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| 4e: Growing and Developing Professionally | Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. | |
| Critical Attributes | <p><i>The teacher is not involved in any activity that might enhance knowledge or skill.</i></p> <p><i>The teacher purposefully resists discussing performance with supervisors or colleagues.</i></p> <p><i>The teacher ignores invitations to join professional organizations or attending conferences.</i></p> | <p><i>The teacher participates in professional activities when required or when provided by the school district.</i></p> <p><i>The teacher reluctantly accepts feedback from supervisors and colleagues.</i></p> <p><i>The teacher contributes in a limited fashion to educational professional organizations.</i></p> | <p><i>The teacher seeks regular opportunities for continued professional development.</i></p> <p><i>The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</i></p> <p><i>The teacher actively participates in professional organizations designed to contribute to the profession.</i></p> | <p>In addition to the characteristics of “proficient,”</p> <p><i>The teacher seeks regular opportunities for continued professional development, including initiating action research.</i></p> <p><i>The teacher actively seeks feedback from supervisors and colleagues.</i></p> <p><i>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</i></p> | |

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| Possible Examples | <p><i>The teacher never takes continuing education courses, even though the credits would increase his salary.</i></p> <p><i>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form.</i></p> <p><i>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</i></p> | <p><i>The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.</i></p> <p><i>The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.</i></p> <p><i>The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.</i></p> | <p><i>The teacher eagerly attends the school district summer workshops finding them to be a wealth of instructional strategies he can use during the school year.</i></p> <p><i>The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion.</i></p> <p><i>The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.</i></p> | <p><i>The teacher desired additional feedback and so she has initiated an action research project in order to improve her own instruction.</i></p> <p><i>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</i></p> <p><i>The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</i></p> |
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| 4f: Showing Professionalism | <p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations</p> | <p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.</p> | <p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</p> | <p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p> | |

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| Critical Attributes | <p><i>Teacher is dishonest.</i></p> <p><i>Teacher does not notice the needs of students.</i></p> <p><i>The teacher engages in practices that are self-serving.</i></p> <p><i>The teacher willfully rejects school district regulations.</i></p> | <p><i>Teacher is honest.</i></p> <p><i>Teacher notices the needs of students, but is inconsistent in addressing them.</i></p> <p><i>Teacher does not notice that some school practices result in poor conditions for students.</i></p> <p><i>Teacher makes decisions professionally, but on a limited basis.</i></p> <p><i>Teacher complies with school district regulations.</i></p> | <p><i>Teacher is honest and known for having high standards of integrity.</i></p> <p><i>Teacher actively addresses student needs by fulfilling PVA tutoring expectations.</i></p> <p><i>Teacher actively works to provide opportunities for student success.</i></p> <p><i>Teacher willingly participates in team and departmental decision making.</i></p> <p><i>Teacher complies completely with school district regulations.</i></p> <p><i>The teacher uses professional language at all times, even amongst colleagues.</i></p> <p><i>The teacher consistently approaches administration when they have concern regarding a student, parent, colleague, or policy.</i></p> | <p><i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i></p> <p><i>Teacher is highly proactive in serving students by tutoring students above the PVA expectation. .</i></p> <p><i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i></p> <p><i>Teacher takes a leadership role in team and departmental decision making.</i></p> <p><i>Teacher takes a leadership role regarding school district regulations.</i></p> <p><i>The teacher is able to redirect negative conversations amongst colleagues and assist in looking for solutions.</i></p> <p><i>The teacher proposes solutions to administration when they have a concern.</i></p> | |
|----------------------------|---|---|--|--|--|

| | | | |
|-------------------|--|--|---|
| Possible Examples | <p><i>The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</i></p> <p><i>The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.</i></p> <p><i>The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</i></p> <p><i>When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</i></p> <p><i>The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.</i></p> | <p><i>The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her.</i></p> <p><i>The teacher considers staying late to help some of her students in afterschool daycare, but realizes it conflicts with her gym class so she decides against it.</i></p> <p><i>The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.</i></p> <p><i>When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.</i></p> <p><i>The teacher keeps his district required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</i></p> | <p><i>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</i></p> <p><i>Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</i></p> <p><i>The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</i></p> <p><i>The English department chair says, "I appreciate when attends our after school meetings – he always contributes something meaningful to the discussion.</i></p> <p><i>The teacher learns the district's new online curriculum mapping system and writes in all of her courses.</i></p> |
|-------------------|--|--|---|

Pahrump Valley Academy

Formal Administrator Assessment





Administrator Evaluation

Standard 1: Academic Achievement

1. Ensures that all teachers design effective and rigorous lesson plans aligned to PVA pacing maps and content standards.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|--|---|
| Does not monitor lesson plans. 50% or more of teachers do not complete quality lesson plans. Instruction is not aligned with school pacing maps. Lessons plans do not provide for rigorous instruction. | Irregularly monitors teacher lesson plans. Some teachers do not complete quality lesson plans. 25% or more of teachers are more than 2 weeks off the established pacing maps. Lessons are only partially effective. | Regularly monitors teacher lesson plans. Lesson plans follow the school's pacing map and provide for rigorous instruction. | All teachers submit quality lesson plans aligned with school pacing maps. The administrator provides meaningful feedback on lesson plans and helps organize resources to improve instruction. |

2. Ensures that all instructional practices reflect the school's chosen pedagogy.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|--|--|
| Does not monitor instruction within the classroom. Does not produce evidence of teachers following the school's pedagogy. | While observing instruction, sometimes looks for evidence of school pedagogy. Expectations of school pedagogy are inconsistently applied. | While observing instruction, looks for and documents effective use of school pedagogy. Identifies a variety of teaching strategies to ensure effective instruction for diverse learners. | Ensures and documents consistent use of school pedagogy throughout the school. All classrooms demonstrate consistent implementation of school pedagogy appropriate for diverse learners. |

3. Implements the School's Assessment Plan and ensures all teachers and students participate.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|---|
| Does not communicate or monitor assessments. Student performance measures are inconsistent and left to individual teacher discretion. Does not obtain staff or student buy-in to ensure assessment goals. | Implements assessment suggestions that may be inconsistently applied throughout the school. | Establishes PLC teams in order to monitor assessment alignment and student growth. Assessments are organized. | Administrator efficiently organizes assessment materials and rallies support for required assessments. Facilitates team meetings that include consistent evaluation of informal and formal assessment within the classroom. |



4. Analyzes and utilizes data obtained from formal and informal assessments to improve instruction and student performance.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|--|---|
| Does not evaluate assessment data within the classroom and school. Student performance is not tracked. | Provides educators with assessment results. Suggests that PLC teams meet to discuss results. | Supports educators in meeting as PLC teams to evaluate student assessment results. Provides suggestions for adjusting classroom instruction to ensure student performance. | Provides planning time for PLC teams to evaluate student assessments. Is knowledgeable of assessment results and addresses identified concerns with the appropriate parties. Provides training in effective instructional practices to support student performance. |

5. Provides meaningful and relevant instructional support to teachers.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|---|--|---|
| Does not monitor instruction within the classroom. | Provides inconsistent supervision to supporting staff including custodial, support and education staff. | Establishes PLC teams to support educators and support staff. Provides resources for effective classroom instruction. Designates professional time for staff to evaluate and establish effective teaching practices. | Models effective teaching strategies. Rallies support for school instructional methods. Provides guidance to teachers as identified through classroom observations. |

6. Identifies needs for professional development and provides effective PD opportunities for instructional staff.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|---|---|
| Allows teachers to research and implement teaching practices within their own classrooms. Classrooms within the school demonstrate inconsistent application of teaching pedagogy. PD offerings are inconsistent or non-existent and do not align with school goals. | Inconsistently evaluates teachers within the classroom. Minimal documentation of areas for concern are present. PD offerings are somewhat aligned with school goals. | Establishes PLC teams to support educators within the classroom. Documentation of classroom evaluations includes communication with staff and suggestions for teaching practices to support diverse learners. | Supports teachers in completing training related to classroom content, pedagogy and educational expertise. Provides dedicated time for staff trainings and addresses the standards identified within classroom evaluations. PD offerings are dynamic and engaging and result in improved student performance. |

7. Achieves school's established academic performance goals.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|---|
| Does not communicate goals to educational or support staff. | Establishes the school's academic performance goal, but does not consistently monitor student progress. | Establishes plans and procedures for monitoring and communicating student performance goals. Each goal will include suggestions for best practices to support diverse learners. | Designates time for educators to evaluate student performance. Models examples of teaching practices to support student performance goals. Celebrates with staff and students as they achieve their established academic performance goals. |



Standard 2: Management & Operations

1. Maintains a clean and inviting campus aligned with school design guidelines.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|---|---|
| Does not organize the school in an effective and orderly manner. Inadequately supervises custodial and support staff resulting in a school that is not clean, welcoming and/or safe. | Provides inconsistent supervision of custodial and support staff. Allows varying level of cleanliness within the school. | Establishes and implements plans, procedures and routines that ensure consistency in cleanliness and décor throughout the campus. | Demonstrates and maintains an environment that is clean and welcoming to students, staff and parents. Takes personal responsibility for keeping the campus clean. |

2. Develops and executes effective plans & procedures to ensure student safety, discipline and health.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|--|---|
| Leaves discipline and student health to the discretion of individual staff members. Inconsistency within organization is evident. | Establishes plans and procedures for student safety including student drop-off, pick-up and class transitions. Routines are not consistently applied throughout the school. Discipline is inconsistent. | Establishes and implements procedures for student safety. Plans are practiced and perfected to ensure consistency and safety. Models effective student discipline and supports educators in upholding standards of high expectations for student behavior. | Models safety, discipline and health plans with both staff and students. Models consistent implementation of designated safety, discipline and health plans. Provides resources necessary for a safe environment within the school. |

3. Provides for the orderly and efficient drop-off and pick-up of all students.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|---|--|
| Does not provide direction to students, staff and parents in relation to drop-off and pick-up procedures. Is not present during the drop-off and pick-up time. No clear process or inefficient process. Pick-up and drop-off detract from the educational | Establishes routines for drop-off and pick-up of all students. Urges the staff to ensure smooth drop-off and pick-up, but is not available to monitor or support these times. Partially communicates expectations. | Establishes routines for orderly and efficient drop-off and pick-up of all students. Regularly monitors and ensures consistency of the routines to ensure student safety. | Establishes clear processes for the efficient and safe pick-up and drop-off of students. Expectations are clearly communicated to all stakeholders. The school leader is visible during drop-off and pick-up and leads by example. Fosters a culture where |



| | | | |
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| experience of students. | | | drop-off and pick-up is positive and helps create an excellent educational experience for all students. |
|-------------------------|--|--|---|

4. Ensures compliance with school financial controls and operates within established budgets.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--------------------------------|--|---|
| Demonstrates a lack of budget awareness. | Inconsistently manages budget. | Develops a process that ensures controls within the budget. Ensures that allocations are managed within the school's budget. | Carefully follows school policy regarding financial controls. Stays within established budgets and actively seeks to create value for the school through fundraising and eliminating waste. |

5. Ensures necessary resources are secured in a timely and efficient manner.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|-----------------------------------|---|---|---|
| Does not manage school resources. | Establishes routines for resource requests. Resources requests may be processed inconsistently. | Established routines for resource requests and demands. Regularly evaluates requests and ensures timely processing. | Provides support for school resources. Ensures that resources necessary are available consistently. |

6. Maintains high levels of student enrollment.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|---|--|---|
| Does not encourage student enrollment. | Develops a plan for student enrollment that may be inconsistently followed. | Establishes routines for student enrollment. Trains staff on routines and ensures timely processing of student enrollment. | Demonstrates effective use of recruiting plans. Maintains full enrollment through continual recruitment efforts. Uses school events as recruitment opportunities. |

Standard 3: Staff Relations

1. Promotes and maintains a positive and professional working environment.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|--|
| Does not establish expectations for staff performance, dress and conduct. | Establishes guidelines for staff conduct. Does not encourage consistent compliance with guidelines. | Builds community within the professional working environment. Ensures a positive environment on all levels. | Models positive interactions with all staff within the school. Ensures consistent staff compliance with positive and |



| | | | |
|--|--|--|---|
| | | | professional standards. Crates a team environment that engages staff and unites them in fulfilling the school's mission and vision. |
|--|--|--|---|

2. Develops team unity in order to achieve school goals.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--------------------------------|---|---|---|
| Does not support school goals. | Establishes school goals, but manages expectations of staff members inconsistently. | Establishes dedicated time for PLC meetings in order to support school unity. Gathers feedback and ensures consensus to develop school goals. | Garners staff buy-in and commitment to achieve school goals. Sets clear expectations for achievement of school goals. Models effective implementation and monitoring of school goals. |

3. Maintains high levels of staff satisfaction and retention.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---------------------------------|--|---|--|
| Is not aware of staffing needs. | Encourages staff to continue employment. May collect data on staff satisfaction, but fail to evaluate and implement changes. | Establishes clear expectations for staff. Establishes on going relationships with staff to ensure retention. Consistently gathers and evaluates staff satisfaction. | Establishes clear expectations for staff. Ensures staff satisfaction through one-on-one communication. |

4. Successfully recruits and hires quality staff in a timely and efficient manner.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|---|---|
| Does not participate in recruiting processes. | Is aware of recruitment needs, but mostly delegates to others. | Establishes consistent routines for establishing recruits suitable to school needs. Implements routines to ensure timely hires. | Models successful recruiting routines. Continually monitors staffing needs, student ratios, etc. to ensure timely hiring. |

Standard 4: Community Relations

1. Establishes ongoing relationships with community organizations, community members, and businesses. Works with them in a synergistic manner to improve the school and the community.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|---|--|--|
| Does not include Stake holders within the school. The school | Includes community in communication plan, but does not consistently | Establishes relationships within the community. Communicates | Models synergistic communication. Attends school and community |



| | | | |
|---|--|---|---|
| functions as an individual entity without support from community. | implement concerns, suggestions and support. | consistently and encourages partnerships within the school and community. | events in support of a joint relationship between school and community. |
|---|--|---|---|

2. Maintains high levels of parent satisfaction.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|---|
| Does not respond to parent communication. | Accepts parent communication, but may respond inconsistently. | Encourages parent participation within the school. Designates time each week to speak with parents. | Involves parents in the community of the school through committees and ongoing communication. Collects and evaluates parent satisfaction regularly. |

3. Organizes and executes quality community events to increase awareness of the school and create community unity.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|---|--|
| Does not involve the community within the school. The school operates as an individual entity. | The school includes community events within its calendar. Events may not be held or attended consistently. | Establishes community events that include staff and community. Events showcase student performance and school mission. The community is aware of the school's presence. | Establishes teams to develop community events. Teams include students, staff and community members within the planning, implementation and review process. Community members express interest in the school and its role within community. |

4. Maintains high levels of visibility and accessibility to community members.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|---|---|
| Does not promote the school. Community member may not be aware of the school's presence. | Establishes accessibility of the school, but does not encourage staff and community participation. | Identifies community outlets allowing school visibility and support to community. Is available to members of the community. | Leads community teams and communicates school mission, vision and accomplishments. Maintains positive, professional relationships with community members. |

5. Quickly and appropriately responds to and resolves stakeholder concerns.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|--|--|
| Does not acknowledge stakeholder concerns. | Receives stakeholder concerns, but does not resolve concerns in a consistent or timely manner. | Encourages stakeholder feedback in a positive environment. Seeks to understand and resolve all concerns. | Provides exceptional customer service to concerned stakeholders. Takes concerns seriously and implements appropriate |



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| | | | interventions, as necessary. Demonstrates superior interpersonal skills in resolving difficult situations. |
|--|--|--|--|

Standard 5: Personal Conduct

1. Embodies the values of the school both inside and outside of the workday.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|---|--|--|
| Does not hold a regard for school values within the mission statement. | Embodies the values within the school mission statement inconsistently. | Encourages and exemplifies the values of the school. | Engenders support for and emulation of school values through impeccable personal conduct. Represents school values in all aspects of one's life. |

2. Follows all school policies pertaining to personal conduct, staff relations, harassment, non-discrimination, student relations, dress code, etc.

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|---|---|--|
| Does not respond to concerns within the staff. Does not use appropriate approaches in speaking with staff. | Inconsistently applies school policies. | Establishes consistent implementation of school policies. | Meticulously follows and engenders support for all school policies pertaining to personal conduct, staff relations, harassment, non-discrimination, etc. |

Rating Rubric

Review your ratings above. For each standard, calculate the number of points earned and note the total below. Points shall be awarded according to the following rubric:

| Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|----------------|-------------------|------------|-----------|
| 0 Points | 1 Point | 2 Points | 3 Points |

Administrator Rating Calculation

_____ x 0.71 = _____ Standard 1: Academic Achievement
 _____ x 0.83 = _____ Standard 2: Management & Operations
 _____ x 1.25 = _____ Standard 3: Staff Relations
 _____ x 1.00 = _____ Standard 4: Community Relations
 _____ x 2.50 = _____ Standard 5: Personal Conduct



_____ **TOTAL POINTS EARNED**

Members of Administrative staff of Pahrump Valley Academy are held to the highest standards of performance, so that they may in turn hold those they supervise to the same caliber of standards.

| TOTAL POINTS | RATING |
|---------------------|--------------------------------|
| >90 | Exemplary |
| >80 | Proficient |
| >70 | Approaching Proficiency |
| <70 | Unsatisfactory |

Attachment 7



Board Member Template

START-UP SCHOOL PROPOSED BOARD MEMBER ROSTER

| | OCCUPATION | LARGEST BUDGET MANAGED/ OVERSEEN (\$ or N/A) | AREA OF EXPERTISE | | | | | | | | | | COMMITTEE ASSIGNMENT | | | | | |
|---|--|--|--------------------|-------------------------|--------------------------|-------|------------|----------------------|-----------|---------|---------------------|------------------|----------------------|-------------|-------------------|---------|------------|------------------|
| | | | Accounting/Finance | Fundraising/Development | Construction/Real Estate | Legal | Technology | PR/HR/Communications | Education | Medical | Community/Volunteer | Board Experience | Development | Real Estate | Board Development | Finance | Governance | Capital Campaign |
| PROPOSED BOARD MEMBERS Name & Title on Board (if applicable) | | | | | | | | | | | | | | | | | | |
| Thomas R. E. Waters, Ed.D. | Retired USAF LtCol/ Teacher/Principal | 750,000,000 | | | | | | | X | | X | X | | | X | X | X | X |
| Maria Jerinic, Ph.D. | University Professor | N/A | | | | | | X | X | | X | | X | | | | X | X |
| Justin Curnutt, Ph.D. | Pharmacist | 10,000,000 | | | | | | | X | X | X | X | | X | | | | X |
| Kenneth Johnson, M.T. | Entrepreneur | 8,000,000 | | X | | | X | | X | | X | | | X | X | | | X |
| Jonathan K. Nelson, M.B.A., J.D. | Attorney | 2,000,000 | X | | | X | | | | | | | X | | | | | X |
| Michael Hines | V.Pres., Branch Mgr. | 400,000 | X | | X | | | X | | | X | | | | | X | | X |

Attachment 8



**Board Member Information Sheets:
Resumes, Biographies,
Board Member Information, Notarized Assurances**

Justin D. Curnutt, PharmD, ANP



EDUCATION

Roseman University of Health Sciences; Henderson, Nevada

Doctorate of Pharmacy Degree

Degree conferred June 2012

G.P.A. – 4.0

Idaho State University

Bachelor of Science in Microbiology

PROFESSIONAL CERTIFICATION

Nevada State Board of Pharmacy

Certified Pharmacist

Granted July 2012

Revoked 2016

Reinstated December 2018 on Active with Probationary status

Purdue University

Authorized Nuclear Pharmacist (ANP) Certification

Granted August 2012

Special Skills

Spanish as a second Language

MTM Specialty in Pharmacy

RELEVANT WORK EXPERIENCE

| | |
|---|------------------------|
| Advanced Isotopes of Nevada Per Diem Staff Pharmacist | December 2018- Present |
|---|------------------------|

| | |
|--|----------------------|
| Pahrump Wellness Center, Pahrump, Nevada Health Coach / Medical Educator | April 2016 – Present |
|--|----------------------|

| | |
|--|-----------------------------|
| Partell Specialty Pharmacy, Las Vegas, Nevada Staff Compounding Pharmacist | October 2015 – January 2016 |
|--|-----------------------------|

| | |
|---|-----------------------------|
| Smith's Food & Drug, Pahrump, Nevada Staff Pharmacist | March 2013 – September 2015 |
|---|-----------------------------|

Advanced Isotopes of Idaho, LLC, Pocatello, Idaho

Staff Pharmacist

November 2013 – February
2013

Advanced Isotopes of Nevada, LLC, Las Vegas, Nevada
Staff Pharmacist

July 2012 – October 2013

Advanced Isotopes of Nevada, LLC, Las Vegas, Nevada
Intern Pharmacist

May 2011 – June 2012

Advanced Isotopes of Idaho, LLC, Pocatello, Idaho
**Radiopharmaceutical Delivery Manager and
Pharmacy Technician**

May 2007 – July 2009

References

More references can be made available upon request

Dr. Justin Curnutt

Dr. Justin Curnutt is the founder of Pahrump Wellness Center which is his brick and mortar healing center. He is also the founder of SuperNaturalPharm.com where he is positioning himself as an alternative medicine healer on a broader platform. He has also created a non-profit organization for his local community called Pahrump Academy of Learning. Before devoting his work full time to Pahrump Wellness Center, Justin served as lead compounding pharmacist, authorized nuclear pharmacist and staff pharmacist for a retail store.

As a youth, he received his Eagle Scout Award from the Boy Scouts of America and graduated from high school with high honors. Dr. Curnutt's professional degrees include a bachelor in science in microbiology from Idaho State University as well as a doctorate degree in pharmacy from Roseman University of Health Sciences. Prior to earning these degrees, he dedicated years of his life helping people in Peru through service projects and teaching. He is multilingual in English and Spanish.

Dr. Curnutt has been featured on the Kat James Show on XM radio and hosts his own show every Sunday from 7 p.m. to 8 p.m. (PST) entitled *The Truth About Health* via Pahrump Wellness Center on Facebook. He also offers his time and expertise to speak at special events. His charisma and enthusiasm is contagious and you will not be disappointed when working with him in any aspect.

In addition to being a positioning health consultant, Justin is married and is the father of four wonderful children.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve

PAHRUMP Valley Academy

2. Full name

JUSTIN Daine CURNUIT

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. Doctorate Degree in Pharmacy. Specialized in Nuclear Pharmacy.
4. Education is my passion and Have Implemented various Teaching programs. Been the V.P. of the Chamber of Commerce Board of Directors.
- ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☒ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?

To Help and To Bring another option to our Rural Community which serves underprivileged children!

7. What is your understanding of the appropriate role of a public charter school board member?

To offer checks and Balances and Be a guide in Bringing what our Community Needs to Fruition!

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain

Start-Up Charter School Board Member Information

why you have the capability to be an effective board member.

I have not served on a School Board. I have 5 kids and am very familiar w/ what a school needs to be. I have also served on other boards (Chamber of Commerce and Friends of Parkman's.)

9. Describe the specific knowledge and experience that you would bring to the board.

Health and Medical Field knowledge and Experience. Lifestyle Changes and Modifications, etc.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? I understand the mission and guiding beliefs are to offer the highest quality of education to prepare students for college paths to further education.
2. What is your understanding of the school's proposed educational program? I understand the educational program will fully prepare students to qualify and be accepted into college, starting with high level kindergarten all the way through the students high school requirements.
3. What do you believe to be the characteristics of a successful school? I believe a successful school has the characteristics to develop a students interest in learning and that will reflect in proficient or above level grades.
4. How will you know that the school is succeeding (or not) in its mission? I will know if the school is succeeding if there is positive student and parent feed back, and if the percentage of students achieving the proficient or above level grade in their core classes exceeds that of the state and other local schools average.

Governance

1. Describe the role that the board will play in the school's operation. The board will oversee the school budget, staff performance, and student/school progress.
2. How will you know if the school is successful at the end of the first year of operation? The first year will be a success if there is full enrollment for the following year, and if the 5th grad class is prepared for the 6th grade curriculum.
3. How will you know at the end of three years of the school is successful? The school will be successful after 3 years if grades 6-8 have been added to the school, and if the percentage of proficient or above level grades has increased.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The charter school board will need to ensure that the school has a safe and respectful environment where students and parents are supported between a mutually respectful correspondence between staff. Also, that the budget is followed to meet the school's needs.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would handle a situation like that how we handle these situations in the chamber of commerce Board of Directors by addressing the issue as a board in an attempt to resolve or correct the problems. Depending on the situation it may require disciplinary action, or removal of involved board member(s), which decisions would be made in a vote.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person

Start-Up Charter School Board Member Information

or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

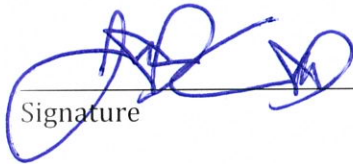
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Justin Curnutt, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for PVA Charter School is true and correct in every respect.


Signature

07/07/19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pahrump Valley Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

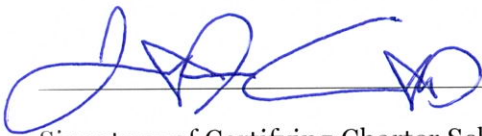
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Justin Cornutt

Name Printed

Board Member

Title

07/09/19

Date

Subscribed and sworn to before me

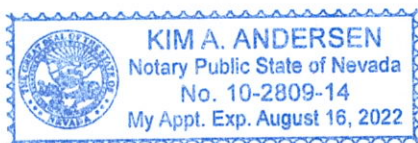
State of Nevada County of Nye

This 9th day of July 2019

date month year



(Notary Public Seal)



Michael Hines

Education

01/2005-12/2006 Community College of Southern Nevada
Las Vegas, NV Accounting Major

09/1995-06/1999 Las Vegas Academy of International Studies
Las Vegas, NV Spanish Major
Excellence In Spanish Studies Award

Professional experience

07/2011-08/2015 Nevada State Bank Pahrump, NV
Branch Manager IV/Vice President- Lead a team of 2 managers, 2 salespeople and 7 tellers in a high accountability, coaching and goal-based environment. Daily management of staffing, reports, customer flow and conflict resolution.

08/2015-07/2017 Bank of America Las Vegas, NV
Financial Center Manager II- Led a team of 4 salespeople, 1 assistant manager and 5 tellers in a high accountability, coaching and goal-based environment. Daily management of staffing, reports, team member coaching, lobby management and conflict resolution.

07/2011-08/2015 Wells Fargo Bank Prescott, AZ
Branch Manager- Led a team of 2 salespeople, 1 service manager and 5 tellers in a high accountability, coaching and goal-based environment. Daily management of staffing, reports, customer flow and conflict resolution.

References

Cody Parker- Branch Service Manager- Nevada State Bank
Known 2 years- Professional reference
702-706-9666

Andrew Chewning- Regional Sales Manager- Nevada State Bank
Known 2 years- Professional reference
702-855-4668

Michael Hines

Professional Biography

Mike Hines has 13 years of experience in the banking industry, with 5 years in the role of branch manager. His top focus as a branch manager is to understand his clients' financial needs, help them find solutions that fit their situation and share his passion for financial education. He does this by discovering what is important to his clients and learning how they manage their finances to support their goals. Mike has called southern Nevada home for over 20 years, and actively seeks opportunities to get involved in his community. Notably, he is currently serving on the Board of Directors for the Pahrump Valley Rotary Club, a Blood Drive Coordinator for Vitalant (formerly United Blood Services) and teaching financial literacy in schools through Junior Achievement Southern Nevada.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Pahrump Valley Academy
2. Full name Michael Hines
Home Address _____
Business Name and Address _____
Phone Number _____
E-mail address _____
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
I will use my financial expertise to help guide the school in a responsible and fiscally sound growth.
7. What is your understanding of the appropriate role of a public charter school board member?

Start-Up Charter School Board Member Information

Providing oversight and guidance to drive quality in the school curriculum/results, to drive ethical use of all funds and ensure that the school accomplishes its commitments to the community it serves. Board members also maintain accountability on the Executive Director of the Charter.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the board of directors for the Pahrump Valley Rotary Club for the past year. I have 15 years' experience working in the financial industry.

9. Describe the specific knowledge and experience that you would bring to the board.

I have worked in the financial industry for over 15 years. I will apply this experience in managing funds and leading people to make sound decisions and recommendations within my board role.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Pahrump Valley Academy is a college preparatory public, charter school that will serve students in grades TK-8th. The mission of Pahrump Valley Academy is to prepare students to be successful high school and college students through high quality instruction using rigorous, standard aligned curriculum; cognitive, academic, social and personal growth; and the development of individualized, life-long learners. By offering an educational choice in the Pahrump community, students will have the opportunity to receive a high-quality college preparatory education that will prepare them for high school, college, and beyond.

2. What is your understanding of the school's proposed educational program?

- **The key components of your educational model**

Key elements of Pahrump Valley Academy are:

- **Rigorous Content Rich College Preparatory Curriculum.**
- **Regular Formative Assessments as basis for data driven decision making.**
- **Timely Academic Intervention, where data indicates intervention is required.**
- **Timely Academic Enrichment, where data indicates enrichment is desirous.**
- **Early and Thorough Investigation into dilemmas of Behavior Management.**
- **Early and Effective Response to dilemmas of Behavior Management.**
- **Positive school environment cultivated through positive behavior supports and acknowledgement.**
- **Exemplary Educational Talent Attracted and Retained through Supportive and Inspiring work Environment and Desirous Compensation and Benefits.**
- **Exemplary Educational Talent Furthered and Promoted through provision of Exemplary Professional Development that is designed and delivered to meet the needs of the school's team in their mission to meet the needs of the school and its community, as well as, promoting and furthering the cause of education.**

3. What do you believe to be the characteristics of a successful school?

Strong leadership, role modeling teachers and inspired students all driving engagement and synergy.

Start-Up Charter School Board Member Information

4. How will you know that the school is succeeding (or not) in its mission?
Students performing at or above standards, demonstrated community involvement and strong retention/graduation rates.

Governance

1. Describe the role that the board will play in the school's operation.
The board will oversee and guide execution of the school's priorities and review results to ensure success.
2. How will you know if the school is successful at the end of the first year of operation?
That we have achieved stated goals of student achievement in standardized measurements.
3. How will you know at the end of three years of the school is successful?
If we have maintained and increased the % of students performing above standardized measurements.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Build a routine that includes regular review (at least monthly) of priorities vs actual performance as a group. Individually, the board members would need to participate in school functions, observe day to day operations/activities on a randomized basis and gather feedback from students, parents and teachers.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I believe such an issue should be brought before the entire board immediately. If a majority of the board's members were involved, it would require escalation to the district/state level authority.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
I am a member of the Pahrump Valley Rotary Club with prospective board member Tom Waters and Executive Director Sable Mirandi.
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so,

Start-Up Charter School Board Member Information

indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☐ I / we do not know any such persons. ☒ Yes

I am the branch manager for Nevada State Bank in Pahrump, NV. I hope for the school to bank with Nevada State Bank, but would be unable to assist with any account management, maintenance, transactions or service if the school and the bank do business- to ensure there is no conflict of interest.

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☐ I / we do not anticipate conducting any such business. ☒ Yes

I am the branch manager for Nevada State Bank in Pahrump, NV. I hope for the school to bank with Nevada State Bank, but would be unable to assist with any account management, maintenance, transactions or service if the school and the bank do business- to ensure there is no conflict of interest.

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated

Start-Up Charter School Board Member Information

with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

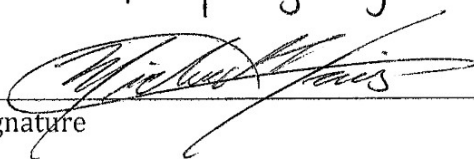
☐ None. ☒ Yes

I would have to take steps to remove myself from any bank relationship management in my officer capacity at Nevada State Bank if the school chooses to bank there.

Certification

I, Michael Hines, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pahrump Valley Academy Charter School is true and correct in every respect.

Signature



Date

07/09/2019

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pahrump Valley Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

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- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

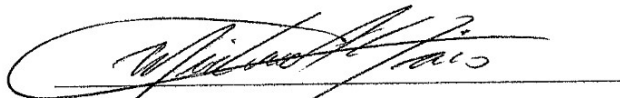
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Michael Hines

Name Printed

Prospective Board Member


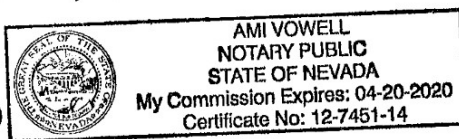
Title

07/09/2019

Date

State of Nevada, County of Nye
Subscribed and sworn to before me

This 9th day of July, 2019
date month year


(Notary Public Seal)

Maria Jerinic
 Honors College
 University of Nevada, Las Vegas
 Box 457003
 4505 S. Maryland Parkway
 Las Vegas, NV 89154
 [REDACTED]

EDUCATION

Ph.D. 1997 English with certification in Women's Studies, State University of New York at Stony Brook
 M.A. 1992 English, Boston College
 B.A. 1989 English, Cum Laude, Wellesley College

EMPLOYMENT

University of Nevada, Las Vegas

Associate Professor in Residence in Honor College, University of Nevada, Las Vegas (2018-present)
 Assistant Professor in Residence in Honors College, University of Nevada, Las Vegas (2014-2018)
 Visiting Assistant Professor, University of Nevada, Las Vegas (2005-2014)
 Part-time Instructor of English, August 2004-present

New Mexico Highlands University (Las Vegas, NM)

Assistant Professor of English, August 2000–June 2003
 Visiting Assistant Professor of English, January 2000-May 2000

College of Mount Saint Vincent (Riverdale, NY)

Assistant Professor of English, August 1998-December 1999
 Visiting Assistant Professor of English, August 1997-July 1998
 Visiting Instructor of English, August 1996-July 1997

Suffolk Community College (Selden, NY)

Adjunct Instructor, Fall 1993-Spring 1996

State University of New York at Stony Brook (Stony Brook, NY)

Instructor (Graduate Teaching Assistant), Fall 1993-Summer 1996
 Assistant to the Director of the Writing Programs, June 1995-August 1996

Boston College (Chestnut Hill, MA)

Instructor (Graduate Teaching Assistant), Fall 1991-Spring 1992

AWARDS

UNLV Foundation Distinguished Teaching Award, 2018-2019
 Len Zane Excellence in Honors Teaching Award, UNLV 2018
 Phi Kappa Phi Honor Society, April 2014
 Editor's Best, *Literary Mama: A Literary Magazine for the Maternally Inclined*, 2007

TEACHING

UNLV Honors College

Honors 100: Rhetoric; Honors 110 and Honors 115: World Thought and Experience; Honors Seminars – Victorian Legacies; Jane Austen: Her Work and Our Worlds; Instructional Leadership, More Than Twitter: The Return of the Essay

Teaching mentor for peer-instructors in first-year seminar program.

Member of undergraduate Honors thesis committees: Fall 06 –Spring 07, Spring 07-Spring 08, Fall 2009-

Spring 2010, Spring 2011, Fall 2011-Spring 2012, Spring 2014, Spring 2016-Fall 2016, Fall 2016-Spring 2017, Spring 2017-Fall 2017, Fall 2017-Spring 2018.

UNLV Department of English

ENG 298: Writing About Literature; ENG 303: Introduction to Literary Theory/Criticism; ENG 101: English Composition I; ENG 102: Composition II

New Mexico Highlands University

Freshman Leadership; Freshman Composition 2; Twentieth Century Literature; Later British Masterworks; World Literature from 1700 to Modern; Women in Literature; Twentieth Century British Fiction; Major British Writers: The Victorian Novel and Constructions of English Identity; History of the Novel: The Eighteenth Century British Novel

Teaching Mentor for Graduate Students, January 2001–June 2003

Teaching Mentor for literature teacher at Memorial Middle School, Las Vegas, NM, Fall 2001-Spring 2002

Supervised Undergraduate Teaching Practicum, Spring 2002

M.A. thesis director and member of 5 additional committees

Suffolk Community College

Developmental Writing; Standard Freshman Composition; Introduction to Literature; Technical Writing

State University of New York at Stony Brook

Freshman Composition; Developmental Writing; Introduction to Women's Studies in the Humanities; Women in the Third World

Graduate Teaching Practicum - Guest Instructor, Fall 1995

Boston College

Critical Reading & Writing

Guest Speaker at the Boston College English Department's TA Training Seminar, May 1992

Co-Organizer and Founder of the Boston College Graduate Student Colloquia Series, 1991-1992

EDITORIAL EXPERIENCE

Palamedes Publishing

Associate Editor June 2017 –present

Gillybean in China: The Adventures of a Wandering Sexagenarian (2018) by Gill Puckridge

Worked with author to edit manuscript and prepare for publication. *Finding Light in Unexpected Places: An Anthology of Surprises*, forthcoming 2019

Co-editor with Erik Pihel

Designed and distributed call, read submissions, and worked with authors to prepare work for publication.

***Victorian Literature and Culture* (Cambridge University Press)**

Editor for Topics, January 2006- January 2017

Assistant Editor for Topics, September 1997- January 2006

Editorial Assistant, 1994-1996

Indexer, 1993-1994

Eighteenth Century Studies

External Reader, February 2012

PRESENTATIONS:

“Disrupting the Curriculum: What is College For?” Co-presenter for 54th Annual Conference of the National Collegiate Honors Council, November 6-10, 2019.

“Disrupting the First Draft: Getting Students to Revise and Edit Essays” Co-presenter for 54th Annual

- Conference of the National Collegiate Honors Council*, November 6-10, 2019.
- "Challenging Boundaries, Building an Intellectual Culture and Finding One's Public Voice," Panelist for the *53rd Annual Conference of the National Collegiate Honors Council*, November 7-11, 2018.
- "The Pen Is Mightier: Creative Nonfiction in the Honors Classroom," Co-presenter with Amaris Ketchum (UNM) for the *52nd Annual Conference of the National Collegiate Honors Council*, November 8-12, 2017.
- "Cultivating Calling: The Greater Value of Higher Education," Panelist for the *52nd Annual Conference of the National Collegiate Honors Council*, November 8-12, 2017.
- "Undergraduate Honors Education and the Building of a Meaningful Life" Roundtable Presentation with Dr. Daniel Bubb (UNLV Honors College) and Kate Wintrol (UNLV Libraries), October 14, 2016 for the *51st Annual Conference of the National Collegiate Honors Council*, October 12-16, 2016.
- "Difficult Classroom Conversations: The Processes by which We Teach Honors Students, and Ourselves, about Diversity," Panel Presentation, October 15, 2016 for the *51st Annual Conference of the National Collegiate Honors Council*, October 12-16, 2016.
- "Planning Partnerships: Building Collaborations Between Honors Faculty and Academic Libraries" Co-presenter with John Watts and Kate Wintrol (UNLV Libraries), November 14, 2015 for the *50th Annual Conference of the National Collegiate Honors Council*, November 11-15, 2015.
- "Responding to a National Challenge: The First-Year Seminar and a Liberal Arts Education," Co-presenter with Daniel Coyle, UNLV Honors College, November 8, 2014, for *49th Annual Conference of the National Collegiate Honors Council*, November 6-9, 2014.
- "The First Year Seminar, Liberal Arts, and Creativity." November 9, 2013 for the panel *Inspiring Leadership: The Dynamics of a Peer Instructor-Led FYE Course in Honors Education* held at the *48th Annual Conference of the National Collegiate Honors Council*, November 6-10, 2013.
- "Back to the Future: Why Cicero Matters Today" Co-presenter with Kate Wintrol, UNLV Libraries, November 17, 2012 for the *47th Annual Conference of the National Collegiate Honors Council*, November 14-18, 2012.
- "Remember that we are English': *Northanger Abbey* and Cosmopolitan Conversations." October 13, 2012 for *The Social Individual: The 2012 Meeting of The Northeast American Society for Eighteenth Century Studies*, October 11-14, 2012.
- "Creating assignments that encourage critical thinking and stimulate intellectual risk." Co-presenter with Kate Wintrol (UNLV Lied Library), *2011 National Collegiate Honors Council Conference*, October 19-23, 2011.
- "Teaching Jane Austen in a Facebook World." *Southwest/Texas Popular and American Culture Conference*, February 13, 2010.
- "National Constructions of Marriage in Britain of the 1790s: A Study of Mary Hays." *Highlands Symposium Series*, March 30, 2001.
- "Mary Hays and Representations of Marriage." East-Central American Society of Eighteenth-Century Studies, October 2000.
- Moderator for a discussion of *Warrior Marks*, Elizabeth Seton Women's Center, September 1999
- "Nawal El Sa'dawi," Guest Speaker, College of Mount Saint Vincent Honors Colloquium, October 1998.
- "Reading the Romance: Forging English National Identity in Radcliffe's *A Romance of the Forest*," Northeast Modern Language Association, April 1998.
- "Central European Poetry of the Twentieth Century," Guest Speaker, College of Mount Saint Vincent Honors Colloquium, February 1998.
- "Elizabeth Gaskell's Indian 'Mutiny'; or, The Enemy Within." Victorian Studies Symposium at SUNY Binghamton, November 1997.
- "Central European Writers of the Twentieth Century," Guest Speaker, College of Mount Saint Vincent Honors Colloquium, October 1997.
- Discussion on the movie *Persuasion*, Panelist, Huntington Cinema Arts Centre, November 1995.
- "Where are Women Going?" Guest Speaker, Stony Brook Residence Program, March 1995.
- "Rereading and Revisioning *Northanger Abbey*," AfterWords: SUNY Stony Brook Graduate Student Conference, October 1994.
- "Learning Womanhood: *Northanger Abbey* and the Domestic Woman," Invited lecturer, Jane Austen Society of North America, New England chapter, May 1994.

- "Considering a Chicana Aesthetic: Pat Mora and Julia Kristeva," The Third Annual Women's Studies Conference: Women Building Community: Crossing the Boundaries of Race, Religion, Class, Gender, Southern Connecticut State University, October 1993.
- "Sharon Olds and the Quest for Evil," National Women's Studies Association Conference, Washington D.C., June 1993.
- "Pat Mora and the Problem of a Female Aesthetic," Graduate Student Colloquium, State University of New York at Stony Brook, May 1993.

PUBLICATIONS

Scholarly Articles

- "Honors College at The University of Nevada, Las Vegas," (Co-written with William Doyle) for the First-Year Seminar monograph to be published by NCHC Ed, Anton Vander Zee and Trisha Folds-Bennett.
- "Rebels in the Classroom: The Role of Creativity and Risk-Taking in Honors Pedagogy" (Co-written with Kate Wintrol, UNLV Libraries), *Honors In Practice*. 9 (2013): 47-67.
- "Challenging Englishness: Frances Burney's *The Wanderer*" in *Rebellious Hearts: British Women Writers and the French Revolution*. Eds. Adriana Craciun and Kari Lokke. Albany: SUNY Press, 2001. 63-84.
- "How We Lost the Empire: Retelling the Stories of the Rani of Jhansi and Queen Victoria" in *Remaking Queen Victoria*. Eds. Adrienne Munich and Margaret Homans. Cambridge: University Press, 1997. 123-39.
- "In Defense of the Gothic: Rereading *Northanger Abbey*" in *Jane Austen and Discourses of Feminism*. Ed. Devoney Looser. New York: St. Martin's Press, 1995. 137-49.

Reviews and Personal Essays

- "Introduction," and co-Editor (with Dr. Erik Pihel), *Finding Light in Unexpected Places: An Anthology of Surprises*, forthcoming, Palamedes Publishing.
- "Emma for Grown-Ups." *Cocktails with Miss Austen – Conversations on the world's most beloved author*. Ed. Caroline Doherty De Nova. Ben Bulben Books, 2017. 25-29.
- "Suddenly." *9 Lives: Life in 10 Minutes Anthology*. Ed. Sarah Allen-Short and Valley Haggard. Richmond, VA: Chop Suey Books, 2017. 119.
- "Our Miracle." *A Quiet Courage*. 7 May 2017. <https://aquietcourage.wordpress.com/2017/05/07/our-miracle>.
- "Reading *Charlotte's Web*: On Friendship, Beauty and Writing." Invited essay. *Reading Together is Everything*. 9 Jan. 2017. <http://readingtogetheriseverything.com/>.
- "Recovery" in *Beautiful Things* the weekly column for *River Teeth, A Journal of Narrative Nonfiction*. 4 Jan. 2016. <http://www.riverteethjournal.com/blog/beautiful-things/2016/01/04/recovery>
- "So Bored," VOXMOM -- *Mom Egg Review: Literature and Art*. 20 April 2015. http://www.themomegg.com/themomegg/VOX_MOM/Entries/2015/4/20_VOX_MOM_Maria_Jerinic_So_Bored.html
- "Creative Desert" After Page One *Literary Mama*. 26 January 2015. <http://www.literarymama.com/blog/archives/2015/01/after-page-one-creativity-3.html>.
- "Why I Need a Book I Can Hold," in the "Muse and the Machine" section of *Clickable Poems* <http://www.clickablepoems.com>, September 2011.
- "Talking to Ourselves and other Necessities of Adult Life," December 2007 in "Literary Reflections" of *Literary Mama: A Literary Magazine for the Maternally Inclined* <http://www.literarymama.com/> - Selected as one of the Editors' Best for 2007
- "Finding Friends" *Mama Zine.Com* June 2007 <http://www.mamazine.com>
- "Problems With Pigeons," *Mom Writer's Literary Magazine* Winter 2006 Volume 2 Issue 7 <http://www.momwriterslitmag.com/>
- "License to Knit" in *KnitLit the Third: We Spin More Yarns*. Eds. Linda Roghaar and Molly Wolf. New York: Three Rivers Press (a division of Random House, Inc.), September 2005. 23-26.
- Review of Gail Turley Houston's *Royalties: The Queen and Victorian Writers*. *Victorian Studies* (44) 2002. 292-93.

Review of Diane Long Hoeveler's *Gothic Feminism: The Professionalization of Gender from Charlotte Smith to the Brontës*. *Review* (23) 2001. 153-58.

Review of Ellen Tremper's *Who Lived at Alfoxton?: Virginia Woolf and English Romanticism* for *The Riverdale Press* (June 1998).

Encyclopedia Entries

Contributor, *Encyclopedia of Feminist Literary Theory*, edited by Beth Kowalski-Wallace. New York: Garland Publishing, Inc., 1997. (Entries on Helene Cixous, Medusa and Ellen Mores.)

ADMINISTRATIVE EXPERIENCE:

New Mexico Highlands University

Director of Graduate Studies in English, Summer 2000–June 2003

Assistant Director of the Writing Center, August–December 2002

Symposium Director of “Redefining The American West,” September 14-15, 2001

Project Director for New Mexico Endowment for the Humanities Mini-grant awarded to fund portions of the “Redefining The American West” symposium, July–December 2001

Institute of Narrative Arts (Las Vegas, NM)

Executive Board Director, February 2002-June 2003

College of Mount Saint Vincent

Coordinator, Honors Program, August 1998-December 1999

Conference Co-Chair of the “The Formative Years: The Construction of Victorian Class and National Identities,” Friday, November 20, 1999

State University of New York at Stony Brook

Assistant to the Director of the Writing Programs, June 1995-August 1996

Portfolio Coordinator

Placement Exam Coordinator

Transfer Credit Evaluator

Chair of EGC 101 Essay Contest Committee

ACADEMIC SERVICE

UNIVERSITY OF NEVADA, LAS VEGAS

Professional Service

Literature Judge, *Scribendi*, December 2015 – present

College-Wide Activities

Dr. Jerinic's HC Alumni Book Club, Spring 2018-present

Honors Research Thesis –Committee (Patrick Messimer) Fall 2018

Honors Research Thesis – Committee (Sara Weston) Fall 2017 –present

Honors Research Thesis - Committee (Daniel DeLuca) Spring 2017 - present

Honors Research Thesis – Committee (Kristina Beske), Fall 2016-Spring 2017

Honors Research Thesis – Committee (Aaron Tippetts), Spring 2016-Fall 2016

Strategic Planning, Educational Innovation Subcommittee Chair, October 2017-present

British Isles Scholarship Committee, Fall 2014 – present

Honors 100 Committee Chair, Fall 2014-present

Honors 110/115 Chair, Fall 2014-present

Faculty Advisor for Honors College Creative Writing Club, 2017 - present

Chair of Search Committee for English FIRs, Spring 2015

Member of Search Committee for Honors College Dean, Fall 2013

Honors College Representative of Faculty Technology Advisory Board (FTAB), Fall 2013

Assessment Activities

First Year Seminar Assessment report, Fall 2014-present

Committee for Assessment of Honors 400 papers, Spring 2013-Spring 2015
 Provided assistance with 2012 Assessment Report, Spring 2013
 Assist in revision of Honors College Assessment plan, Fall 2010- Summer 2012
 Honors College Honors 105 Teaching Assistant Orientation, Invited Speaker, August 25, 2011, August 18, 2010.
 Faculty Advisor, Honors College Book Club, August 2009-June 2011
 Honors College Freshman Orientation, Invited Panelist, "What Your Professors Want," August 2011, 2010, 2008, 2007, 2006
 SAGE Program, Invited Speaker, "Success in College," August 2006
 Honors College Representative, Writing Across the Curriculum, Spring 2006 - Fall 2007

University-Wide Activities

Panel Chair for "The Discourses of Baroque Equestrianism," Saturday, February 17, 2018 for *WSECS: Las Vegas Baroque Festival*, Las Vegas, February 16-17, 2018.
 University Forum Series, Wrote a proposal to bring internationally-recognized Jane Austen scholar, Dr. Devoney Looser to present "Jane Austen, Then and Now" for January 30, 2018.
 Member of Search Committee for Deputy Director of Black Mountain Institute, Summer 2016
 Member of Shared Governance and Faculty Productivity Needs Subcommittee- Tier 1 Initiative Committee, Fall 2014 – Spring 2015.
 Honors College First Year Seminar (FYS) coordinator and representative to University FYS committee representative, Spring 2013- present
 University Forum series, Wrote a proposal to bring the NYC based independents visual artist Katarina Jerinic to present "Sidewalk Topographics," Feb. 21, 2013.
 University Assessment Committee Member, Fall 2010 – Fall 2012
 Faculty Participant in UNLV Assessment Workshop, May 17-18, 2012
 Participant in Webinar, "The Future of Higher Education in America: Are We Academically Adrift?" June 15, 2011
 Faculty Participant, UNLV Junior Achievement Job Shadow Program, May 25, 2011
 Faculty Participant in UNLV Assessment Workshop, May 19-20, 2011
 Faculty Participant in UNLV Assessment Workshop, May 13-14, 2010
 UNLV Assessment Committee, fall 2009-present

Departmental Activities

Panel Chair for "Spectacles of Modern Beauty and Culture" Friday, October 19, 2012 for *MSA14: Modernism and Spectacle*, Las Vegas, October 18-21, 2012
 Volunteer for English Major Open House, November 3, 2011

Community Service

Discussion Leader for Green Valley Library's discussion of *Wuthering Heights*, Jan 20, 2010

New Mexico Highlands University

Departmental Activities

Freshman Essay Contest Reading Committee, Spring 2003
 Sigma Tau Delta Chapter Advisor, Fall 2002-Spring 2003
 Library Committee, Fall 2002-Spring 2003
 Co-coordinated William Witherup poetry reading sponsored by department for the community, Fall 2002
 Advisory Board Member of *Sendero*, a national literary magazine, Fall 2001-Spring 2003
 Coordinated Victoria Tester and Demetria Martinez poetry readings, Spring 2002
 Academic Affairs Committee, Fall 2001-Spring 2002
 Graduate Committee, Fall 2000-Spring 2003
 Co-Organizer of Freshman Essay Contest, Fall 2001- Spring 2002
 Composition Committee, Spring 2001
 Department Representative, Summer Orientation Program, Summer 2000
 Placement Exam Committee, Summer 2000

College-Wide Activities

Committee to Establish NMHU Honors Program, February 2000-May 2003

*Formulated and wrote the proposal for a new program.

Co-coordinator of the ACE Peer Assistant Program, January 2000-Fall 2000

ACE Advisory Board, March 2000-Fall 2001

Editorial Experience

Editorial support for the Self Study Report for the North Central Association, January– May 2000

COLLEGE OF MOUNT SAINT VINCENT

Departmental Activities

Academic Advisor, August 1998–December 1999

Faculty Panelist in “Faculty Publishing Panel,” March 25, 1998

Faculty Panelist in William Kennedy Discussion Group, March 4, 1998

Faculty Panelist in Joyce Carol Oates Fishbowl, March 5, 1997

Ad Hoc English Curriculum Committee Member, December 1996-May 1997

College-Wide Activities

Student Elected Judge for Who’s Who Contest for Class of 2000, December 1999

Faculty Advisor to the FIRE (Females Involved in Reaching Excellence), September 1999-December 1999

College Senate, August 1998-December 1999

Co-Chair Faculty Elections Committee, Spring 1998-December 1999

Faculty Advisor to the Ariel Society, August 1997-December 1999

Excellence-in-Teaching Committee, August 1997-December 1999

Writing to Learn Committee, September 1996-December 1999

Renaissance Faire Steering Committee: Skit-writing and Acting,

December 1996-February 1997, February 1999-April 1999

Judge for FIRE-sponsored Women’s History Month Essay

Contest, March 1999

MC for the FIRE-sponsored Women’s History Month Celebration, March 31, 1999

Chair of the “Festival of Foods,” for the 1998 CMSV Holiday Celebration, Fall 1998 semester

Co-Chair of Diversity Subcommittee on Curriculum, 1998

Co-organizer of Coffee House for Women’s History Month, March 29, 1998

Leadership Discussion Group, Spring 1997

Costume Judge for "Zelda's Jazz Joint," November 21, 1996

Maria Jerinic, Ph.D.

Dr. Maria Jerinic, associate professor in residence, has taught in the UNLV Honors College since 2004. As one of the college's longest-serving professors, Jerinic has played an essential role in shaping the college's curriculum while also offering 400-level seminars on Victorian literature. Jerinic has also served as the lead instructor and coordinator for the college's first-year seminar. Beyond her commitments to the Honors College, Jerinic has also served as editor for *Topics for Victorian Literature and Culture* published by Cambridge University Press. She is currently the Associate Editor for *Palamedes* publishing and is finalizing a collection of essays entitled *Finding Light; Anthology of Surprises*.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).


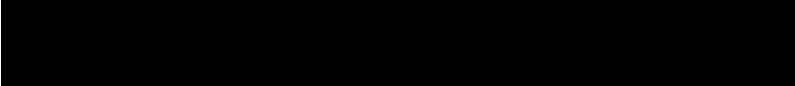


All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Pahrump Valley Academy
2. Full name Maria Jerinic-Pravica
Home Address 
Business Name and Address 
Phone Number 
E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. *Please see bio and CV.*
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? *I wish to encourage and support students and their families as they pursue their educational journeys. I want students to develop a love of learning for the sake of learning and to understand that college is a possibility.*
6. What is your understanding of the appropriate role of a public charter school board member? *I understand my role is to provide advice on developing college-readiness.*

Start-Up Charter School Board Member Information

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I have taught in the university system (first as a graduate student and then as an instructor and then professor) for over 25 years. I have advised university students. Currently I run the first-year seminar program in the UNLV Honors College. I know what skills and habits and education will help students thrive in the university environment.*
8. Describe the specific knowledge and experience that you would bring to the board. *I will bring the knowledge and experience honed from over 25 years of teaching at the college level.*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Pahrump Valley Academy wishes to offer families a choice in education. PVA wants students to understand that college is a possibility and within their reach. Furthermore, a goal of PVA, as I understand it, is not to work in competition with the district system but to form a partnership. Students learn differently and some need a different learning environment. PVA will give students this choice.
2. What is your understanding of the school's proposed educational program? *This is a college-preparatory school. This school will help students understand that they have the option to pursue college.*
3. What do you believe to be the characteristics of a successful school?
A successful school will develop in students a love of learning and teach them to recognize their strengths and address their weaknesses. Such a school will encourage students not to fear failure but instead to develop grit and resilience. The curriculum and pedagogical methods will allow students to take risks and revise and grow. While grades are important, the school will emphasize that education should develop the whole person and an appreciation for life-long learning.
4. How will you know that the school is succeeding (or not) in its mission? *We need to find qualified teachers who can run small classrooms. There need to be programs that help nurture family support and involvement in education. We can judge the success not only by test scores but by internal academic assessments and post-secondary plans.*

There will also be metrics, which are in the process of development. I am waiting to receive these.

Governance

1. Describe the role that the board will play in the school's operation.
The board will advise the school on curriculum and policy and community engagement. I also understand that there is this responsibility:
"The appropriate role is to provide leadership and guiding to ensure the quality of the school program (meets expectations, addresses community need, follows the law in all areas Business, HR, governance, etc.), competent stewardship of public funds (No misuse of public funds, all public funds

Start-Up Charter School Board Member Information

go to the service of the students, no personal trips, meals, etc.), and the school's fulfillment of its public obligations and all terms of its charter (meet all laws, remain transparent, serve the students, provide families what is promised). It is the Board's job to hire, hold accountable, set goals, evaluate and fire the Executive Director. He or She works at the Will of the Board, not the other way around." From Caroline E Nehaus

2. How will you know if the school is successful at the end of the first year of operation?
Is the school staffed appropriately? We will use the metrics that are in development.
3. How will you know at the end of three years of the school is successful? *Again, we will use metrics that are in development.*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *The board should encourage the school to hire qualified teachers and support their work in the classroom. The board should also work to foster a relationship with the district, so that the schools in the community do not view each other as competition.*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would address them directly and ask for a meeting of the board to discuss this behavior.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes *I have met some of the board members at a meet and greet.*
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes

Start-Up Charter School Board Member Information

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ XI / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ XI / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ XI / we have no such interest. ☐ Yes

Not that I am aware of.

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ XI / we or my family do not anticipate conducting any such business. ☐ Yes

Not that I am aware of.

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

This does not apply. My husband and I both work for University of Nevada, Las Vegas.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Maria Jeneric-Pravica, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pahrump Valley Academy Charter School is true and correct in every



06/28/2014
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Bohrup Valley Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.


Signature of Certifying Charter School Official

Maria Jeninic-Pravica
Name Printed

Associate Professor in
Residence, UNLV, Herby
Title

6/28/2019
Date

Signed
~~Subscribed~~ and sworn to before me on

This 28th day of June of 2019 by ^{Maria} Jenicin-Pravica
date month year

State of Nevada
Clark County

(Notary Public Seal)





Kenneth E. Johnson

4870 Da Vinci Way, Pahrump, NV 89061

Objective:

To bring energy and results to a great organization

Summary:

- Strong management background with experience in Product Development, Sales, Marketing, Product Development, Customer Service, and Key Accounts
- Network Engineer with experience with IP Networks, fiber optic networks, telecom, CLEC, Cable TV, IPTV, FTTH, and Broadband last mile technologies of ADSL, DOCSIS Cable Modems, and WI-FI
- Leader, lifelong curious learner, and ability to discern how best to apply effort to impact big picture instead of simply fulfilling duties

Career History and Accomplishments:

Acting Chief Operating Officer

April 2018

Valley Communications Association, Inc., Pahrump, NV

- Strategic Planning and financial course correction
- Staff improvement, development, and mentoring
- Market expansion and optimization
- Customer Experience management

Executive Vice President of Business Dev. & Customer Service

July 2016-Present

Valley Electric Association, Inc., Pahrump, NV

- Product development, including cable TV, telephone services, router rental program, and in-home, residential technical support services
- Market development
- Marketing and sales support for broadband services
- Broadband Key Account management

Chief Executive Officer

July 2006 to July 2016

The Conneaut Telephone Company, dba GreatWave Communications, Conneaut, OH

- Day to day management of regulated, 110-year-old, investor-owned independent Telephone Company with CLEC, Cable TV (RF/IPTV), Broadband, and I.T. Consulting divisions
- Responsible for company vision, strategy, investments, shareholder communications, public relations, human resources, and pension administration
- Expanded company from dependence on local, legacy ILEC revenues to a regional, full service technology company
- Inducted to Kent State University School of Technology Distinguished Alumni in 2010 for engineering and business development accomplishments
- Member of Board of Directors from 2003 to 2016

Network Engineer and Product Manager, Broadband

March 1996 to July 2006

The Conneaut Telephone Company, Conneaut, OH

- Network designer for backbone, customer access equipment and network operations hardware
- Product development: Engineered and selected vendors for roll out of ADSL Service, DOCSIS Cable Modem service, core switches, and SONET
- Responsible for carrier and vendor negotiations
- Responsible for marketing, sales, call center, technical support, and customer service
- Developed Web Design and hosting, and business I.T. consulting lines of business
- Cisco Certified CCNA, CCDA, and Cisco Sales Expert

Adjunct Faculty

2004 to 2010

Kent State University – Ashtabula Campus, Ashtabula, OH

- Designed Internetworking courses covering Routing, Switching, Routing Protocols, Ethernet, WAN Circuits, and Network Design
- Designed lab environment for Internetworking class simulations

Education:

Master of Technology

2005

Kent State University, Kent, OH

Bachelor of Arts, Secondary Education with Music Emphasis

1990

Ohio Bible College, Conneaut, OH

College Preparatory Studies, Valedictorian

1985

South Ridge Christian Academy, Conneaut, OH

Industry Involvement:

- Board Member of the Ohio Telecom Association
- National lobbying engagements with NTCA and American Cable Association
- Presenter for national conferences with NTCA (twice), NISC, and state conferences with OTA
- Nominated as spokesperson for the Ohio Telecom Association in meetings with FCC Commissioner, members of Congress, state legislature, and state regulators
- Led strategy discussions for independent telephone companies at national conference for telecom switch vendor, Genband

Non-Profit Engagement (past):

- Chairman, Ashtabula County Medical Center Foundation, Ashtabula, OH
- Executive Committee, Growth Partnership for Ashtabula County, Jefferson, OH
- Cleveland Liaison for Mike Miller Foundation, non-profit of NBA Player Mike Miller
- Conneaut Area Chamber of Commerce, Conneaut, OH

Professional References:

1. Joel Prine, Director, Network Architecture, CableOne, Phoenix, AZ
Former employee
Email: joel.prine@cableone.biz
Phone: (440) 862-3465
2. Stu Cordell, Partner, Warren & Young Attorneys at Law, Ashtabula, OH
Former Client, HR Attorney
Email: scordell@warrenyoung.com
Phone: (440) 997-6175
3. Charley Moses, President, Ohio Telecom Association
Lobbying and Trade Association
Email: moses@ohiotelecom.com
Phone: (614) 221-3231
4. Bruce Mottern, TDS Telecom, Manager, State Government Affairs – KY, OH, TN
Industry Peer
Email: bruce.mottern@tdstelecom.com
Phone: (865) 671-4753
5. Dana Schulte, VP and GM, Media One Group, Mentor, OH
Former Client
Email: vpgm@mediaone-group.com
Phone: (440) 669-4000

Kenneth E. Johnson

Professional Biography

6/30/19

Kenneth E. Johnson is a creative and entrepreneurial executive with a keen eye to spot untapped resources, underutilized staff, and underserved markets, then turning that untapped potential to create revenues and serve the marketplace.

Ken has always been an over-achiever and a leader, graduating high school as Valedictorian, receiving high marks as both a high school teacher and college professor, reaching the position of Chief Executive Officer, and after receiving his Master's degree from Kent State University, was inducted into the Kent State University School of Technology Vision 21 program as "Distinguished Alumni" for his professional accomplishments in management and engineering.

Throughout Ken's career, the most critical component of his efforts has been a commitment to customer service. Whether stocking shelves at a Kmart in college, to providing tech support to Internet subscribers, to serving Shareholders as a CEO, Ken brings a servant's heart to the constituents he serves with empathy at the core.

Ken spent a decade as CEO of an independent telephone company, helping them overcome the erosion of the monopoly landline businesses by finding market opportunities to diversity and expand markets. He then spent over two years in the role of Executive Vice President helping a monopoly Electric Company accomplish the same objective with broadband services.

During his tenure as CEO, Ken served on a variety of non-profit Boards in Ohio, including Growth Partnership for Ashtabula, the local CEO group responsible for economic development, the Ashtabula County Medical Center Foundation, the Ohio Telecom Association, and the local Bar Association disciplinary committee.

Having handled the marketing for an Internet Service Provider, and having written and produced a variety of entertainment types, including live shows, stage shows, and segments for television, Ken is now self-employed, creating a video network dedicated to showcasing the diversity of experience available in the Las Vegas and Southern Nevada areas.

Ken is excited to return to his roots in education to serve on the Board of Pahrump Valley Academy during this important startup phase.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

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Background

1. Name of charter school on whose Board of Directors you intend to serve Pahrump Valley Academy
2. Full name Kenneth Eugene Johnson
Home Address _____
Business Name and Address _____
Phone Number _____
E-mail address _____
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

My qualifications to serve on the Board derive from my experience teaching in a private Christian School for five years and at the college level for 7 years. I've been employed as an educator, consultant, telecom and data engineer, and a CEO of an investor-owned telephone utility. During my time as CEO, I served on several non-profit boards, which are itemized below. I have also served as a Board member for a for profit corporation for over 13 years.

4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent

Start-Up Charter School Board Member Information

not otherwise indicated in your response to Item 3, above).

☐ Does not apply to me. ☒ Yes

I have been a Board member for various non-profits over the years and served as an Executive Vice President and COO of a non-profit recently.

6. Why do you wish to serve on the board of the proposed charter school?
My background in education at the K-12 level and in post-secondary education give me strong motivation to help raise the educational opportunities and experience available to our community.
7. What is your understanding of the appropriate role of a public charter school board member?
I believe my role is one of general governance, sharing perspective, community engagement, political advocacy, and strategic development.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My career spans 10+ years as CEO of an investor-owned utility service, 15+ years as a senior executive, and 15+ years serving as a Board member on various non-profit and industry Boards from an investor owned corporation, a local hospital foundation, regional economic development entity, statewide telecom trade association, and other community organizations.
9. Describe the specific knowledge and experience that you would bring to the board.
My career allows me to bring 12+ years of educational experience spanning K-16, business development, marketing, sales, and governance of an investor-owned utility, community involvement, budgeting and fiscal oversight, business development and strategic planning, and regulatory and political involvement.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to provide a superlative college preparatory educational experience for students of Nye County and its guiding beliefs are that students need to be challenged with high expectations and exposed to a broad range of experiences to propel them toward maximizing their potential and beyond.
2. What is your understanding of the school's proposed educational program?
It is college preparatory and of the highest rigor.
3. What do you believe to be the characteristics of a successful school?
A successful school provides a safe, clean environment in which to study, strong educational staff who cherish each day as sacred toward the development of each student, strong communication with the parents and guardians of students, and one that provides an environment rich with experiences and high expectations. The School will exceed expectations of achievement.
4. How will you know that the school is succeeding (or not) in its mission?
The achievement of the students, the reputation in the community, and the retention and consistency of the staff will demonstrate the success of the school.

Governance

1. Describe the role that the board will play in the school's operation.
The Board will provide fiscal oversight, monitoring and enforcement of policies, community engagement, and performance evaluation of the chief executive.
2. How will you know if the school is successful at the end of the first year of operation?

Start-Up Charter School Board Member Information

By the end of the first school year, you will be able to demonstrate the learning experience and progress of each student, evaluate staff experience, evaluate parental satisfaction, and reflect on negative experiences encountered throughout the year. These factors will allow a judgement on the success of the first year.

3. How will you know at the end of three years of the school is successful?

By the end of year three, the demand for enrollment, the community acceptance and esteem, student achievement testing, and the ability to attract high quality staff will all allow the judgement of the success of the school

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board of the Charter School needs to be active in the community to receive feedback from all community members on the reputation of the school, the Board must strive for independent governance on policy and fiscal oversight, the Board must provide clear direction and appraisal of the chief executive, and provide thoughtful communication amongst all stakeholders.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

This matter would be taken to the Board president, then should be discussed between the accuser, the Board President, and the accused. If the issue could not be resolved, then the issue should be referred to the full Board for consideration and action.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, Kenneth E. Johnson, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Palmer Valley Academy Charter School is true and correct in every respect.

Signature

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pahrump Valley Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Signature] 2/8/19
[Signature]

Signature of Certifying Charter School Official

KEMMIE E. JOHNSON
Name Printed

Board Member
Title

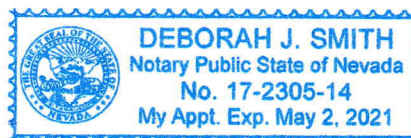
7/8/19
Date

Subscribed and sworn to before me

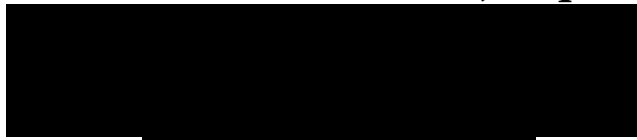
State of Nevada, County of Nye

This 8th day of July
date month year

Deborah J. Smith
(Notary Public Seal)



Jonathan K. Nelson, Esq.



OBJECTIVE

To put my diverse banking and legal backgrounds to use for a charter school that can help provide better education options for the children of Pahrump.

PROFESSIONAL EMPLOYMENT HISTORY

2015-Present

Managing Attorney, Owner, JK Nelson Law, LLC
Pahrump, NV and Las Vegas, NV

- Oversee a staff of 7
- Built a practice that initially served Pahrump to a two office law practice that serves Clark and Nye Counties.

2014-2015

Managing Attorney, Half Price Lawyers, Pahrump
Pahrump, NV

- Assisted the owner in establishing new office
- Helped community outreach to build an inflow of clients

2012- 2014

Attorney, Stovall & Associates

- Las Vegas, NV
- Extensive work in domestic law and business transactional work
- Played an integral part in implementing a marketing strategy to expand probate and estate component of the practice

2011-2012

Relationship Manager, Corporate Banking, Nevada State Bank

- Las Vegas, NV
- Work with clients and prospects to provide suite of products and services to sufficiently meet needs

2009-2011

Relationship Manager, Middle Market Commercial Banking, US Bank

- Las Vegas, NV
- Cross-sold financial products to existing bank clients with revenues in excess of \$10 Million, increasing fee revenue to the bank by over \$100,000.
- Instrumental in structuring a \$18.5 million bond offering

2008- 2009

Senior Relationship Manager, Business Banking Group, Wells Fargo Bank

- Las Vegas, NV

- Manage a \$20 million loan portfolio and \$20M in deposits consisting of 55 clients. Underwrote credit products, work with client to meet treasury management needs, and work with internal partners to cross sell in an effort to meet clients' needs.
- Team up with store sales officers to canvass area business for new prospects.

2005- 2008

Assistant Vice President, Commercial Real Estate Finance, Comerica Bank
Grand Rapids, MI

- Manage a \$60 million portfolio consisting of 25 clients amongst residential lines, mini-perms on office and retail, and construction loans. Continuously work with clients to create solutions to their credit and banking needs, underwriting them to achieve and obtain credit quality, achieve or surpass return on equity goals, and achieve or surpass portfolio growth goals.
- Work with market manager to implement marketing and calling efforts to increase market share.
- Loan production in 2007 of \$25 Million, 2007 fee income of ~\$250,000

2002-2005

Commercial Real Estate Loan Officer, Fifth Third Bank
Grand Rapids, MI

- Increased portfolio from \$40 million to \$80 million, consistently meeting or exceeding loan and portfolio goals. Developed a diverse base of clients and prospects and maintained frequent communication with same.
- Organized department networking events with clients and prospects.
- Emphasized cross-selling efforts with real estate developers, working with treasury management, wealth management, and residential mortgage groups to increase fee income for the bank.

2001-2002

Credit Analyst, Fifth Third Bank
Grand Rapids, MI

- Underwent formal credit training, thereafter working with lenders in underwriting loans that fit within bank's credit policies.
- Worked with lenders from middle market, commercial real estate, small business, and private banking.
- Assisted with special projects as bank transitioned its credit policies.

EDUCATION

Juris Doctor

Thomas M. Cooley Law School, Lansing, MI, 2008

- Admitted to Michigan Bar in 2008.
- Admitted to Nevada Bar in 2012.

Masters in Business Administration, General Business

Grand Valley State University, Grand Rapids, MI, 2003

- Curriculum included federal tax, strategic marketing, international finance

Bachelor's in Business Administration

Grand Valley State University, Grand Rapids, MI, 2001

- Curriculum emphasis on finance
- Completed undergraduate coursework and degree within 2 1/2 years.

COMMUNITY AND CIVIC INVOLVEMENT

Former Member, Las Vegas Young Professional Advisory Council, Las Vegas, NV

Former Member, Nevada Development Authority, Las Vegas, NV

Former Member, United Way Young Philanthropists, Las Vegas, NV

Former Member, Las Vegas Young Professionals, Las Vegas, NV

Volunteer for Junior Achievement of Southern Nevada

Board Member, Grand Valley State University Alumni Association, Allendale, MI

Adjunct Professor of Real Estate Finance, Grand Valley State University Business School

Jonathan K. Nelson

Jonathan K. Nelson earned his Bachelor's degree in Finance in 2001 and went on to receive his M.B.A. from Grand Valley State in 2003. He further received his law degree from Thomas M. Cooley Law School in 2008, and was admitted to the Michigan State Bar that year. Prior to entering private practice, Jonathan had a 10 year career in corporate banking. During the course of his banking career, Jonathan negotiated multi-million dollar transactions and was able to develop extensive skills in negotiation, analysis, and customer service – skills which he is able to use for his client at JK Nelson Law on a daily basis.

Following his 2012 admission to the Nevada State Bar, Jonathan felt that he wanted to pursue a career in the private practice of law. Thereafter, he began practicing in Las Vegas and Pahrump. He soon realized that there was a substantial need for a high-quality law firm with reasonable prices and a dedication to customer service. It was at that realization that Jonathan opened JK Nelson Law, with the goal of providing great legal representation to the communities of Las Vegas, Pahrump, and Tonopah. Since opening JK Nelson Law, Jonathan has seen the firm expand to two offices to better serve Las Vegas and Pahrump. He remains licensed in Nevada and Michigan as well as the Federal Courts for the District of Nevada.

Additionally, he was selected to serve as the Official Legal Counsel of the Pahrump Valley Chamber of Commerce and was named Top 40 Under 40 by the National Trial Lawyers as well Legal Elite in 2017. In 2018, Jonathan was named myVegas' Top 100 Lawyers.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

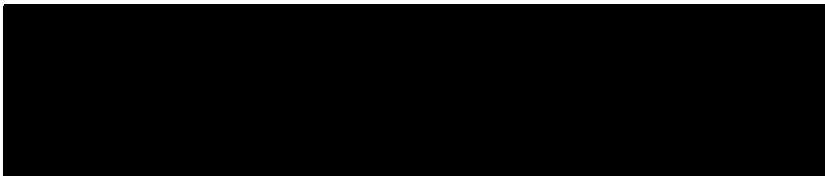
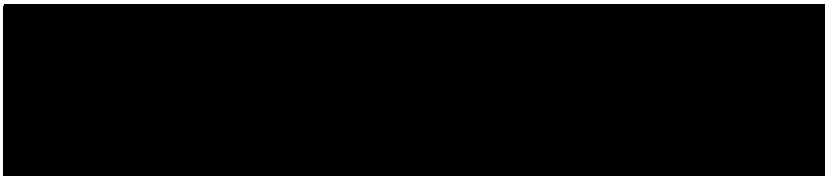
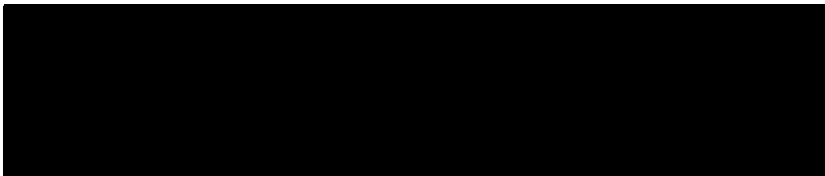
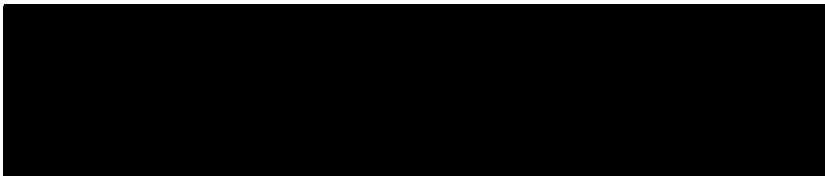
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Pahrump Valley Academy
2. Full name Jonathan Kevin Nelson, Esq.
Home Address 
Business Name and Address 
Phone Number 
E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Education

Thomas M. Cooley Law School- Juris Doctorate Received January 2008
Grand Valley State University, Allendale, MI- MBA received 2003
Grand Valley State University, Allendale, MI- Bachelors in Finance

Work Experience

2015 to Present: Owner and Managing Attorney of JK Nelson, Law, which has offices in Pahrump and Las Vegas.

2014-2015: Managing Attorney for Half Price Lawyers, Pahrump.

2012-2014: Associated Attorney at Stovall and Associates.

Start-Up Charter School Board Member Information

4. ☐ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes

I have served on the board for the Las Vegas Young Professionals, which was associated with the Las Vegas Chamber of Commerce

6. Why do you wish to serve on the board of the proposed charter school?

I believe that Pahrump is an underserved community in terms of the education options available to families. Historically, all of Southern Nevada has languished in its education as consistently shown in national polls. I believe that part of this is, in part, to the large service-based economy that Pahrump and Las Vegas have. However, I believe that this industry will slow in its growth and that the service economy will also evolve. That will those wishing to enter the workforce either have the appropriate education to either excel in the evolved service industries or have the education to excel at other industries such as communications and technology fields.

Charter schools provide options to parents. Through options, schools start to face competition and through that competition, students win. For the above listed reasons, I believe students need to win. For that reason, specifically as it pertains to Pahrump Valley Academy, that is why I would like to serve on the board.

7. What is your understanding of the appropriate role of a public charter school board member?

A charter school has to still operate within the state laws and the charter which is extended to it. The primary funding for a charter school is still received from the State, though the funds are not overseen through a traditional school district, but rather the board. Overseeing budgeting, school development, and ensuring the charter school maintains its mission is the role of a public charter school board member.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While my experience as a board member is limited, I believe that my unique work experience provides me with the capabilities to be an effective board member. To begin with, I have a diverse background of having spent 7-years in private practice as an attorney and, prior to that, 10+ years in commercial banking. My experience in the former has allowed me to serve as counsel for corporations and the boards of non-profits within the Pahrump community, while the latter has provided me an extensive background and understanding of finances.

Start-Up Charter School Board Member Information

9. Describe the specific knowledge and experience that you would bring to the board.

As previously referenced, I have the knowledge of how a board and its bylaws should be drafted. I also have the financial background to help the school put into place a budget that accounts for projections for budget and stress testing them to ensure projections are reasonable and that the school can remain an ongoing concern.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission is to provide education to student in Pahrump to prepare them for post k-12 education or, alternatively, with the education necessary to succeed in trade/vocational school.

2. What is your understanding of the school's proposed educational program?

The school intends to focus on STEM education framework to ensure a robust education that will help to meet its mission.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school is one that has its entire team from its board to its teachers look to engage the community. This begins with creating an environment where the student's parents/guardians are encouraged to be involved in a hands-on manner with the student's curriculum.

4. How will you know that the school is succeeding (or not) in its mission?

Education is an area that can be gauged on numerous subjective and objective criteria. However, I believe that a good gauge is an evaluation of the attendance figures and reading rates.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will oversee the finances of the school and oversee its administrators. Similar to a for-profit, the board will seek to ensure it has leadership in place that can put the mission of the school and its goals into action. The Board's continued role is to ensure that the leadership stays focused on the missions and the board's goals.

2. How will you know if the school is successful at the end of the first year of operation?

The school will look successful in its first year of operation if enrollment projections are obtained, attendance is at or higher than the State's average, and the school operates within its budget including setting aside sufficient reserves.

3. How will you know at the end of three years if the school is successful?

I believe that the success of the school within the first three years will be a global evaluation of several things; (1) enrollment, (2) attendance figures, (3) scoring of standardized testing versus Nevada's average, (4) the operating budget versus performance, and (5) reading rates.

Start-Up Charter School Board Member Information

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The next steps for this school to become successful is to finalize the charter. From there, would be continued engagement of the community to ensure enrollment projections are met. The board will need to thereafter ensure the appropriate administrators are in place to work on teacher recruitment along with developing the appropriate teacher evaluation. Further, I believe that the board, as a whole, will need to agree upon the appropriate measurements to ensure the school's success can be objectively measured .

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The first step would be to be familiar with the bylaws as to the charter school and what remedies there are to handle the situation. I would thereafter take that information along with the actions of the particular board member to the board to discuss and seek the appropriate resolution to handle the situation.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes

- **As an active member within the community I am aware of the prospective board members, thought I have no business ties or other formal relationships with them and am not related to them.**

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

Start-Up Charter School Board Member Information

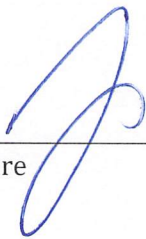
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, Jonathan Kevin Denson, Esq., certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Principles Academy Charter School is true and correct in every respect.

Start-Up Charter School Board Member Information

Signature



Date

7/12/2019

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, ___Pahrump Valley Academy_____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

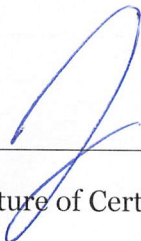
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

JONATHAN KEVIN NELSON, ESQ.

Name Printed

Prospective Board Member

Title

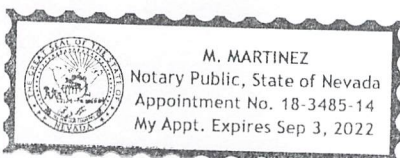
7/12/2019

Date

Subscribed and sworn to before me

This 12th day of July 2019
date month year

(Notary Public Seal)



THOMAS WATERS

Summary

From Sergeant to Lt. Colonel with more than 32 years of Active Duty Service in the US Air Force. Successfully led training programs for thousands of NCOs and Airmen. Completed USAF Squadron Officer School, Air Force Command & Staff College, Marine Corps Command & Staff College, and the Air War College. Reliable, diligent and flexible professional with superb communication capabilities. School Administrator for Department of Defense Dependent Schools (DoDDS) at High School and Middle School levels.

Skills

- Military experience
- Command and control
- Strong verbal communicator
- Strong attention to detail
- Supply and logistics planning
- Confidential Security Clearance
- Excellent team-builder
- Managing resources
- Upper-level management training
- Logistics support
- TOP SECRET security clearance
- Strong School Administrator

Experience

School Administrator Sep 1998 to Aug 2008
Department Of Defense Dependent Schools (DoDDS) – Kaiserslautern, Germany

- Ensured institutional effectiveness and compliance with DoDDS accreditation criteria
- Developed and managed budgets for academic and student affairs.
- Developed and monitored budgets for High School and Middle School programs.
- Oversaw daily operations of DoDDS educational program functions
- Coordinated with school personnel, parents and students to determine disciplinary actions for behavioral issues
- Guided instruction by mentoring teachers to improve leadership and teaching effectiveness
- Monitored and evaluated performance of school employees
- Resolved various situations to cultivate strong student and parent relationships
- Visited classrooms to evaluate teacher instructional techniques and student responses
- Established and enforced rules for behavior and procedures for maintaining order among school of 1200 students

Commander Jul 1960 to Aug 1997
US Air Force – Andrews AFB, MD

- Prepared \$75,000,000 worth of equipment for deployment
- Maintained combat readiness of 15 officers and 250 NCOs and Airmen
- Produced detailed analytic reports and recommendations for high-level, bi-lateral engagements focused on enhancing relations with other military services and Allied countries
- Led and directed more than 2500 Officer and Enlisted personnel and maintained and exemplary record
- Evaluated College AFROTC cadets' performance and followed-up on problems to ensure effective resolutions were achieved
- Supervised operation and organizational maintenance of weapons systems and specialized equipment
- Aided senior leadership during the executive decision-making process and delivered regular reports to recommend corrective actions and improvements

- Reviewed and corrected budget estimates and proposals for completeness, accuracy and conformance with established regulations
- Commanded operations post, including personnel, weapons and equipment

Education and Training

| | |
|--|------|
| Doctorate of Education - Ed.D., High School Administration California Coast University – Santa Ana, CA | 1996 |
| Master of Education (M.Ed.), Guidance And Counseling Mississippi State University – Starkville, MS | 1976 |
| Bachelor of Science, Economics Illinois Institute of Technology – Chicago, IL | 1973 |

Doctor / Lieutenant Colonel. THOMAS R.E. WATERS

Doctor THOMAS R.E. WATERS was born in Chicago Illinois. He enlisted in the United States Air Force in July 1960 after graduation from Tilden Technical High School. After basic training, he was stationed at Shaw AFB, South Carolina before going to Vietnam as a Staff Sergeant in 1966. Although exempt from serving in the war-zone because his younger brother (Melvin) was killed in Vietnam in 1965, he volunteered because of his dedication to duty and love of country.

In Vietnam, Doctor Waters was assigned to the 3rd Tactical Fighter Wing (TFW) at Bien Hoa Air Base and later transferred to the 366th TFW at DaNang Air Base. At DaNang, he was wounded in a midnight rocket attack while working as an Egress (ejection seat) technician on an F-4C aircraft in July 1967. Injuries received by being blown from the aircraft to the concrete ramp were a broken foot and cracked spine. He was honorably discharged as a Technical Sergeant (E-6) in 1968.

Doctor Waters returned to Chicago and, still feeling the desire to serve, joined the Illinois Air National Guard where he was selected for promotion to Master Sergeant (E-7) while attending Olive-Harvey Community College. In 1971, he transferred to the Air Force ROTC program at the Illinois Institute of Technology where he was commissioned a 2nd Lieutenant upon graduation with his Bachelor of Science (B.S.) degree in May 1973. He returned to active duty in August 1973.

Doctor Waters served in several Air Force assignments as an aircraft maintenance officer in positions of flightline officer-in-charge (OIC), propulsion OIC, maintenance supervisor, acting Field Maintenance Squadron commander and Chief - Maintenance Management branch (73-78). His next assignment was as Associate Professor of Aero Space Studies at the Illinois Institute of Technology while also serving as the Illinois State Admissions Counselor for the Air Force Academy and Air Force ROTC (78-82). He was then transferred to Headquarters Air Training Command on the Logistics staff as Assistant Chief of the Quality Assurance Branch at Randolph AFB, Texas (82-85) before being assigned to the 3785th Field Training Wing at Sheppard AFB, Texas as the Resource Division Chief (85-87). His next assignment was to the Philippines and Clark Air Base where he was the Component Repair Squadron Commander, Chief of the Maintenance Operations Division, and Assistant Deputy Commander for Maintenance (87-90). He returned to Headquarters Air Training Command, this time to the Technical Training staff, as the Chief of the Combat Support Training Division (91-92). Returning to the Pacific, his assignment was with Headquarters 13th Air Force as the Logistics Readiness Flight Commander (Deputy LG) at Andersen AFB, Guam (92-95). His last active duty assignment was with the Air National Guard Readiness Center (ANGRC) as the AMC Team Chief where he managed the C-5, C-17, C-141, and KC-135 aircraft (95-97). He retired from active duty on 1 August 1997 at the grade of Lieutenant Colonel with over 32 years of active duty service.

While on active duty, Doctor Waters received his Master of Education (M.Ed.) degree from Mississippi State University in Starkville, Mississippi in 1976. He graduated from the Air Force's Squadron Officer's School, Air Command and Staff College, and the prestigious Air War College. He is also a graduate of the Marine Corps Command & Staff College. He received his Doctorate of Education (Ed.D.) degree from California Coast University in 1996. He holds teaching licenses with the island of Guam and the state of Nevada. He is also certified to teach in Illinois. Selected by his high school alum, he was inducted into the Tilden Tech Alumni Association *Hall of Fame* in November 1985.

After retirement from active duty with the Air Force, Doctor Waters accepted the position of Director of Education with ITT Technical Institute in Burr Ridge, Illinois. He began that position in Oct 1997 but felt he could better help students at the high school level. Even though it was a lower salary, he resigned his Director of Education position in September 1998 to accept a Department of Defense Dependent

Schools (DoDDS) teaching position as the Cooperative Work Experience (CWE) Coordinator/Teacher at Ansbach Middle/High School in Germany. DoDEA (Department of Defense Education Activity) is considered the fifty-first state for educational purposes and receives and sends students to all fifty states. In July 2001, he accepted a position as Assistant Principal at Ramstein American High School where he served until his transfer to Ramstein American Middle School where he was selected as the DoDEA Assistant Principal of the Year for 2007. Ramstein American High School is the largest American High School in the DoDDS system worldwide and Ramstein American Middle school is the largest Middle School in the DoDDS system. He retired from the DoDEA system on 1 August 2008 after ten years of service and settled down in Pahrump Nevada where he volunteered his expertise in several areas of the community. In the November 2010 General Election he was elected to serve on the Pahrump Town Board with a term of office from 1 Jan 2011-31 December 2014.

Additionally, he is an Ordained Minister (Local Elder) with a local church and has also served as Director of a local Youth Group (Pathfinders and Adventurers) with young people ages 10-16.

Doctor Waters has four children; Michael (a retired Air Force Major), Shawna (Army Veteran), Valencia, and Tamara. He is married to the former Fe (Armen) Benedicto of Southern Leyte, Philippines.

AWARDS & VOLUNTEER SERVICE

Military and Civilian decorations and service include:

Military Decorations - The Purple Heart; Meritorious Service Medal (6); AF Commendation Medal; Distinguished Presidential Unit Citation; Outstanding Unit Award with Valor; AF Organizational Excellence Award; AF Good Conduct Medal (2); National Defense Service Medal with bronze star; Vietnam Service Medal with 2 Campaign Stars; Overseas Ribbon for Short Tour; Overseas Ribbon for Long Tour; AF Longevity Medal (8); AF Marksmanship Medal; Air Force Training Ribbon (2 - Officer & Enlisted); Vietnam Campaign with Gallantry Cross; and Vietnam Unit Citation with '60 Device.

He was also presented the California Service Medal by special proclamation of the California Governor and Legislature for his work with the California Air National Guard. The special proclamation was necessary because he is not a California resident.

Civilian – Hall of Fame Induction by the Tilden Tech Alumni Association in 1985; Certificates of Appreciation from the Veterans of Foreign Wars (VFW), 11th Aviation Regiment, 235th & 282nd Base Support Battalions, and Larson Barracks (Germany) Chapel services. He has also received awards as Guest Speaker for several Black Heritage functions at Anderson AFB, Guam, Ramstein Air Force Base and the Army 1st Calvary in Germany. Lastly, he was the 2007 DoDEA Assistant Principal of the Year.

Volunteer in Nevada – TV Show (Pahrump Live with Dr. Tom Waters), former member of the Veterans Memorial Advisory Board, member of the Community Outreach Commission, member of the Great Basin College Steering Committee, member of the Nevada Center of Public Policy Dialogue, member of the Pahrump Valley Rotary Club, life member of the Veterans of Foreign Wars (VFW), life member of the Disabled American Veterans (DAV), life member of the Military Order of the Purple Heart (MOPH), life member of the American Legion, and also serves as a Local Elder in two area churches. In the November 2010 General Election, he was elected to serve a 4-year term on the Pahrump Town Board (2011-2014). His current TV Show (Nye County) airs the 2nd Tuesday each month from 6:00-7:00 PM on local Channel 46. It can also be found on YouTube at <https://www.youtube.com/watch?v=I7Hfrq3oaD4>

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve

Pahrump Valley Academy (PVA)

2. Full name

Thomas R.E. Waters

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. On attached Bio at #4.

4.

☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☐ Does not apply to me. ☒ Yes

SDA Church School Board

6. Why do you wish to serve on the board of the proposed charter school? To offer my expertise for the community.

7. What is your understanding of the appropriate role of a public charter school board member? To help "guide" the school and ensure compliance with laws

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain

Start-Up Charter School Board Member Information

why you have the capability to be an effective board member. My previous experience is described in my attached Bio.

9. Describe the specific knowledge and experience that you would bring to the board.
knowledge and experience as a high school and middle school Administrator, a high & middle school teacher, and as a college Assoc Professor.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? Total understanding. The mission and guiding beliefs are to prepare a College Prep charter school.
2. What is your understanding of the school's proposed educational program? The proposed educational program will prepare students K-12 for College.
3. What do you believe to be the characteristics of a successful school? Enrolled students will achieve proficient and above grade level.
4. How will you know that the school is succeeding (or not) in its mission? successful if at least 33% of students achieve above status in Reading and Math

Governance

1. Describe the role that the board will play in the school's operation. Supervise the Ex. Director. Also, oversee the budget and school progress.
2. How will you know if the school is successful at the end of the first year of operation? See #3 Above.
3. How will you know at the end of three years of the school is successful? See #3 above. Also grades 6-8 should have been added.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Create a positive and safe school environment. It must be a place of respect & admiration by students & parents.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would work within the Board to confront and attempt to resolve such problems. Then, vote to reprimand or remove these members if necessary.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

Start-Up Charter School Board Member Information

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes


10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Thomas Waters, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for PVA Charter School is true and correct in every respect.



Signature

4-22-2019
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pahrump Valley Academy
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.


5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Thomas R.E. Waters

Name Printed

Board Member

Title

7-10-2019

Date

Subscribed and sworn to before me

State of NEVADA, County of Nye

This 10th day of July 2019

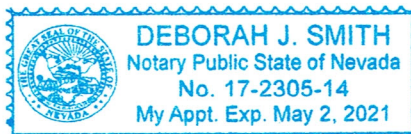
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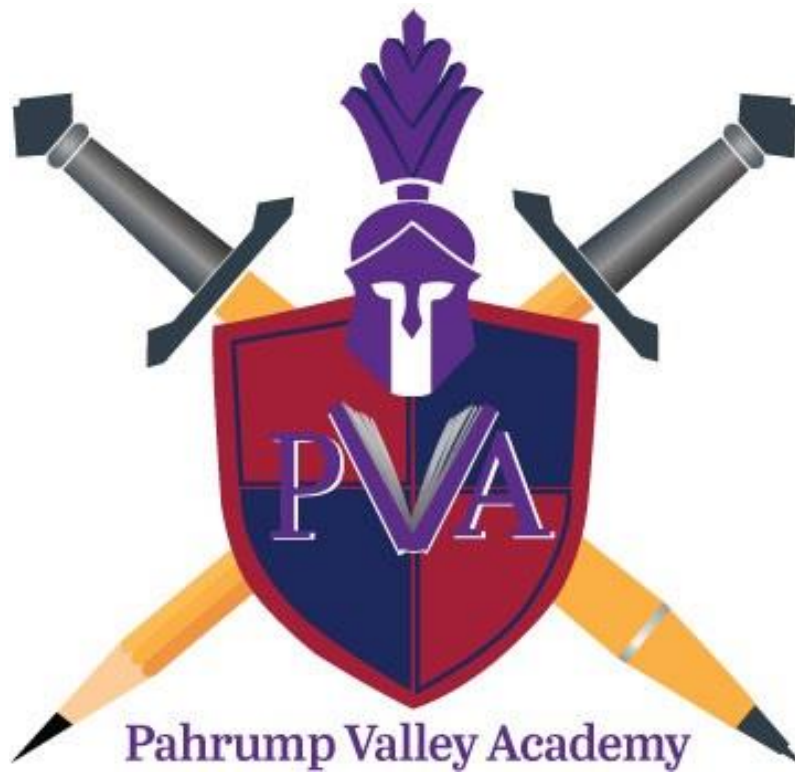
year

Deborah J Smith

(Notary Public Seal)



Attachment 9



PVA Board of Directors' By-Laws, Code of Ethics, and Conflict of Interest Policy



Bylaws of Pahrump Valley Academy

These Bylaws have been designed and adopted by the school, Pahrump Valley Academy, also referred to as PVA, as means to bring clarification to governance of operations and functions as involved in the discharge of the duties of the said school. The over-reaching regulatory frame for all policies and procedures of Pahrump Valley Academy is and shall always be the Nevada State Laws and those Laws that govern the state charter schools, as well as, those regulations to which Nevada State Public Charter School Authority adheres.

Article I. Identification and Legal Status

1.01 Name, Location, Address

The name of the school is Pahrump Valley Academy, also referred to as PVA. It is to be located in Pahrump in Nye County, Nevada. It is to adhere to all township, county, state, and federal zoning laws and its address is to be disclosed on these Bylaws, as well as, all pertinent literatures upon the address determination. The address determination is to be made prior to the school's proposed opening of its doors in fall 2020.

1.02 Legal Status

The school is to be a charter school pursuant to Nevada Revised Status 386.527 seeking to be sponsored by the Nevada State Public Charter School Authority. The Board of Directors of the school is an independent governing body functioning under the authorization of the Board of Directors of the Nevada State Public Charter School Authority. The Board of Directors of Pahrump Valley Academy functions between the Board of Directors of the Nevada State Public Charter School Authority and the Executive Director of the Pahrump

Valley Academy to give the community of Pahrump in Nye County, Nevada the educational establishment as accorded to the PVA vision and mission.

1.03 Statutes

Pahrump Valley Academy shall operate at all times in accordance to the Nevada Revised Statutes 386 and all other applicable State Statutes.

Article II. Strategic Framework

2.01 Purpose

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.

2.02 Mission

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

2.03 Non-Discrimination

Pahrump Valley Academy 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 any other protected class in accordance with applicable federal or state laws in hiring or other employment practices as applicable to the school operations. Further, PVA shall be open to all students 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 to all applicable local, state and federal anti-

discrimination laws, as well as, in accordance to all other laws and regulations as applicable to the operation of the charter public schools in the State of Nevada.

Article III. Governing Body

3.01 Board of Directors

The business and property of the school shall be managed by a Board of Directors. This Board shall act as authorized by the Nevada State Public Charter School Authority, and with powers and allowances given to them by the aforementioned authorizing body. This Board shall assume the duty and the accompanying responsibility of the management of the school's business and property from the school's inception. These duties shall include:

- a) Performance of all duties imposed on the Board collectively by the law/these Bylaws
- b) Creating policies as frameworks for school rules and regulations for management of school business and property, consistent with State and Federal Law/these Bylaws.
- c) Changing policies as frameworks for school rules and regulations for management of school business and property, when existing policies are inconsistent with State and Federal Law/these Bylaws, so that they may be consistent with State and Federal Law/these Bylaws.
- d) The performance of fiduciary duties in order to successfully and appropriately lease, purchase, or otherwise acquire in a lawful manner for the school any real property, rights, or privileges, deemed necessary or convenient for the school to conduct its mission and achieve its vision.
- e) To approve an annual school budget
- f) To submit a final annual school budget to the state as per the relevant statutes and regulations
- g) To approve an annual school calendar and calendar of events

- h) To meet the Board of Director's Required Professional Developments as per the requirements of the school charter
- i) To cause to be kept a complete record of all minutes and proceedings of the Board of the Directors
- j) To cause an annual inspection or audit of the accounts of the school, as well as, any and all other examinations and audits that may be required or advised by the law or by the authorizing body to this charter school, to be made by an independent accountant to be selected by this board.
- k) To ensure ongoing evaluation of the school as means of staying true to the school's mission and vision
- l) To uphold and enforce all laws as relevant to the operations of publicly funded charter schools
- m) To hire and evaluate an Executive Director for the school who meets all requirements of the position, and either meets all of the preferred requirements or is willing to schedule meeting them in an agreed upon schedule, not to exceed one year and 364 days.

3.02 Formation

The first board to be formed upon the approval of the Pahrump Valley Academy shall consist of the Pahrump Valley Academy Committee to Form, with the exception of those committee members otherwise engaged by the school in salaried positions. (Said exceptions shall apply to the proposed Executive Director, Proposed Principal, and Proposed Office Manager.)

3.03 Qualifications, Election, Tenure

The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. The Board composition shall include two (2) teachers or a teacher and administrator active or retired, one (1) parent or legal guardian, two (2) members with expertise in accounting, financial services, law, or human resources, and no more than four (4) members who are members of the

general public; representatives of nonprofit organizations and businesses; or representatives of a college or university within the Nevada System of Higher Education. The Board of Directors shall adhere to the statutory requirements of NRS 386.549.

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

(b) One member who:

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

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

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

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

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

(e) In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four (4) additional members as follows:

(1) Members of the general public;

(2) Representatives of nonprofit organizations and businesses; or

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

The roles and qualifications of the board members may overlap among the committee members, but each category must be specifically filled by separate members.

- a) With the exception of the holdover authority explained below, board members shall serve no more than two (2) year-terms. Terms shall be staggered so that no more than half of the board's membership shall be up for appointment/election within any given year, unless a vacancy(ies) require filling for other reasons. When the term of a board member expires, or when a member of the board resigns/is otherwise terminated, the other members shall fill the position through a recommendation process at the future meeting of the board. Nominations to fill the position may come from the school's Executive Director, School Site Council, or the school's Parent Steering Committee. The selection of the final nomination shall take place in a public meeting and shall include explanation for the selection. The selection shall be made in view of the mission and vision of the school and in light of the school's standing and needs at the time the selection is made. Holdover authority explained as relevant to board members: Members may continue to serve on the board after the end of the period prescribed for their maximum term limit as defined above until such time as a subsequent member is appointed to the position, but not to exceed 12 months or the Board by majority vote determines that need exists to maintain board capacity allowing members who have reached their maximum term limit as defined above to serve a maximum of no more than two (2) two-year terms. The maximum number of total years a board member can serve is limited to nine years.

- b) Pahrump Valley Academy shall notify its sponsor within ten days of the selection of a new board member and provide the sponsor with the bio, as well as, the resume, and affidavit of the board member as per requirement pursuant to NRS386.549(1).

3.04 Annual Meeting

Annual meeting of the Board of Directors of PVA shall convene at the school site annually in January. Written notice of the date, time, and place of the meeting to be convened will be sent to all members of the Board of Directors a minimum of three (3) business days in advance of the said meeting. It will also be provided in accordance to the Nevada Open Meeting Law. The annual meeting will convene for the purpose of the election of the new board members and for the transaction of such businesses as may have been put before the Board.

3.05 Regular and Special Meetings

The Board shall designate a regular day and place for meetings to take place on a monthly schedule. Special meetings may be called at any time by the board's President Person or by a majority of the membership. Special meetings may be held at a time and place as designated by the authority calling the meeting. Notice of the meeting must be provided in accordance by the Nevada Open Meeting Law. The purpose of any/all meetings, be they regular or special, must be specified in the notice of the meeting.

3.06 Agenda

An agenda must be produced for all regularly scheduled meetings of the Board of Directors of PVA, as means of provision of effective and efficient meeting practices. Said agenda shall be prepared in accordance to NRS 241.020(2).

- a) Committee Reports may be provided in written form. They may be given no more than 10minutes on the agenda, unless the pertinent committee or the Board requests a recommendation for decision or substantial discourse.
- b) In addition to previously requested agenda items, any and all Board members may provide additional agenda items for an up-

coming meeting by providing, via e-mail, fax or regular mail, the School's site administrator with a request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. In the event of contact by a non-board member to any individual member of the Governing Body with a request for action from the Board that the board member shall indicate to the individual to put the request in writing and send via e-mail, fax or regular mail to the School's supervising employee 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 72 hours prior to the posting deadline pursuant to Nevada Open Meeting Law. For all requested agenda items, the Board President may decide to place the item on the next regularly scheduled agenda as an action item or bring the item to the Governing Body for information and discussion to consider bringing forth at a future meeting of the Directorial Body.

3.07 Quorum

A quorum at all meetings of the Board of Directors shall consist of the majority of the number of Directors at the given time in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting shall not be permitted at the Board of Directors of PVA.

3.08 Vacancies

Any and all vacancy(ies) occurring in the Board of Directors of PVA may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director who is appointed or elected to fill a vacancy resulting from a death shall be either appointed or elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly appointed/elected and qualified. Any Director appointed/elected to fill a vacancy resulting from removal or

resignation may be appointed/elected for a new term or designated to complete the unexpired term.

3.09 Committees

The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Development Committee, a Real Estate Committee, a Board Development Committee, a Finance Committee, a Governance Committee, a Capital Campaign, as well as, additional specialized committees, each of which shall consist of at least one Director. Committees may make recommendations for effective and efficient operation of the school to the school's Executive Director 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 meeting shall be conducted in accordance with Nevada Open Meeting Law. Moreover, Committees and their directors shall not be involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Governing Body delegates the responsibility for running the charter school and implementing policies of the Governing Body to the School's Executive Director. Nothing in this Section precludes an individual Director from interacting with members of the public or the School.

How will versus how well things get done

- I) The Board of Directors assumes responsibility for how **well** things get done.
- II) The Executive Director assumes responsibility for how **will** things get done.

3.10 Removal

Any member of the Board may be removed by the affirmative vote of two thirds (2/3) of the Directors at the given time in office, excluding the member at issue when in the judgment of the two third of the Directors such removal would serve the best interests of School.

3.11 Resignation

A resignation by a Board member shall be effective upon receipt by the President of a written communication of such resignation.

3.12 Participation by Telephone/Streaming

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' systematic 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 the given meeting.

3.13 Proxy Voting

Proxy Voting is not permitted at PVA Board of Directors.

3.14 Compensation

PVA board membership is a voluntary position, free of monetary compensation.

3.15 Closed Sessions

Any Board member may request of the Board President for a Closed Session during any special or regular Board meeting in order to address issue(s) regarding to personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All individuals with the exception of Board members may be excluded from such Closed Sessions at the discretion of the President. 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.

3.16 Professional Development

New Board members shall be provided 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 offered general board training no less than one time per year, and in accordance to the school's charter agreement.

3.17 Protocol

The Board of Directors of PVA shall adhere to Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall

contact the President, Executive Director or designated supervising employee of the school prior to the meeting.

3.18 Public Comment

Time shall be set aside at each Board and Committee meeting for public comments. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and may be stated as such on the Agenda or disclosed to the participant before comments. Each unscheduled public comment may take up to 3 minutes of the board.

Article IV. Officers

4.01 Numbers

The Board of Directors of PVA shall include a President, a Vice President, a Secretary, and a Treasurer, as well as, any additional officers that the board shall deem required in order to efficiently and effectively conduct the business of the school board.

4.02 Election and Term of Office

The Board of Directors of PVA shall appoint/elect all officers of the Board at the Board's annual meeting. Said officers shall be installed in office 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.

4.03 Removal of Officers

Any officer of the Board of Directors of PVA may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors at the given time in office at any regular or special meeting of the Board.

4.04 President

The President of the Board of Directors of PVA shall preside at all meetings of the Board. The President 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 President of the Board shall exercise and perform such other

powers and duties as may be prescribed by the Board from time to time. The President shall also be responsible for communicating with Executive Director and/or the designated staff as may be the case when necessary for developing upcoming agendas.

4.05 Vice President

In the absence of the President of the Board of Directors of PVA, or in the event of the President's disability, inability or refusal to act, the Vice President of the Board of Directors of PVA shall perform all duties of the President and in so acting, shall have all the powers of the President. The Vice President shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the President.

4.06 Secretary

The Secretary shall keep or cause to be kept an organized record of minutes, at an office designated for such purpose at the school site, 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.

4.07 Treasurer

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

4.08 Vacancies

A vacancy in any office of the Board, be it due to 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

5.01 Executive Hire

Board of Directors of PVA must search for, find, and appoint the suitable Executive Director to implement the board approved policies and procedures of PVA, in order to meet the vision and mission of the school, as per the terms of its charter, and as founded in its purpose and philosophy. Suitable candidate for the position of Executive Director of PVA shall possess the following qualifications:

Required:

- Doctoral Degree from an Accredited American University in education, psychology, philosophy, education, or related field. (A highly qualified candidate may be considered for the position, during the doctoral journey, prior to earning a doctoral, but after having successfully proposed the doctoral dissertation.)
- Leadership Experience
- Educational Experience
- Commitment to mission and vision of the school in the community

Preferred:

- K-12 Nevada Administrative License

5.02 Executive Contract

The Executive Director shall be contracted on probationary terms for the period of one year, at the end of which year his or her contract shall be reviewed for renewal for a term of two years. At the end of the second term, which shall constitute two years and end at the end of the total third year of the Executive Director's service to the school, his or her contract shall become

negotiable for a term to be decided by the parties negotiating (The Board and the Executive Director).

5.03 Executive Director Termination

The Board may terminate the service of the Executive Director to the school for inefficiency, neglect of duty, malfeasance, or other just cause.

Article VI. Parent Organizations/Committees

6.01 Parent Steering Committee

The PVA Parent Steering Committee shall comprise of one parent per PVA grade level in existence at the given time and may include in its membership one PVA board member.

6.02 Parent Teacher Organization

All parents/legal guardians of students of PVA shall automatically be assumed members of the PVA PTO and invited to participate in the said PTO.

6.03 School Community Leadership Council

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

Article VII. Loans and Deposits

7.01 Loans

No loans may be contracted for/on behalf of PVA, and no evidence of indebtedness may be issued in the name of the School unless authorized by the Board. Such authority shall be confined to specific instances. No loan shall be made to any individual or grouped officer(s) or Board member of the School.

7.02 Checks, Drafts, and Notes

All checks, drafts, or other orders for payment of currency, 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. Board determines the Executive Director is authorized and required to sign all checks for the school and succeeds by the President of the Board in his/her absence. In the absence of both aforementioned individuals, the responsibility resides with the Vice President of the Board. At any time, the President of the Board may revise this Section during public meeting and a majority vote of the Board, given the accompanying explanation/counsel of the legal/financial experts to require additional alterations to the section, as required to benefit the health and welfare of the school longstanding.

7.03 Deposits

All funds of the school, not otherwise employed, shall be deposited in a bank in the state of Nevada with a branch in the town wherein, the school is physically located, Pahrump.

7.04 Gifts

The Board may accept on behalf of the School any contribution, gift, bequest, etc. for the general purposes or any special or specific purpose benefitting the School. The Board, members thereof, may not accept any contribution, gift, bequest, etc. for the general purposes or any special or specific purpose benefitting their person(s) when ties questionable ties, conflicts of interests, perceived conflicts of interests may exist in the relative relations.

7.05 Fiscal Year

The fiscal year of PVA shall commence on July 1, and end on June 30.

Article VIII. Property

All property of PVA 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 President in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board, and in view of all due compliance.

Article IX. Indemnification

The Board of Directors of PVA may authorize the payment 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 establish 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 of Directors of PVA, by an affirmative vote of two-thirds (2/3) of all the Directors at the given time in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least three (3) days prior to the meeting. Bylaw amendments are held pending until final ratification from the school's sponsor.

Article XI. Dissolution

If, at any time and for any reason, the School's charter is revoked or the School is otherwise 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 Bylaws

These Bylaws are adopted for the sole purpose of facilitating the discharge of the operations and functions of the School, PVA, while meeting its vision and mission. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School, or to derail it from its vision and mission.

12.01 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



PVA

Code of Ethics

This Code of Ethics has been designed and adopted by the school, Pahrump Valley Academy, also referred to as PVA, as means to bring clarification to governance of operations and functions as involved in the discharge of the duties of the said school. The over-reaching regulatory frame for all policies and procedures of Pahrump Valley academy is and shall always be the Nevada State Laws and Those Laws that govern the state charter schools, as well as, those regulations to which Nevada State Public Charter School Authority adheres.

Article I. Purpose and Philosophy

- 1.01 The purpose and philosophy for establishment of this code of ethics is to establish the strategic framework of the institution, while providing its membership with a standard for acceptable conduct.

Article II. Strategic Framework

2.01 Vision

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

2.02 Mission

The mission of Pahrump Valley Academy is to prepare ALL students for highly successful high school and college careers through highest quality instruction delivering most rigorous, standards-aligned curriculum, designed to

accommodate learners' cognitive, academic, social, and personal growths on their way to becoming life-long independent learners. By offering an academically assertive, publicly funded educational choice in Pahrump, Pahrump Valley Academy will provide local students with the opportunity to receive a high quality college preparatory education that will prepare them for successful careers in high school, college, and beyond.

2.03 Slogan

PVA is more than a school, it's a gateway to success...

2.04 Core Values

- a) Respect
- b) Enthusiasm
- c) Achieve
- d) Citizenship
- e) Hard work

2.05 Desired Result

Produce alumni capable of authoring personal success stories founded in educational developments that have been founded and anchored in PVA beginnings.

Article III. Stimulate Development

3.01 Independent Learning

- a) PVA will aim at raising its learners' summative English Language Arts and Mathematics scores to grade level and above as demonstrated by SBAC tests as means of producing independent lifelong learners.
- b) PVA will aim at raising its learners' formative reading and mathematics scores to average and above average levels as demonstrated by Accelerated Reader and Accelerated Math STAR assessments, as means of producing independent lifelong learners.

3.02 Excellence and Mastery

Achieve a minimum of a 4 Star School rating by the end of the Charter Term.

3.03 National Recognition

PVA seeks to serve as a model for a public, charter college preparatory K-8 school for rural communities.

Article IV. Addressing Phenomena

4.01 Guiding Principles

- a) Abide by the legislature, code, policies, procedures, regulations, and practices that govern publicly funded charter schools in the state of Nevada.
- b) Know purpose and philosophy for establishment of this code of ethics, and the code.
- c) Be directed by the strategic framework of PVA.
- d) Recognize and respect autonomy and integrity of all persons in the PVA community.
- e) Be cognizant of confidentiality laws and practices as applicable to schools.
- f) Utilize appropriate channels of communication, as befitting school communications.
- g) Always consider the best interest of PVA student, families, and community.
- h) Refrain from conflict of interest/perceived conflicts of interests.
- i) Foster a physically, mentally, and emotionally safe and nurturing environment.
- j) Treat differences of opinions as opportunities for learning about other philosophies, belief systems, and traditions, in the context of a growth mindset.



PVA

Conflicts of Interest Policy

All PVA statements and Policies addressing conflicts of Interest are meant to supplement those of the state and function as guidelines for PVA governance in addition to the relevant federal and state Laws and the recommended practices of the Nevada State Public Charter School Authority.

Article I: Purpose

The purpose of this Conflict of Interest Policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Article II: Definitions

2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2.2 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: **(i)** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement; **(ii)** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or **(iii)** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with

which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest.

Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III: Procedures

3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

3.2 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3.3 Procedures for Addressing the Conflict of Interest.

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The President of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or

committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflicts of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

5.1 A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

5.2 A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

5.3 No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a.** Has received a copy of the conflicts of interest policy,
- b.** Has read and understands the policy,
- c.** Has agreed to comply with the policy, and
- d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII: Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 10



Incubation Year Planning Table

Attachment 10

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2018-2019) to ensure that the school is ready for a successful launch in fall 2019. Feel free to add rows as needed.

| <i>2018-2019 Planning Year Milestones (SMART Goals) by Work Stream</i> | Activity | Key Personnel | Milestone Date(s) |
|---|--|---|------------------------------|
| <i>INSTRUCTION</i> | Align all curriculum to Nevada Content Standards | Executive Director, Principal, Saphira Ed. Ass. | Complete by March 2020 |
| | Order Curriculum | Executive Director | Complete by May 2020 |
| | Schedule Instructional Staff summer training | Executive Director, Principal | Complete by May 2020 |
| | Receive, inventory, distribute curriculum | Principal, Office Manager | Complete by June 2020 |
| | Complete summer training | All Instructional Staff | Complete by Aug 2020 |
| | Set up SIS grading parameters | Office Manager, Saphira Ed. Ass. | Complete by |
| | Identify Special Education Service Providers | Executive Director, Principal | Between Jan & Aug 2020 |
| | | | |
| <i>TALENT</i> | Begin advertising open positions on PVA website, social media and job forums | Executive Director | Nov 2019 |
| | Attend Job Fairs | Executive Director, Principal | Between Nov2019 & March 2020 |
| | Sort & Read Resumes | Executive Director, Principal | Between Nov2019 & March 2020 |
| | Interviews | Principal | Throughout April 2020 |
| | Interviews | Executive Director | Throughout May 2020 |

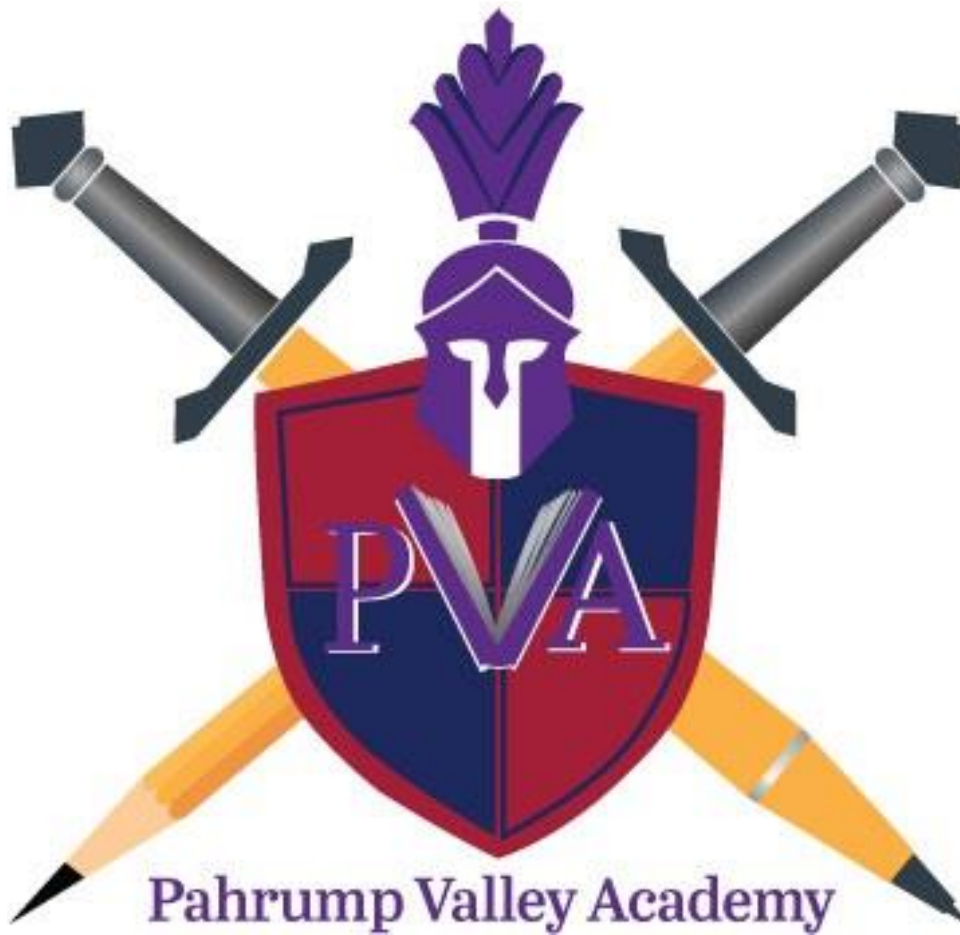
| | | | |
|-------------------|--|--|------------------------|
| | Complete Initiation of all Security Check Processes/Negotiation of all Personnel Contracts | Executive Director, Board of Directors | Throughout June 2020 |
| <i>OPERATIONS</i> | Execute Leadership Contracts | PVA Leadership | Complete by Nov 2019 |
| | Finalize Facility | Executive Director | Complete by Nov 2019 |
| | Execute Lease Agreement | Executive Director | Complete by Dec 2019 |
| | Specify school furniture, equipment | Executive Director, Office Manager | Complete by Jan 2020 |
| | Order school furniture, equipment | Executive Director, Office Manager | Complete by Feb 2020 |
| | Identify remaining third party service providers & Execute contracts as required | Executive Director | Complete by March 2020 |
| | Finalize all Facility relevant Insurance Policies | Executive Director, John Chase (Ins.) | Complete by March 2020 |
| | Take Possession of Facility | Executive Director | Aug 2020 |
| | Make sure all utilities are operational | Principal, Office Manager | Aug 2020 |
| | Set up facility | Executive Director, Board of Directors, Principal, Office Manager, Parent Steering Committee, School Site Leadership Counsel | Throughout Aug 2020 |
| <i>TECHNOLOGY</i> | Establish School Website | Executive Director, Web Master, Campus suite | Completed |

| | | | |
|----------------|--|--|-----------------------|
| | Establish School Facebook | Executive Director, Web Master, | Completed |
| | Identify needed technology equipment and solicit competitive bids | Executive Director, Web Master, Office Manager | Complete by Feb 2020 |
| | Receive technology equipment, inventory, and image computers | Executive Director, Web Master, Office Manager | Complete by June 2020 |
| | Establish School internet | Office Manager, Web Master | Complete by June 2020 |
| | Set up SIS | Office Manager, Web Master | Complete by Aug 2020 |
| | Set up AR/Am/STAR | Office Manager, Web Master | Complete by Aug 2020 |
| | Set up Security (Facility) | Executive Director, Principal, Office Manager | Complete by Aug 2020 |
| | | | |
| <i>FINANCE</i> | Establish optimal campus size by calculating fixed and variable expenses against minimal revenue | Executive Director | Completed |
| | Calculate facility expense & determine lease budget | Executive Director | Completed |
| | Calculate furniture expenses & equipment expenses & determine relevant budget | Executive Director | Completed |
| | Calculate Personnel Cost & determine budget | Executive Director | Completed |
| | Calculate start-up costs budget | Executive Director | Completed |
| | Calculate break even points | Executive Director | Completed |
| | Establish Bank Account | Executive Director, Office Manager | Completed |

| | | | |
|--|--|---|------------------------|
| | Complete all paper work relevant to 501c-3 | Executive Director, Office Manager | Complete by Oct 2019 |
| | | | |
| | Set up DSA account | Executive Director, CSMC | Complete by May 2020 |
| | Apply for CSP Grant | Saphira Ed. Ass. | Upon Approval |
| | Establish all required accounts with the state of Nevada/state Department of Education | Executive Director, CSMC | Upon Approval |
| | Apply for federal Grants | Saphira Ed. Ass. | Complete by March 2020 |
| | Provide estimated student counts for the state | Executive Director | Complete by July 2020 |
| | | | |
| <i>PARENT & COMMUNITY ENGAGEMENT</i> | Design Marketing Strategy | Executive Director | Completed |
| | Create and Post Intent to Enroll Form on school website | Executive Director | Completed |
| | Design & Program Community Email Campaign | Executive Director, Web Master | Completed |
| | Design & Program Parent Email Campaign | Executive Director, Web Master | Completed |
| | Establish Parent Steering Committee | Board | Completed |
| | School Site Leadership Counsel | Board | Completed |
| | Set up PVA Table at Pahrump Balloon Festival | Executive Director, Principal, Office Manager | In Apr 2020 |
| | Set up PVA Table at Pahrump Chili Cook-Off | Executive Director, Principal, Office Manager | In Apr 2020 |
| | Set up PVA Table at Pahrump Home/Biz Expo | Executive Director, Principal, | In May 2020 |

| | | | |
|-------------------------------------|--|---|-------------------------------|
| | | Office Manager | |
| | Hold informational meetings | Executive Director, Board members | On-going |
| | Publish Public Board Meeting Notices | Board | On-going |
| | Establish PTO | Parent Steering Committee | Complete by May 2020 |
| | | | |
| <i>SCHOOL SYSTEMS & CULTURE</i> | Train Board on School Systems & Culture | Executive Director, CSMC, Saphira Ed. Ass. | Complete by Aug 2019 |
| | Train Principal, Office Manager and Web Master on School Systems & Culture | Executive Director, CSMC, Saphira Ed. Ass. | Complete by Aug 2019 |
| | Design School Mascot | Executive Director, John Magee Design | Complete by March 2020 |
| | Launch School Mascot on Anniversary of school's first Town Hall at the location of the first Town Hall, VE Conference Center, in a PVA dress code Fashion Show | Executive Director, Board, Parent Steering Committee | Last Sat of March |
| | Meet Team PVA | Team PVA (Board, Executive Director, Principal, Faculty, Staff) | One Week before school begins |
| | | | |
| <i>OTHER</i> | | | |
| | | | |

Attachment 11



College/University Dual Credit Agreement Documentation

NOT APPLICABLE

Attachment 12



Operational Execution Plan

Attachment 12

Operational Execution Plan

Transportation:

\$0

PVA will only provide transportation services within the realm of mandated services as per indicated in specific IEPs and as per mandated by the McKinney-Vento Act. The aforementioned will be communicated to all parents/legal guardians at the time of enrollment. However, the local public transportation committee of Pahrump, which currently serves all seniors and many of the student youths in the community, has expressed the desire to provide transportation solutions for the PVA students. These solutions will be along the lines of those being provided to the local school district students. Further discourse on the topic is scheduled to take place between the local transportation representative, the PVA Executive Director, the PVA Parent Steering Committee Director, and the PVA School Site Council.

In addition, the PVA Parent Steering Committee and the PVA PTO are both, in collaboration with each other, about to launch their Facebook groups through which they plan to offer the PVA parents/legal guardians access to a carpool application.

Food Services:

\$20,250

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

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

Facility Maintenance:

\$235,000

PVA has anticipated that it will need \$235,000 in order to meet the total facilities and facilities maintenance costs of the year one. Of this amount, a rate of \$4.00/sq. ft. has been anticipated to be designated for lease costs, totaling to a lease cost anticipation of \$100.00 for year one (1).

For the same year, custodial services have been anticipated to coast \$1/sq. ft. totaling to a custodial cost anticipation of \$25,000, and utilities have been anticipated to coast \$2/sq. ft. totaling to a utilities cost anticipation of \$50,000. Another \$40,000 has been determined to be the school's one time renovations and building adjustment outlay. These sums add to \$215,000 to which the sum of \$20,000 has been added for the purposes of general liability insurance.

School Health:

\$41706: \$39,456 Nurse Salary, \$2250 Supplies

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

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

Purchasing processes:

The Executive Director will act as the purchasing agent for PVA. The Executive Director will be required to abide by the budget designed by the Executive Director and an established and recognized in Nevada Back Office Service Provider, which budget has been approved by the PVA Board of Directors. To this end, PVA will utilize a Back Office Service Provider.

Additionally, a procurement agency with experience and a track record of providing procurement services to charter schools will be retained by PVA to further assist the academy in procuring the best deals for PVA.

Safety and security:

\$15,000 Hardware, set up and security system

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

Executive Director and Dr. Waters have already met and begun discourse with both the local Sherriff and the local Fire Chief.

Technology:

\$362,065

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

Student Information Management:

\$18,000

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

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

Data Security:

\$0

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

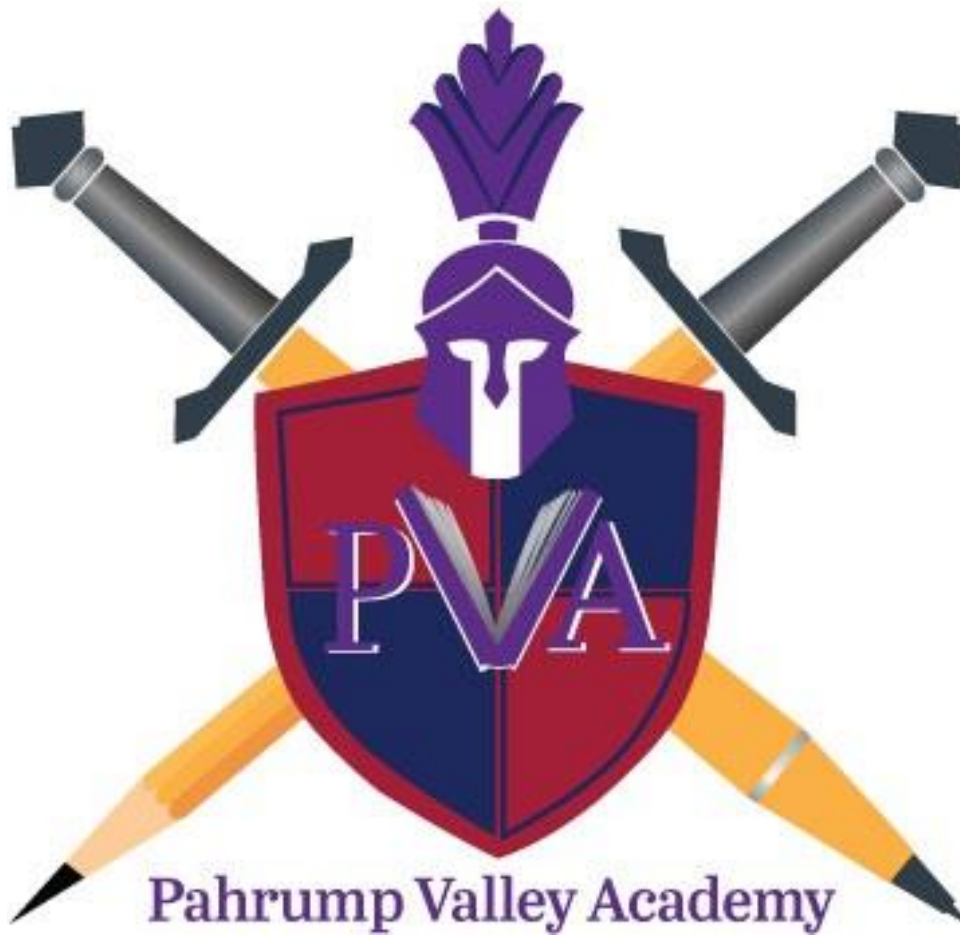
The physical student files, at PVA, will be stored in locked cabinets in a locked office, to which only authorized personnel will have access. The online stored information, Infinite Campus, will likewise be accessible only by authorized personnel, all of whom will be trained in the matters of ethics,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

Consulting and Back Office Services:

\$50,000

PVA recognizes both the significance and the magnitude of the task it is undertaking. Hence the school has sought and obtained the services of a back office support provider with track records in Nevada and California. PVA will utilize the services of an educational consulting firm with track records in Nevada and California. The back office support provider will assist the smooth and uninterrupted operations of the school as a business, through the provision of back office services to PVA. The second will assist the efficient navigation of the school's academic and relevant organizational roadmaps, through the provision of consulting services as relevant to academic and organization of a K-8 institution's best practices to PVA.

Attachment 13



Proof of Facility Commitment or Attestation



July 10, 2019

Board of Directors

Nevada State Public School Charter Authority

1749 N. Stewart Street, Suite 40

Carson City, NV 89706

Dear Nevada State Charter Authority Board Members,

Keller Williams Commercial (KWC) is the commercial real estate arm of Keller Williams Realty, the number one real estate company in the United States. Our commercial team consists of the most knowledgeable, results-driven brokers backed by the most innovative and scalable technology the commercial real estate industry has to offer. When you work with a KW Commercial broker, you aren't just working with a single broker, you're hiring a vast network of dedicated real estate professionals. That's our commitment to you.

Our skills include customer real estate needs analysis, financial planning, and project management. In addition to our current commercial and residential real estate transactions, we are involved with many community projects – including working with non-profits to secure leases and purchase properties. We have closed a number of deals with large and small businesses; working with our clients to analyze their business plans, finding them the right properties, and then negotiating sales agreements and/or leases. Our specialty is customer service and our clients come back to us again and again for their commercial & residential real estate needs.

The Pahrump Valley Academy (PVA) has retained the services of KW Commercial, to assist them with identifying and negotiating with landlords to lease a location or with sellers to purchase a location that will be used as a school. We are prepared to work with PVA during their lease application process or with them to secure a financing partner and enter into a commercial purchase agreement. These processes could take anywhere from six to twelve months. We will work with PVA to facilitate an end-to-end real estate solution that meets their needs.

Our process will consist of:

- 1) Conducting site visits to evaluate and determine the most suitable properties.
- 2) Issuing a Request for Proposal (RFP) to the landlords or sellers of these properties.
- 3) Evaluating and ranking proposals and submitting counter proposals.
- 4) Working with the landlords or sellers and an architect to conduct a test fit.
Note: Typically, the landlord will be requested to fund the initial test fit.
- 5) Assisting PVA in preparing a financial analysis of costs and making recommendations for a financing partner.
- 6) Reviewing economic terms with PVA to narrow site selection down to two final properties and send out counter proposals to either counter terms or clarify terms.
- 7) After the final proposals are back and financial analysis updated, PVA will make their final decision on which location to select and move forward with a lease agreement or a commercial purchase agreement. During the negotiation phase, the test fit will be finalized.
- 8) Following these steps, an RFP for pricing will be sent to three general contractors. After initial pricing comes back, PVA will select their general contractor and we will assist PVA with working through details of the pricing into their budget.
- 9) Finally, a lease agreement will be executed, or a commercial purchase agreement will close escrow; after which the general contractor will finalize construction drawings with the architect. We will work with the parties to ensure plans are submitted to the building department for permits. Once the permits are received construction commences.

KWC is excited to be a part of bringing such an innovative education model to Pahrump and is committed to finding and developing a high-quality facility solution for PVA.

Sincerely,

Kim K. Henry
dotloop verified
07/09/19 10:08 PM PDT
9IHF-EDYI-VNFT-GJ7M

Kim K. Henry
Director
KW Commercial

Lindsey Ellis
dotloop verified
07/09/19 10:09 PM PDT
9PIX-ETJ2-YMMW-RBYR

Lindsey Ellis
Realtor
Keller Williams Realty

Attachment 14



**PVA
Insurance Coverage
Predictions**

It is anticipated that PVA will purchase all (non-health and medical benefit) insurance through American Sentry Insurance (Amerisent, ASI). Amerisent is currently working with the leadership of the academy to provide the most suitable insurance plan, matching the most suitable insurance products to the proposed charter school's anticipated insurance needs. Amerisent Insurance has a long history of service in Nevada, and is well familiar with the township of Pahrump and its local business community. The numbers included in the charter budget were derived from the most current relevant conversations with Amerisent. The types and amount of coverage that PVA will purchase is anticipated to be as follow:

- Property: Coverage to be determined based on the value of property
- General Liability: Minimum of \$1,000,000 including coverage for molestation and sexual abuse.
- Employee Benefits Liability: Minimum \$1,000,000 Coverage.
- Employment Practices Liability: Minimum \$1,000,000 Coverage. Worker's Compensation: \$3,500,000 Coverage.
- Commercial Umbrella: \$10,000,000 Coverage. Professional Liability/Educator's Legal Liability: Minimum \$1,000,000 Coverage. Sports & Athletic Participation: \$1,000,000 Coverage.
- Errors & Omissions: \$1,000,000 Coverage. Coverage amounts represent minimums and may be increased to provide greater protection for the school as determined by school leadership, at any time.

It is also anticipated that PVA will provide health and medical insurance through Battle Born Financial, Pahrump's leading financial advisement practice.

In order to provide Health, Dental, and Vision insurance to all PVA full time employees, Battle Born Financial will be working with the Pahrump Chamber of Commerce, of which entity, PVA is a member and which entity is also served in its insurance needs by Battle

Born Financial. The total anticipated cost to employees is to be an average of \$350/year, and to the proposed school a maximum of \$4,000/employee.

All numbers, herein presented, are predictions and not confirmed.



AmeriSent Insurance
Boulder City

Pahrump Valley Academy

Attn: Sable Marandi, Chief Educational Officer

4760 Santa Luc

Pahrump, NV 89061

July 12, 2019

Dear Sable,

I am pleased, on behalf of Amerisent Insurance – Boulder City to have been selected to assist the Pahrump Valley Academy with their Property, Casualty Insurance and Surety needs. This is an honor we do not take lightly and will do our best to provide the insurance representation needed to facilitate an outstanding charter school experience for their students and faculty.

Amerisent Insurance is an independent insurance agency with offices in Las Vegas and Boulder City, NV. We write insurance with more than 100 carriers in Nevada, California, Arizona and Utah. We value our clients and business relationships throughout the Pahrump community, which date back several years.

I have provided the attached as an estimate only. As discussed, a lot of variables play a roll in establishing insurance premiums. Some of those are the location, building – (owned or leased), fire protection for said building, financial stability / history of quoted entity, and number of employees and payroll figures to name a few. We look forward to having the opportunity to firm up a quote for the Pahrump Valley Academy in the very near future. Please do not hesitate to contact us with any questions you may have.

Warm regards,

John J. Chase
Agent / Owner

702-294-0066

Johnc@Amerisent.com

JOHN CHASE

INSURANCE ESTIMATE – PAHRUMP VALLEY ACADEMY

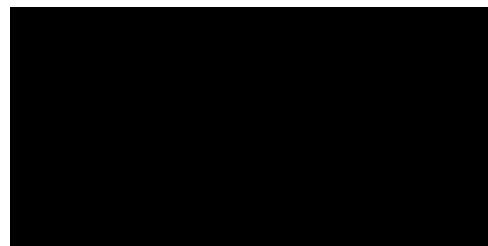
| <u>Coverage</u> | <u>Premium Estimate</u> |
|---|-------------------------|
| General Liability | 4000.00 |
| Abuse | Included |
| Employee Benefits / Practices Liability | 1500.00 |
| Professional Educators Liability | 500.00 |
| Auto – Hired and non-owned | 500.00 |
| Property | 3000.00 |
| Crime – Employee Dishonesty | Included |
| Umbrella (Excess Liability) | 2000.00 |
| Workers Compensation | 5000.00 |
| D & O (Director's and Officers) | 1000.00 |
| Medical Payments to others (Including Students) | 1000.00 |
| Total: | 18,500.00 |

We are pleased to provide this estimate of property and casualty insurance premiums for the Pahrump Valley Academy. We look forward to finalizing these quotes once your location has been secured.



41 N Hwy 160, Ste 10
Pahrump, NV 89060

9708 Gillespie St, Ste A104
Las Vegas, NV 89183



Employee Benefits proposal for Pahrump Valley Academy

Health, dental, and vision insurance for employee only- \$350/mo

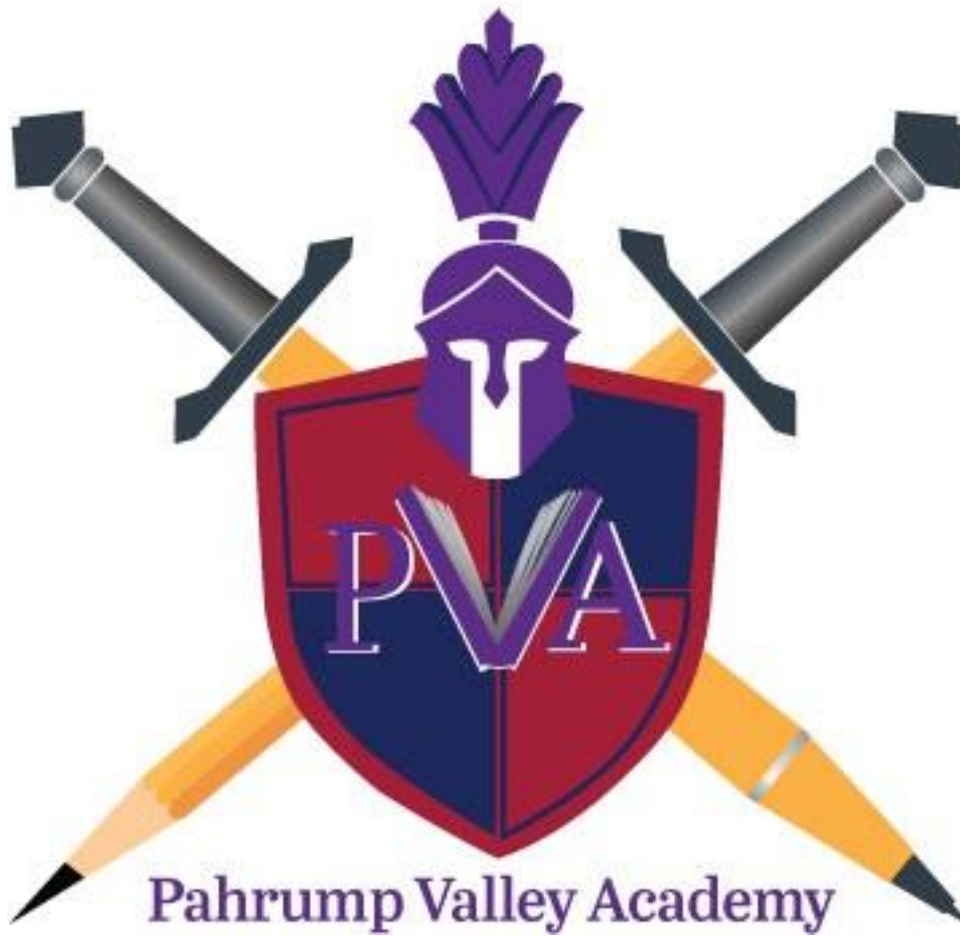
Medical insurance provided through Pahrump Valley Chamber of Commerce association plan, insured through Prominence Health Plan. Dental and vision insurance insured through Kansas City Life Insurance.

Total per employee annual liability is \$4,000.

<http://www.BattleBornFinancialAdvisor.com>

Brent Leavitt, CFP® is an Investment Advisor Representative of Interactive Financial Advisors. Battle Born Financial Advisor and interactive Financial Advisors are both independently owned and operated.

Attachment 15



Budget Narrative

(2) As Attachment 15, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 15. Include the following:

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

School Inputs -Revenue Assumptions

Projected Number of Classrooms

PVA projects 2 classes of kindergarten through Grade 2 and 1 class of grades 3 through 5 in our first year of operation. PVA anticipates adding a grade level each year until 8th grade. The matriculation of students will allow for 2 classes of each grade level except for 8th grade by the sixth year of operation. Class sizes are expected to be at 25 students per classroom.

| | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 | FY26 |
|------------------------|------|------|------|------|------|------|------|
| # of Classrooms | 0 | 9 | 11 | 13 | 15 | 16 | 17 |

Total Student Enrollment

| | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 | FY26 |
|----------------------|------|------|------|------|------|------|------|
| # of Students | | 225 | 275 | 325 | 375 | 400 | 425 |

Title I (% of Student Body) & Special Education (% of Student Body)

Assumptions regarding Title I and Special Education population based on FY18 actuals in the Nye County School District.

| | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 | FY26 |
|--|------|--------|--------|--------|--------|--------|--------|
| Title I (% of Student Body) | | 76.73% | 76.73% | 76.73% | 76.73% | 76.73% | 76.73% |
| Special Education (% of Student Body) | | 14.68% | 14.68% | 14.68% | 14.68% | 14.68% | 14.68% |

National School Lunch Program

PVA anticipates participating in the National School Lunch Program. For the purposes of budget development these revenues were not projected.

Total Per-Pupil DSA

PVA assumes a DSA guaranteed support amount for Nye County of \$8276 and Outside Revenue of \$1469, for a total Per Pupil DSA amount of \$9747. There is an assumed annual increase in the DSA per pupil amount. Respectively Total DSA payments are projected at FY21 \$2,193,032, FY22 \$2,760,684, FY23 \$3,360,627, FY24 \$3,993,976, FY25 \$4,388,048, and FY26 \$4,802,170. The DSA Sponsorship Fee of 1.5% is deducted from each monthly DSA payment.

| Nye County | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 | FY26 |
|----------------------------|----------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| DSA Guaranteed Support | | 8,278 | | | | | |
| Outside Revenues | | 1,468.81 | | | | | |
| Per-Pupil DSA | | \$9,747 | | | | | |
| Total Per-Pupil DSA | | \$2,193,032 | \$2,760,684 | \$3,360,627 | \$3,993,976 | \$4,388,048 | \$4,802,170 |
| DSA Sponsorship Fee | | (32,895) | (41,412) | (50,409) | (59,910) | (65,821) | (72,033) |
| Total DSA | - | \$2,160,180 | \$2,719,272 | \$3,310,218 | \$3,934,066 | \$4,322,227 | \$4,730,137 |

Title I

PVA anticipates receiving Title I funds in the future, but for the purposes of this budget development, revenues were not included. The projected Title I eligible population is 76.73%. The number of Title I eligible students is anticipated to be FY21 173, FY22 211, FY23 249, FY24 288, FY25 307 and FY26 326.

Special Education Weighted Funding

The Special Education population based on FY18 actuals in the Nye County School District is 14.68%. The number of Special Education students is anticipated to be FY21 30.03, FY22 40.37, FY23 47.71, FY24 55.05, FY25 58.72 and FY26 62.39. State Special Education funding is projected at \$3,225 per student. Respectively Total State SPED Weighted Funding is projected at FY21 \$0, FY22 \$130,193, FY23 \$153,865, FY24 \$177,536, FY25 \$189,372, and FY26 \$201,208.

| | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 | FY26 |
|---------------------------------|------------|------------|------------------|------------------|------------------|------------------|------------------|
| # of SPED Students | | 33.03 | 40.37 | 47.71 | 55.05 | 58.72 | 62.39 |
| \$ State Special Ed Funding | | 0 | 3,225 | 3,225 | 3,225 | 3,225 | 3,225 |
| Total State SPED Funding | \$0 | \$0 | \$130,193 | \$153,865 | \$177,536 | \$189,372 | \$201,208 |

(b) **Anticipated Funding Sources:** Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends.

School Level Fundraising

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

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

Other Start-up Grant Funds

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

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

Private Fundraising (Individuals)

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

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

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

School Inputs -Expense Assumptions

Staffing Costs

Payroll & Tax Benefits

Medical

PVA assumes to contribute \$4,000 per year to the employee's medical insurance.

Expenses for FICA, Retirement and Unemployment based upon requirements. The FICA rate is 6.2%. Retirement contribution to NVPERS as legally required for charter school employees will be made at the current contribution rates are 29.25% for Employer paid and 15.25% for Employer/Employee paid. Unemployment insurance is assumed at \$500 per employee annually.

Bonus Pool is assumed at 1% of teacher salaries.

There are 180 instructional days per year.

FTE Counts

The Admin Team will consist of an Executive Director/Interventionist, Principal and Office Manager. These positions will be hired for the first year of operation.

The Office Staff will consist of a Registrar, Receptionist and Admin Assistant. The Registrar and Receptionist positions will be hired for the first year of operation. The Admin Assistant position will not to be hired until year 3.

Special Education and ELL Teachers will be hired for the first year of operation. PVA assumes to hire a second SPED teacher for year 2 based on student enrollment. Both departments will operate with the assistance of paraprofessionals, which are included in the Instructional Staff numbers. A SPED paraprofessional is anticipated for the first year of operation and a second is projected for year 4 depending on student enrollment. An ELL paraprofessional is projected for year 4 depending on student enrollment.

Instructional Staff anticipates a teacher for every classroom, with kindergarten operating with the assistance of a paraprofessional. Also included in instructional staff is a Nurse position. The budget template does not allow for the addition of support staff to be included.

Additional staff included for budget purposes are part-time Food Service and Campus Monitor employees. PVA anticipates having to hire at least one full-time Food Service employee, however the budget template does not allow for the addition of full-time support staff to be included.

Payroll Services are anticipated to be included with the cost of Accounting Services.

| | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 | FY26 |
|------------------------------------|------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Admin Team | | 3 | 3 | 3 | 3 | 3 | 3 |
| Office Staff | | 2 | 2 | 3 | 3 | 3 | 3 |
| SPED/ELL Teachers | | 2 | 3 | 3 | 3 | 3 | 3 |
| Instructional Staff | | 12 | 14 | 16 | 20 | 21 | 22 |
| FTE Totals | 0 | 19 | 22 | 25 | 29 | 30 | 31 |
| NSLP Part-Time Employees | 0 | 2 | 3 | 3 | 3 | 3 | 3 |
| Annual Pay Rate | 0 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |
| Total | \$0 | \$50,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 |
| Campus Monitor Part-Time Employees | 0 | 2 | 3 | 3 | 3 | 3 | 3 |
| Annual Pay Rate | | 14,558 | 14,558 | 14,558 | 14,558 | 14,558 | 14,558 |
| Total | \$0 | \$29,116 | \$43,674 | \$43,674 | \$43,674 | \$43,674 | \$43,674 |

General Operating Expenses

Instruction

Professional Development is anticipated on an annual basis. During Year 1 PVA anticipates a greater Professional Development expense due to the implementation of programs. As a new grade is added in each fiscal year PD costs are anticipated to remain for curriculum implementation. The budget template does not allow for fluctuation in projected expense for future years.

Professional Development for the following programs is anticipated during Year 1 Renaissance Professional Services, PEARSON myView Literacy, PEARSON enVisionMATH, PEARSON Elevate Science and PEARSON myWorld Interactive Social Studies K-5. Year 2 anticipates myPerspectives Professional Development 6-8,

| | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 |
|--------------------------|--------|--------|--------|--------|--------|--------|
| Professional Development | 24,700 | 28,600 | 32,500 | 37,700 | 39,000 | 40,300 |

Staff Recruitment will be mostly posting costs in publications.

| | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 |
|--|------|------|------|------|------|------|
|--|------|------|------|------|------|------|

| | | | | | | |
|-------------------|-------|-----|-----|-----|-----|-----|
| Staff Recruitment | 2,000 | 100 | 100 | 100 | 100 | 100 |
|-------------------|-------|-----|-----|-----|-----|-----|

Student Recruitment and Marketing will consist of printing, direct mailing costs (including purchases of lists), advertising, and grass roots recruitment.

| | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 |
|---------------------------------|-------|------|------|------|------|------|
| Student Recruitment & Marketing | 1,000 | 500 | 500 | 500 | 500 | 500 |

Special Ed / Psychology Consultant is assumed to be needed at a minimum cost per year for consulting on set-up of Special Education facilitation and program to ensure efficient and effective delivery of support services and compliance.

| | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 |
|------------------------------------|------|--------|--------|--------|--------|--------|
| Special Ed / Psychology Consultant | | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |

Textbooks Space - Initial Costs

The initial curriculum purchase that will be implemented during Year 1 is PEARSON myView K-5, PEARSON enVision Math K-5, PEARSON Elevate Science K-5, PEARSON myWorld Interactive Social Studies K-5.

Year 2 will purchase and implement PEARSON myPerspectives 6, PEARSON enVision Math 6, PEARSON Elevate Science 6 PEARSON myWorld Interactive (Geography) 6, as well as purchase additional textbooks for the implementation of an additional Grade 3 classroom.

Year 3 will purchase and implement PEARSON myPerspectives 7, PEARSON enVision Math 7, PEARSON Elevate Science 7, PEARSON myWorld Interactive (US History) 7, as well as purchase additional textbooks for the implementation of an additional Grade 4 classroom.

Year 4 will purchase and implement PEARSON myPerspectives 8, PEARSON enVision Math 8, PEARSON Elevate Science 8, PEARSON myWorld Interactive (World History) 8, as well as purchase additional textbooks for the implementation of an additional Grade 5 classroom.

Year 5 a purchase of additional textbooks for the implementation of an additional Grade 6 classroom. Year 6 a purchase of additional textbooks for the implementation of an additional Grade 7 classroom.

Textbooks - Repurchase of New Books is anticipated every 6 years.

Library Books are anticipated at a cost of \$5 per student annually.

Food Services are anticipated at a cost of \$90 per student annually. PVA anticipates participating in the National School Lunch Program. For the purposes of budget development these expenses were not projected.

Office Supplies Per Student are anticipated at \$10 per student annually.

Assessment Costs Per Student are anticipated at \$1.25 per student annually for WIDA.

Supplies for Students are anticipated at \$30 per student annually.

Contracted Sped is in addition to the Special Ed / Psychology Consultant and are anticipated at \$350 per student annually.

Instructional Supplies Teachers are anticipated at \$150 per instructional FTE annually.

General Office Supplies are anticipated at \$3,000 annually.

School Uniforms are anticipated at \$31 per student annually. The school uniforms are to be supplemented by Private Fundraising (Individuals). PVA will attempt to develop a contractual relationship with a vendor to provide additional options to families.

General Building Decorum is anticipated at \$5,000 annually, with the cost for Year 1 being double.

Health Supplies are anticipated at \$10 per student annually.

Bank Fees are anticipated at \$1000 annually.

Dues and Memberships are anticipated at \$200 per FTE annually.

Travel and Meetings are anticipated at \$80 per FTE annually.

Background Checks are anticipated at \$75 per new FTE annually.

Accounting Services are anticipated at \$50,000 annually with payroll services included. Back office support services estimated based on an average of multiple sources. Will include Planning year support to run basic payroll, chart of accounts, and check writing, and will eventually turn into CFO equivalent suite of services around financial reporting in YR1.

Field Trips are anticipated at \$750 per grade level annually.

Parents and Staff Meetings are anticipated at \$400 annually.

Contracted Services

Annual Audit is anticipated at \$10,000 annually. Cost is based on an average from several charter schools.

Legal Funds are anticipated at \$10,000 annually.

Facility & Technology Inputs

Facilities

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

General Liability Insurance is estimated on an annual basis. Year 1 is anticipated at \$20,000. This coverage will include all forms of insurance required by Nevada for charter schools.

Technology and Equipment Assumptions

Copier Monthly Lease Rate Copier costs based on average internet quotes - \$500 per month.

Laptop Computer Cost Faculty is anticipated at \$400 per faculty member.

Laptop Computer Cost Students is anticipated at \$275 per student, with 25 laptop computers students per grade level.

Cart Costs Students is anticipated at \$1,500 per cart.

PVA anticipates one copier for every 190 student or 2 copiers in Y1-Y4.

Annual Copier Lease is anticipated at \$12,000 annually.

Copier Usage Fee is anticipated at \$10,125 annually.

New Laptop Computer Cost Faculty is anticipated at \$400 per laptop with an estimated 5 years of use per device.

Laptop Computer Cost Students is anticipated at \$275 per laptop with an estimated 5 years of use per device.

Mobile Laptop Carts for Students is anticipated at \$1,500 per cart, 2 carts per grade level, with an estimated 5 years of use per device.

Internet Setup Fee is anticipated at \$5,000 for Year 1.

Server is anticipated at \$7,000.

Classroom Technology includes Projectors and SMART/Promethean/Mimeo equipment. The cost is anticipated at \$1,500 per classroom.

Educational Software includes Renaissance Flow 360 Student Subscription, Renaissance myON Applications, NWEA / MAP and Brigance Screen III Kindergarten Entry Assessment (KEA). The cost is anticipated at \$65 per student.

Technology Support Services is anticipated at \$12,000 annually. This will be a contracted annual service.

Internet and Phone Monthly Service is anticipated at \$36,000 annually.

Other Equipment Hardware Costs Setup Fees Security System is anticipated at \$15,000 in Year 1.

Monthly Equipment Costs is anticipated at \$83 monthly.

Computer Hardware is anticipated at \$200 per FTE annually. It is anticipated that the faculty will use PC laptops and students will use Chromebooks.

Computer Software is anticipated at \$785 per FTE annually. Typical software may include Infinite Campus, Microsoft Office, Google MDM, and Adobe.

Faculty Furniture is anticipated at \$1000 per FTE for Year 1. Typical furniture items may include Desks, Chairs, Storage, File Cabinets, Fireproof File Cabinets.

Student Furniture is anticipated at \$400 per new student annually. Typical furniture items may include Desks, Chairs, Tables, Cubbies.

Cash Flow

Budget Summary and Cash Flow

Included in our budget projections is our 5-year Budget Summary. Cash on hand is a massive challenge for charter schools. As a result of our conservative budgeting and projected expenses, Pahrump Valley Academy clearly demonstrates a sound and comprehensive cash plan, with cash on hand exceeding 60 days.

Reserves

Even though charter schools are not required to have a minimum reserve, best practices dictate that we manage our funds as conservatively as possible. Our budget includes a three percent reserve beginning in Year 1 and maintaining through Year 6.

(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

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

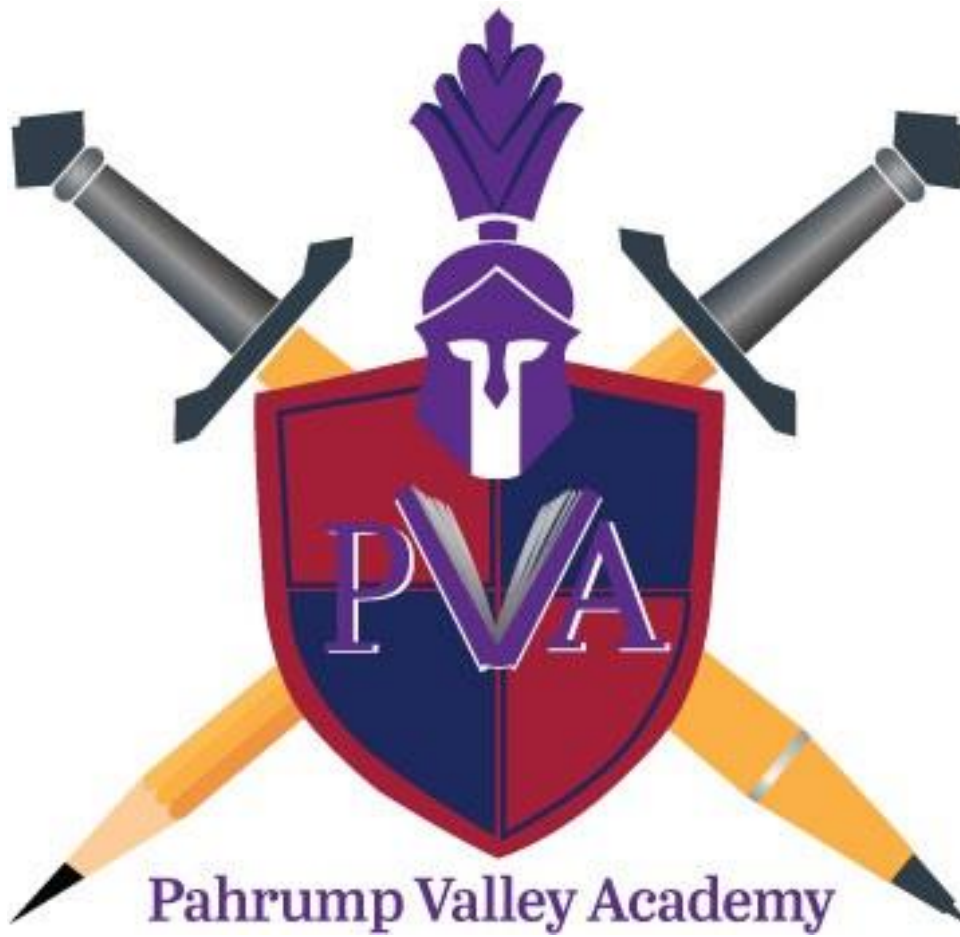
In the best interest of PVA the following contingency plan elements will be considered during all negotiations. In the event that state and local revenue projections are not met in advance of opening PVA will make the following changes:

- Staff will be reduced to align with actual enrollment. During the actual enrollment period for students a second classroom will only be added if it is financially justified.
- For SPED/ELL/Kindergarten, the number of paraprofessionals needed will be determined by the need of the student population.
- PVA will negotiate with the textbook vendor to lower the cost of professional development.
- Food services expense will be drastically reduced or eliminated.
- PVA will negotiate a possible clause in the lease to account for under enrolment of over 10% and a reduction of lease costs.
- Rates for supplies will be renegotiated to the lowest possible price and additional credit terms will be negotiated with vendors.

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

There are no major outside philanthropic revenue projections, therefore such a cash flow contingency has not been considered.

Attachment 16



Financial Plan Workbook

FINANCIAL PLAN WORKBOOK INSTRUCTIONS

Thank you for utilizing the Financial Plan Workbook to record your charter school's projected revenues and expenditures during a five year time period. The workbook is designed to serve as a simplified guideline for recording your projected revenues and expenditures through both the 'School Inputs' and 'Technology & Equipment Inputs' tabs in this Microsoft Excel workbook. Please note that this is a protected workbook and data should only be entered into the unprotected cells (yellow cells). To maximize the usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

School Inputs

The 'School Inputs' tab will be utilized as a place for data entry regarding your charter school's revenue assumptions along with any compensation, benefits and general expense assumptions. Data entry will begin in the revenue assumptions section. Note that FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less than full time please contact the State Public Charter School Authority to adjust formulas in this budget tool.

Revenue Assumptions

1. Please enter a Base Year into cell F5.
2. Next, be sure to enter the number of classrooms by school year (H9-N9) in the enrollment section.
3. Enter your projected student enrollment in the enrollment section. This section captures the number of students by grade level (Rows 10-22) and by school year (Columns H-N).
4. In cells H25 through N25, please enter your school's percentage of Title 1 students. Similarly, in cells H26 through N26, enter your institution's percentage of special education students.
5. In cells D28, select the county district for which the students belong from the drop-down list. If the school will be multi-district (e.g. a virtual school), then select Multi-District.
6. At this time, the County DSA worksheet should be completed. The applicant must enter an estimated enrollment number of students per county in the County DSA tab to generate an appropriate figure.
7. The Distributive School Account (DSA) funding per student is automatically populated in cell D29 depending on the county where the school (cell D28) is located and the enrollment numbers entered into the County DSA worksheet.
8. The Inflation Adjuster in cell D30 is designed to account for any increases in the cost of labor and expenses over time. Please be sure to enter a cost of inflation in this cell. An inflation rate of 1.03 is a good rule of thumb for most charter school operators.
9. Special Education Funding (D32) is prepopulated based on the amount received from NDE.
10. Title I (D33) and IDEA (D34) funding is calculated annually and varies from year to year. Not every schools is entitled to receive funding for these programs and therefore the amounts are zero. If you believe you will be entitled to receive funding from these programs, then provide documentation for further consideration of populating this field. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA and school level funding.
11. Enter "yes" or "no" for the Breakfast Program. The Breakfast Program (D36) funding is calculated annually and varies from year to year. Not every schools is entitled to receive funding for these programs and therefore the amounts are zero. If you believe you will be entitled to receive funding from this program, then provide documentation for further consideration of populating this field. This entry will automatically calculate the revenue line items for the Federal Breakfast Program.
12. The National Scholl Lunch Program (D37) funding is calculated annually and varies from year to year. Not every schools is entitled to receive funding for this program and therefore the amount is zero. If you believe you will be entitled to receive funding from this program, then provide documentation for further consideration of populating this field. This entry will automatically calculate the revenue line item for the Federal Lunch Program.
13. Any remaining revenue entries can be manually accounted for in the following subgroups:
 - Charter Start-Up Funds (H39-N39)**
 - Other Start-Up Grant Funds (H40-N40)**
 - Student Fees (H41-N41)**
 - Investment Income (H42-N42)**
 - Private fundraising (foundations, corporate) (H43-N43)**
 - Private Fundraising (H44-N44)**

Staffing and Compensation Assumptions

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:

1. Enter the average medical benefits for employees with both single and family coverage into cells 'E52' and 'E53'.
2. Second, enter the school's percentage of coverage in 'E54'.
3. In 'E55', enter the assumed percentage of employees choosing single for their health benefits.
4. In cells E57 through E60, enter the percentage of your employee's salaries that will be allocated to FICA, State Retirement for Certified Employees, State Retirement for Non-Certified Employees and Life Insurance.
5. Next, enter any per-employee expenses associated with GASB 45 and Unemployment Insurance in 'E61' and 'E62', respectively.
6. Payroll services are accounted for as a dollar value on a per employee/per month basis in 'E63'.

7. Any bonuses should be accounted for in 'E64', which is calculated as a percentage of salaried employees.

8. The information requested in cells E65 through E68 serve as drivers for some of your charter school's general expenses. Therefore, be sure to enter your school's instructional days per year (required) as well as the Saturday schools per year, contractors required for Saturday school and price per contractor (if necessary).

should be entered into the Administrator section. The positions, salaries and staffing levels in this section are marked for input, so feel free to adjust the position levels, salaries and staffing levels as your charter school finds necessary. Please note that each line represents one position, multiple positions sharing a title will each need to be entered on separate lines.

10. Part-Time employees are considered in a less cumbersome fashion. Simply enter the average salary for each respective position and enter the number of employees per year.

11. Lastly, the salaries and staffing levels work in unison with the inputs you entered to get to the total salary and benefits for your charter school. Feel free to adjust any of the staffing and compensation inputs to either decrease or increase your school's total compensation.

General Operating Expense Assumptions

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school.

1. This section is extremely user-friendly in terms of data entry. Each general operating expense line item is tied to a driver, i.e. per year or per student. The driver is then multiplied by the dollar value that was entered, which results in the amount of that expense line item for the given year.

2. The Contracted Services section should be completed in the same manner. Here the driver is per year, therefore any annual audits or legal services need to be calculated on an annual basis.

Technology and Equipment Inputs

The technology and equipment assumptions section is used to record any expenses related to technology and equipment usage at your charter school.

1. Similar to the general operating expense assumptions, these expense line items are tied to a driver. Simply enter a value into the input cell and the driver is then multiplied by the dollar value that was entered, which results in the amount of that technology/equipment expense line item for the given year.

CHARTER SCHOOL BUDGET

Name of School

PAHRUMP VALLEY ACADEMYBase Year **2021****REVENUE ASSUMPTIONS**

Number of grade levels

Number of classrooms

K

1st

2nd

3rd

4th

5th

6th

7th

8th

9th

10th

11th

12th

Total Student Enrollment

Title I (% of student body)

Special Education (% of student body)

County where school is located

Total Distributive School Account (DSA) Funding

Inflation adjustor

DSA Sponsorship Fee

Special Education Weighted Funding

Title I

IDEA

Breakfast Program - Federal Reimbursement

School Breakfast Program

National School Lunch Program

School level fundraising

Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)

Other start-up grant funds

Student fees

Investment Income

Private fundraising (foundations, corporate)

Private fundraising (individuals)

TOTAL REVENUE**EXPENSE ASSUMPTIONS****STAFFING COSTS****Payroll Tax and Benefits****Medical**

Single Coverage

Family Coverage

School's percentage of coverage

Assumed percentage of employees choosing single coverage

Weighted avg. cost for medical

FICA

| PLANNING | YR 1 | YR 2 | YR 3 | YR 4 | YR 5 | YR 6 |
|----------|---------|---------|---------|---------|---------|---------|
| 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |

| | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| 0 | 6 | 7 | 8 | 9 | 9 | 9 |
| | 9 | 11 | 13 | 15 | 16 | 17 |
| | 50 | 50 | 50 | 50 | 50 | 50 |
| | 50 | 50 | 50 | 50 | 50 | 50 |
| | 50 | 50 | 50 | 50 | 50 | 50 |
| | 25 | 50 | 50 | 50 | 50 | 50 |
| | 25 | 25 | 50 | 50 | 50 | 50 |
| | 25 | 25 | 25 | 50 | 50 | 50 |
| | | 25 | 25 | 25 | 50 | 50 |
| | | | 25 | 25 | 25 | 50 |
| | | | | 25 | 25 | 25 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| 0 | 225 | 275 | 325 | 375 | 400 | 425 |

| | | | | | | |
|----|-----|-----|-----|-----|-----|-----|
| 0% | 77% | 77% | 77% | 77% | 77% | 77% |
| 0% | 15% | 15% | 15% | 15% | 15% | 15% |

| | | | | | | |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|
| \$0 | \$2,193,032 | \$2,760,784 | \$3,360,627 | \$3,993,976 | \$4,388,048 | \$4,802,170 |
| \$0 | -\$32,895 | -\$41,412 | -\$50,409 | -\$59,910 | -\$65,821 | -\$72,033 |
| \$0 | \$0 | \$130,193 | \$153,865 | \$177,536 | \$189,372 | \$201,208 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$4,500 | \$5,500 | \$6,500 | \$7,500 | \$8,000 | \$8,500 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$112,500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$0 | \$6,907 | \$8,442 | \$11,512 | \$13,047 | \$13,047 | \$13,815 |
| \$112,500 | \$2,171,544 | \$2,863,508 | \$3,482,095 | \$4,132,150 | \$4,532,647 | \$4,953,660 |

Single Coverage **\$4,000** Per yearFamily Coverage **\$0** Per yearSchool's percentage of coverage **100%**Assumed percentage of employees choosing single coverage **0%**Weighted avg. cost for medical **\$0** Per employee per yearFICA **6.20%** Percentage of Salary

[INSERT School Name]

| | | |
|--|--------|-----------------------|
| State Retirement - Certified | 29.25% | Percentage of Salary |
| State Retirement - Non-certified | 29.25% | Percentage of Salary |
| Life Insurance | 0.00% | Percentage of Salary |
| GASB 45 | \$0 | Per employee per year |
| Unemployment Insurance | \$500 | Per employee per year |
| Payroll Services | \$0 | Per employee per year |
| Bonus Pool | 1.00% | Percentage of Salary |
| Instructional days per year | 180 | |
| Saturday schools per year | 0 | |
| Contractors required for Saturday School | 0 | |
| Price per contractor | \$0 | |

| FTE Count | Start Year | Base Salary |
|---|----------------------|-------------|
| Administrators | (Input year or "NA") | |
| Executive Director/Interventionist | 2021 | \$75,000.00 |
| Principal | 2021 | \$60,000.00 |
| Office Manager | 2021 | \$31,678.00 |
| | NA | |
| | NA | |
| Total Administrators | | |

| Office Staff | | |
|--------------------|------|-------------|
| Registrar | 2021 | \$29,287.00 |
| Receptionist | 2021 | \$21,296.00 |
| Admin Assistant | 2023 | \$28,804.00 |
| | NA | |
| Total Office Staff | | |

[illegible]

| Teachers | Grade | Start Year | Base Salary | Subject |
|---------------------|-------|----------------------|-------------|---------|
| | Level | (Input year or "NA") | | |
| Grade Level Teacher | K | 2021 | \$47,444.00 | |
| Grade Level Teacher | K | 2021 | \$47,444.00 | |
| Grade Level Teacher | 1 | 2021 | \$47,444.00 | |
| Grade Level Teacher | 1 | 2021 | \$47,444.00 | |
| Grade Level Teacher | | NA | | |

[illegible]

| | | | | | | |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| 0.00 | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0.00 | 2.00 | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 |

[illegible]

[INSERT School Name]

| | | | | | | | | | | | |
|-----------------------|-------|------|-------------|--|------|------|------|------|------|------|------|
| Grade Level Assistant | K | 2021 | \$31,752.00 | | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Assistant | K | 2021 | \$31,752.00 | | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | SPED | 2021 | \$33,002.00 | | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Assistant | SPED | 2024 | \$33,002.00 | | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | 2 | 2021 | \$47,444.00 | | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | 2 | 2021 | \$47,444.00 | | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | 3 | 2021 | \$47,444.00 | | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | 3 | 2022 | \$47,444.00 | | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | ELL | 2024 | \$33,002.00 | | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Teacher | 4 | 2021 | \$47,444.00 | | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | 4 | 2023 | \$47,444.00 | | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | 5 | 2021 | \$47,444.00 | | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | 5 | 2024 | \$47,444.00 | | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Teacher | 6 | 2022 | \$47,444.00 | | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | 6 | 2025 | \$47,444.00 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 |
| Grade Level Teacher | 7 | 2023 | \$47,444.00 | | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | 7 | 2026 | \$47,444.00 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 |
| Grade Level Teacher | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Assistant | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Teacher | 8 | 2024 | \$47,444.00 | | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 |
| Grade Level Teacher | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Teacher | Nurse | NA | \$39,456.00 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Teacher | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Teacher | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Grade Level Teacher | | NA | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

[INSERT School Name]

[illegible]

FTE - Total

| | | | | | | | |
|-----------------------|-----|-----------|-------------|-------------|-------------|-------------|-------------|
| SALARIES | | | | | | | |
| TOTAL SALARIES | \$0 | \$840,651 | \$1,015,047 | \$1,176,724 | \$1,387,837 | \$1,482,870 | \$1,582,357 |
| BENEFITS | | | | | | | |
| TOTAL BENEFITS | \$0 | \$307,511 | \$370,834 | \$429,649 | \$506,488 | \$540,677 | \$576,446 |
| <i>% of Salaries</i> | | 36.6% | 36.5% | 36.5% | 36.5% | 36.5% | 36.4% |

PART-TIME EMPLOYEES

Input part-time employees:

| | | | | | | | | |
|--|----------|------|----------|----------|----------|----------|----------|----------|
| Annualized salary | \$25,000 | \$0 | \$50,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 |
| Number of part-time employees at this pay rate | | 0.00 | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |

Annualized salary

| | | | | | | |
|--|------|------|------|------|------|------|
| Number of part-time employees at this pay rate | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
|--|------|------|------|------|------|------|

Annualized salary

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Number of part-time employees at this pay rate | | | | | | | |
|--|--|--|--|--|--|--|--|

| | | | | | | | |
|--|--|-----|-----|-----|-----|-----|-----|
| Annualized salary | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Number of part-time employees at this pay rate | | | | | | | |
| Annualized salary | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Number of part-time employees at this pay rate | | | | | | | |

| | | | | | | | |
|----------------------------|------------|-----------------|------------------|------------------|------------------|------------------|------------------|
| PART TIME WAGES | \$0 | \$79,117 | \$118,675 | \$118,675 | \$118,675 | \$118,675 | \$118,675 |
| PERFORMANCE BONUSES | \$0 | \$8,407 | \$10,150 | \$11,767 | \$13,878 | \$14,829 | \$15,824 |
| PAYROLL SERVICES | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| | | | PLANNING | YR 1 | YR 2 | YR 3 | YR 4 | YR 5 | YR 6 |
|---|--------------------|-----------------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | | | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| | | | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| GENERAL OPERATING EXPENSES | Assumptions | | | | | | | | |
| Instruction | | | | | | | | | |
| Professional development | \$1,300 | Per FTE | \$0 | \$24,700 | \$28,600 | \$32,500 | \$37,700 | \$39,000 | \$40,300 |
| Staff recruitment | \$100 | Per year | \$2,000 | \$100 | \$100 | \$100 | \$100 | \$100 | \$100 |
| Student recruitment and marketing | \$500 | Per year | \$1,000 | \$500 | \$500 | \$500 | \$500 | \$500 | \$500 |
| Special Ed/Psychology Consultant | \$25,000 | Per year | \$0 | \$25,000 | \$25,000 | \$25,000 | \$25,000 | \$25,000 | \$25,000 |
| CMO Fee | \$0 | Per student | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Textbooks - initial costs | \$333 | Per student | \$0 | \$74,925 | \$16,650 | \$16,650 | \$16,650 | \$8,325 | \$8,325 |
| Textbooks - repurchase of new books | 6 | Number of years use | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library books | \$5 | Per student | \$0 | \$1,125 | \$1,375 | \$1,625 | \$1,875 | \$2,000 | \$2,125 |
| Food services | \$90 | Per student | \$0 | \$20,250 | \$24,750 | \$29,250 | \$33,750 | \$36,000 | \$38,250 |
| Music program | \$0 | Per student | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Management fees | 0% | % of S&L Revenues | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Licensing fees | 0% | % of S&L Revenues | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Charter application | \$0 | | \$0 | | | | | | |
| Office Supplies | \$10 | Per student | \$0 | \$2,250 | \$2,750 | \$3,250 | \$3,750 | \$4,000 | \$4,250 |
| Assessment costs | \$1 | Per student | \$0 | \$281 | \$344 | \$406 | \$469 | \$500 | \$531 |
| Supplies for students | \$30 | Per student | \$0 | \$6,750 | \$8,250 | \$9,750 | \$11,250 | \$12,000 | \$12,750 |
| Yearbook | \$0 | Per student | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| School store | \$0 | Per student | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contracted SPED | \$350 | Per SPED student | \$0 | \$11,561 | \$14,130 | \$16,699 | \$19,268 | \$20,552 | \$21,837 |
| Instructional supplies - Teachers (just teaching faculty) | \$150 | Per Instructional FTE | \$0 | \$2,100 | \$2,550 | \$2,850 | \$3,450 | \$3,600 | \$3,750 |
| General office supplies | \$3,000 | Per year | \$0 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| School uniforms | \$31 | Per new student | \$0 | \$6,908 | \$1,535 | \$1,535 | \$1,535 | \$768 | \$768 |
| School uniforms - returning students | \$31 | Per returning student | \$0 | | \$8,443 | \$9,978 | \$11,513 | \$12,280 | \$13,048 |
| General building decorum | \$5,000 | Per year | \$10,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| Health supplies | \$10 | Per student per year | \$0 | \$2,250 | \$2,750 | \$3,250 | \$3,750 | \$4,000 | \$4,250 |
| Bank fees | \$1,000 | Per year | \$0 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| Athletic expenditures | \$0 | Per student | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Postage and shipping | \$5 | Per student | \$0 | \$1,125 | \$1,375 | \$1,625 | \$1,875 | \$2,000 | \$2,125 |
| Gifts & awards - students | \$0 | Per student | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Gifts & awards - faculty and staff | \$0 | Per FTE | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Dues and memberships | \$200 | Per FTE | \$0 | \$3,800 | \$4,400 | \$5,000 | \$5,800 | \$6,000 | \$6,200 |
| Travel and Meetings | \$80 | Per FTE | \$0 | \$1,520 | \$1,760 | \$2,000 | \$2,320 | \$2,400 | \$2,480 |
| Background checks | \$75 | Per new FTE | \$0 | \$1,425 | \$225 | \$225 | \$300 | \$75 | \$75 |
| Accounting services | \$50,000 | Per year | \$0 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 |
| Field trips | \$750 | Per grade level | \$0 | \$4,500 | \$5,250 | \$6,000 | \$6,750 | \$6,750 | \$6,750 |
| Field trips - out of state | \$0 | Per grade level | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Parent & staff meetings | \$400 | Per year | \$0 | \$400 | \$400 | \$400 | \$400 | \$400 | \$400 |
| Saturday School (contractors for instruction) | No | Input "yes" or "no" | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Instructional Supplies | | | \$13,000 | \$250,469 | \$210,136 | \$227,592 | \$247,004 | \$245,250 | \$252,813 |
| <i>Per student</i> | | | | <i>\$1,113</i> | <i>\$764</i> | <i>\$700</i> | <i>\$659</i> | <i>\$613</i> | <i>\$595</i> |
| Contracted Services | | | | | | | | | |
| Annual audit | \$10,000 | Per year | | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |

[INSERT School Name]

| | | | | | | | | | | | |
|----------------------------------|---------------------------------------|----------|---|--|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Legal funds | | \$10,000 | Per year | | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | |
| Total Contract Services | | | | | \$0 | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 | |
| Food Program | School Pays? (Input "yes" or "no") | | | | | | | | | | |
| Breakfast | yes | \$0.00 | Per student | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Lunch program | yes | \$0.00 | Per student (not covered by Title I) | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Snacks | yes | \$0.00 | Per student | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Saturday food program | yes | \$0.00 | Per student | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Total Food Costs | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| TOTAL GENERAL OPERATING EXPENSES | | | | | \$13,000 | \$270,469 | \$230,136 | \$247,592 | \$267,004 | \$265,250 | \$272,813 |

TRANSPORTATION COSTS

ASSUMPTIONS

| | | | | | | | | | | | |
|------------------------------------|--|--------|----------|--|------------|------------|------------|------------|------------|------------|------------|
| Percentage of students transported | | | | | | | | | | | |
| Students per bus | | | | | | | | | | | |
| Bus purchase price (used bus) | | | | | | | | | | | |
| Miles driven per bus per day | | | | | | | | | | | |
| Miles driven per bus per year | | 0 | | | | | | | | | |
| Miles per gallon | | | | | | | | | | | |
| Gallons purchased per year | | 0.00 | | | | | | | | | |
| Price per gallon | | | | | | | | | | | |
| Annual fuel costs per bus | | \$0.00 | | | | | | | | | |
| Maintenance costs per bus | | | per mile | | PLANNING | YR 1 | YR 2 | YR 3 | YR 4 | YR 5 | YR 6 |
| Annual maintenance costs per bus | | \$0 | | | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| Bus Contracting Costs | | | annual | | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Number of students participating | | | | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of buses required | | | | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Bus purchasing costs | | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Fuel costs | | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Maintenance costs | | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Bus Contracting Costs | | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL TRANSPORTATION COSTS | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Per student | | | | | | NA | NA | NA | NA | NA | NA |

ATHLETIC COSTS

| | | |
|----------------------|------------|---|
| Head coach | \$0 | |
| Assistant Coach | \$0 | |
| Equipment | | |
| Uniforms | \$0 | |
| Footballs | \$0 | |
| Flags/Misc Equipment | \$0 | |
| Transportation | \$0 | Example: \$150 per away game for 8 games is \$1,200 for bus rental |
| Referees | \$0 | Example: \$100 for two referees (\$50 per ref) for eight home games is \$800 |
| Total Costs | \$0 | |
| Head coach | \$0 | |
| Assistant Coach | \$0 | |
| Equipment | | |
| Uniforms | \$0 | |
| Basketballs | \$0 | |
| Misc Equipment | \$0 | |
| Transportation | \$0 | Example: \$150 per away game for 8 games is \$1,200 for bus rental |
| Referees | \$0 | Example: \$100 for two referees (\$50 per ref) for twelve home games is \$1,200 |
| Gym rental | \$0 | Example: \$35/hour - could be up to \$6K |

| | | |
|-----------------------------|------------|---|
| Total Costs | \$0 | |
| <hr/> | | |
| Head coach | \$0 | |
| Assistant Coach | \$0 | |
| Equipment | | |
| Uniforms | \$0 | |
| Basketballs | \$0 | |
| Misc Equipment | \$0 | |
| Transportation | \$0 | Example: \$150 per away game for 8 away games is \$1,200 for bus rental |
| Referees | \$0 | Example: \$100 for two referees (\$50 per ref) for twelve home games is \$1,200 |
| Gym rental | \$0 | Example: \$35 per hour for 120 hours of practice is \$4,200 |
| Total Costs | \$0 | |
| <hr/> | | |
| Head coach | \$0 | |
| Assistant Coach | \$0 | |
| Equipment | | |
| Uniforms | \$0 | |
| Soccer balls | \$0 | |
| Shin guards, Misc Equipment | \$0 | |
| Transportation | \$0 | Example: \$150 per away game for 8 away games is \$1,200 for bus rental |
| Referees | \$0 | Example: \$100 for two referees (\$50 per ref) for eight home games is \$800 |
| Total Costs | \$0 | |
| <hr/> | | |
| Head coach | \$0 | |
| Assistant Coach | \$0 | |
| Equipment | | |
| Uniforms | \$0 | |
| Soccer balls | \$0 | |
| Shin guards, Misc Equipment | \$0 | |
| Soccer goals | \$0 | Example: \$1,000 per goal post is \$2,000 for a set of goals |
| Transportation | \$0 | Example: \$150 per away game for 8 away games is \$1,200 for bus rental |
| Referees | \$0 | Example: \$100 for two referees (\$50 per ref) for eight home games is \$800 |
| Total Costs | \$0 | |
| <hr/> | | |
| Head coach | \$0 | |
| Assistant Coach | \$0 | |
| Equipment | | |
| Uniforms | \$0 | |
| Other Equipment | \$0 | |
| Transportation | \$0 | Example: \$150 per away game for 8 away games is \$1,200 for bus rental |
| Referees | \$0 | Example: \$100 for two referees (\$50 per ref) for eight home games is \$800 |
| Total Costs | \$0 | |
| <hr/> | | |
| Head coach | \$0 | |
| Assistant Coach | \$0 | |
| Equipment | | |
| Uniforms | \$0 | |
| Other Equipment | \$0 | |
| Transportation | \$0 | Example: \$150 per away game for 8 away games is \$1,200 for bus rental |
| Referees | \$0 | Example: \$100 for two referees (\$50 per ref) for eight home games is \$800 |
| Total Costs | \$0 | |
| <hr/> | | |
| Head coach | \$0 | |

[INSERT School Name]

| | |
|--------------------|------------|
| Assistant Coach | \$0 |
| Equipment | |
| Uniforms | \$0 |
| Other Equipment | \$0 |
| Transportation | \$0 |
| Referees | \$0 |
| Total Costs | \$0 |

Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Example: \$100 for two referees (\$50 per ref) for eight home games is \$800

| | |
|--------------------|------------|
| Head coach | \$0 |
| Assistant Coach | \$0 |
| Equipment | |
| Uniforms | \$0 |
| Other Equipment | \$0 |
| Transportation | \$0 |
| Referees | \$0 |
| Total Costs | \$0 |

Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Example: \$100 for two referees (\$50 per ref) for eight home games is \$800

| | | | PLANNING | YR 1 | YR 2 | YR 3 | YR 4 | YR 5 | YR 6 |
|-----------------------------|------------------------------------|--|-----------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| | | | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| | Start Year (Input year or "NA") | Active program? (Input "yes" or "no") | | | | | | | |
| 0 | NA | yes | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 0 | NA | yes | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 0 | NA | yes | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 0 | NA | yes | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 0 | NA | yes | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 0 | NA | yes | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 0 | NA | yes | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 0 | NA | no | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 0 | NA | no | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL ATHLETIC COSTS | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL EXPENSES | | | \$13,000 | \$1,506,154 | \$1,744,843 | \$1,984,407 | \$2,293,882 | \$2,422,301 | \$2,566,114 |

PAHRUMP VALLEY ACADEMY

FACILITY & TECNOLOGY EXPENSES

| FACILITIES | |
|-----------------------------|-------|
| INPUT "Purchase" or "Lease" | Lease |

LEASE OPTION

Square feet leased

| | | | |
|---------------------------------------|----------|---------------|-------------------|
| Lease rate | \$4.00 | Per sq ft | Annual lease cost |
| Custodial | \$1.00 | Per sq ft | |
| Utilities | \$2.00 | Per sq ft | |
| Capital Outlay (building renovations) | \$40,000 | One-time cost | Capital Outlay |

Total cost to lease

| | | |
|-----------------------------|-------------|-------------|
| General liability insurance | \$20,000.00 | Annual cost |
|-----------------------------|-------------|-------------|

TOTAL FACILITIES COSTS

| PLANNING | YR 1 | YR 2 | YR 3 | YR 4 | YR 5 | YR 6 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| 0 | 25,000 | 25,750 | 26,523 | 27,318 | 28,138 | 28,982 |
| \$0 | \$100,000 | \$103,000 | \$106,090 | \$109,273 | \$112,551 | \$115,927 |
| \$0 | \$25,000 | \$25,750 | \$26,523 | \$27,318 | \$28,138 | \$28,982 |
| \$0 | \$50,000 | \$51,500 | \$53,045 | \$54,636 | \$56,275 | \$57,964 |
| | 40,000 | | | | | |
| \$0 | \$215,000 | \$180,250 | \$185,658 | \$191,227 | \$196,964 | \$202,873 |
| \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 |
| \$20,000 | \$235,000 | \$200,250 | \$205,658 | \$211,227 | \$216,964 | \$222,873 |

TECHNOLOGY & EQUIPMENT

ASSUMPTIONS

| | | |
|---|---------|---------------------|
| Copier (monthly lease rate) | \$500 | Per month |
| | 190 | Students per copier |
| Desktop/laptop computer cost - Faculty | \$400 | Per faculty member |
| Desktop/laptop computer cost - Students | \$275 | Per student |
| Desktop/laptop computers - Students | 25 | Per grade level |
| Cart costs - Students | \$1,500 | Per cart |

Number of copiers needed

| | | | | | | | |
|---|----------|----------|-----------|-----------|-----------|-----------|-----------|
| Annual copier lease | | 2 | 2 | 2 | 2 | 3 | 3 |
| Copier - usage fee | \$45 | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$18,000 | \$18,000 |
| New Desktop/laptop computer cost - Faculty | \$400 | \$10,125 | \$10,125 | \$10,125 | \$10,125 | \$10,125 | \$10,125 |
| Desktop/laptop replacement cost - Faculty | 5 | \$0 | \$7,600 | \$1,200 | \$1,200 | \$1,600 | \$400 |
| New Desktop/laptop computer cost - Students | \$275 | \$0 | \$0 | \$0 | \$0 | \$0 | \$7,600 |
| Desktop/laptop replacement cost - Students | 5 | \$82,500 | \$13,750 | \$13,750 | \$13,750 | \$0 | \$0 |
| Mobile laptop cart - students | 2 | \$0 | \$0 | \$0 | \$0 | \$0 | \$82,500 |
| Mobile Laptop cart replacement costs | 5 | \$18,000 | \$21,000 | \$24,000 | \$27,000 | \$27,000 | \$27,000 |
| FTE cell phone handset | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$18,000 |
| FTE Cell phones (monthly coverage) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Internet setup | \$5,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Server | \$7,000 | \$5,000 | | | | | |
| Classroom technology | \$1,500 | \$7,000 | | | | | |
| Educational software | \$65 | \$13,500 | \$16,500 | \$19,500 | \$22,500 | \$24,000 | \$25,500 |
| Technology Support Services | \$1,000 | \$14,625 | \$17,875 | \$21,125 | \$24,375 | \$26,000 | \$27,625 |
| Internet and phone monthly service | \$3,000 | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$12,000 |
| Other Equipment (hardware costs, setup fees, security system) | \$15,000 | \$36,000 | \$36,000 | \$36,000 | \$36,000 | \$36,000 | \$36,000 |
| Monthly equipment cost | \$83 | \$15,000 | | | | | |
| Computer Hardware | \$200 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| Computer Software | \$785 | \$3,800 | \$4,400 | \$5,000 | \$5,800 | \$6,000 | \$6,200 |
| Faculty furniture | \$1,000 | \$14,915 | \$17,270 | \$19,625 | \$22,765 | \$23,550 | \$24,335 |
| Student furniture | \$400 | \$0 | \$19,000 | \$3,000 | \$3,000 | \$4,000 | \$1,000 |
| | | \$90,000 | \$20,000 | \$20,000 | \$20,000 | \$10,000 | \$10,000 |
| TOTAL TECHNOLOGY & EQUIPMENT COSTS | | \$0 | \$362,065 | \$186,120 | \$198,325 | \$212,915 | \$195,075 |
| | | | | | | | \$307,285 |

PAHRUMP VALLEY ACADEMY

BUDGET SUMMARY

| | PLANNING | YR 1 | YR 2 | YR 3 | YR 4 | YR 5 | YR 6 |
|--|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Number of Students | 0 | 225 | 275 | 325 | 375 | 400 | 425 |
| Number of Employees | 0 | 19 | 22 | 25 | 29 | 30 | 31 |
| REVENUE | | | | | | | |
| DSA Funding | \$0 | \$2,193,032 | \$2,760,784 | \$3,360,627 | \$3,993,976 | \$4,388,048 | \$4,802,170 |
| DSA Sponsorship Fee | 0 | (32,895) | (41,412) | (50,409) | (59,910) | (65,821) | (72,033) |
| State Special Education Funding | 0 | 0 | 130,193 | 153,865 | 177,536 | 189,372 | 201,208 |
| Title I | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| IDEA | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Breakfast Program | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Lunch Program | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School level fundraising | 0 | 4,500 | 5,500 | 6,500 | 7,500 | 8,000 | 8,500 |
| R&E start-up funds | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other start-up funds | 112,500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student fees | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Investment Income | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private fundraising (foundations, corporate) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private fundraising (individuals) | 0 | 6,907 | 8,442 | 11,512 | 13,047 | 13,047 | 13,815 |
| TOTAL REVENUE | \$112,500 | \$2,171,544 | \$2,863,508 | \$3,482,095 | \$4,132,150 | \$4,532,647 | \$4,953,660 |
| EXPENSES | | | | | | | |
| Salaries | \$0 | \$840,651 | \$1,015,047 | \$1,176,724 | \$1,387,837 | \$1,482,870 | \$1,582,357 |
| Benefits | 0 | 307,511 | 370,834 | 429,649 | 506,488 | 540,677 | 576,446 |
| Part-Time Wages | 0 | 79,117 | 118,675 | 118,675 | 118,675 | 118,675 | 118,675 |
| Performance Bonuses | 0 | 8,407 | 10,150 | 11,767 | 13,878 | 14,829 | 15,824 |
| Payroll Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| General Operating Expenses | 13,000 | 270,469 | 230,136 | 247,592 | 267,004 | 265,250 | 272,813 |
| Transportation | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Athletic Program | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Facilities | 20,000 | 235,000 | 200,250 | 205,658 | 211,227 | 216,964 | 222,873 |
| Technology & Equipment | 0 | 362,065 | 186,120 | 198,325 | 212,915 | 195,075 | 307,285 |
| TOTAL EXPENSES | \$33,000 | \$2,103,219 | \$2,131,213 | \$2,388,390 | \$2,718,024 | \$2,834,340 | \$3,096,272 |

| | | | | | | | |
|--------------------------|-----------------|-----------------|------------------|--------------------|--------------------|--------------------|--------------------|
| SURPLUS/(DEFICIT) | \$79,500 | \$68,325 | \$732,294 | \$1,093,705 | \$1,414,126 | \$1,698,306 | \$1,857,388 |
| <i>Per student</i> | | <i>\$304</i> | <i>\$2,663</i> | <i>\$3,365</i> | <i>\$3,771</i> | <i>\$4,246</i> | <i>\$4,370</i> |
| Ending Fund Balance | \$79,500 | \$147,825 | \$880,119 | \$1,973,824 | \$3,387,950 | \$5,086,256 | \$6,943,644 |

PAHRUMP VALLEY ACADEMY

Projected Cash Flow Statement

2020-21

| | PROJECTED July | PROJECTED August | PROJECTED September | PROJECTED October | PROJECTED November | PROJECTED December | PROJECTED January | PROJECTED February | PROJECTED March | PROJECTED April | PROJECTED May | PROJECTED June | TOTAL PROJECTED BUDGET | REVENUES PER BUDGET SUMMARY | VARIANCE |
|--|-------------------|---------------------|------------------------|----------------------|-----------------------|-----------------------|----------------------|-----------------------|--------------------|--------------------|------------------|-------------------|---------------------------------------|--|-----------------|
| REVENUES | | | | | | | | | | | | | | | |
| DSA Funding | 182,753 | 182,753 | 182,753 | 182,753 | 182,753 | 182,753 | 182,753 | 182,753 | 182,753 | 182,753 | 182,753 | 182,753 | 2,193,032 | 2,193,032 | |
| DSA Sponsorship Fee | (2,741) | (2,741) | (2,741) | (2,741) | (2,741) | (2,741) | (2,741) | (2,741) | (2,741) | (2,741) | (2,741) | (2,741) | (32,895) | (32,895) | |
| State Special Education Funding | | | | | | | | | | | | | | | |
| Title I | | | | | | | | | | | | | | | |
| IDEA | | | | | | | | | | | | | | | |
| Federal Breakfast Program | | | | | | | | | | | | | | | |
| Federal Lunch Program | | | | | | | | | | | | | | | |
| School level fundraising | | 450 | 450 | 450 | 450 | 450 | 450 | 450 | 450 | 450 | 450 | 450 | 4,500 | 4,500 | |
| R&E start-up funds | | | | | | | | | | | | | | | |
| Other start-up funds | | | | | | | | | | | | | | | |
| Student fees | | | | | | | | | | | | | | | |
| Investment Income | | | | | | | | | | | | | | | |
| Private fundraising (foundations, corporate) | | | | | | | | | | | | | | | |
| Private fundraising (individuals) | 6,907 | | | | | | | | | | | | 6,907 | 6,907 | |
| | | | | | | | | | | | | | | | |
| Total Revenues | 186,919 | 180,461 | 180,461 | 180,461 | 180,461 | 180,461 | 180,461 | 180,461 | 180,461 | 180,461 | 180,461 | 180,011 | 2,171,544 | 2,171,544 | |
| Total Revenues Y-T-D | 186,919 | 367,380 | 547,842 | 728,303 | 908,764 | 1,089,226 | 1,269,687 | 1,450,148 | 1,630,610 | 1,811,071 | 1,991,533 | 2,171,544 | | | |
| Percent of Revenues Y-T-D | 8.61 % | 16.92 % | 25.23 % | 33.54 % | 41.85 % | 50.16 % | 58.47 % | 66.78 % | 75.09 % | 83.40 % | 91.71 % | 100.00 % | | | |
| | | | | | | | | | | | | | TOTAL PROJECTED BUDGET | EXPENSES PER BUDGET SUMMARY | VARIANCE |
| EXPENDITURES | | | | | | | | | | | | | | | |
| Salaries | 70,054 | 70,054 | 70,054 | 70,054 | 70,054 | 70,054 | 70,054 | 70,054 | 70,054 | 70,054 | 70,054 | 70,054 | 840,651 | 840,651 | |
| Benefits | 25,626 | 25,626 | 25,626 | 25,626 | 25,626 | 25,626 | 25,626 | 25,626 | 25,626 | 25,626 | 25,626 | 25,626 | 307,511 | 307,511 | |
| Part-Time Wages | 6,593 | 6,593 | 6,593 | 6,593 | 6,593 | 6,593 | 6,593 | 6,593 | 6,593 | 6,593 | 6,593 | 6,593 | 79,117 | 79,117 | |
| Performance Bonuses | | | | | | | | | | | | 8,407 | 8,407 | 8,407 | |
| Payroll Services | | | | | | | | | | | | | | | |
| General Operating Expenses | 22,539 | 22,539 | 22,539 | 22,539 | 22,539 | 22,539 | 22,539 | 22,539 | 22,539 | 22,539 | 22,539 | 22,539 | 270,469 | 270,469 | |
| Transportation | | | | | | | | | | | | | | | |
| Athletic Program | | | | | | | | | | | | | | | |
| Facilities | 19,583 | 19,583 | 19,583 | 19,583 | 19,583 | 19,583 | 19,583 | 19,583 | 19,583 | 19,583 | 19,583 | 19,583 | 235,000 | 235,000 | |
| Technology & Equipment | 30,172 | 30,172 | 30,172 | 30,172 | 30,172 | 30,172 | 30,172 | 30,172 | 30,172 | 30,172 | 30,172 | 30,172 | 362,065 | 362,065 | |
| | | | | | | | | | | | | | | | |
| Total Expenditures | 174,568 | 174,568 | 174,568 | 174,568 | 174,568 | 174,568 | 174,568 | 174,568 | 174,568 | 174,568 | 174,568 | 182,974 | 2,103,219 | 2,103,219 | |
| Total Expenditures Y-T-D | 174,568 | 349,135 | 523,703 | 698,271 | 872,839 | 1,047,406 | 1,221,974 | 1,396,542 | 1,571,110 | 1,745,677 | 1,920,245 | 2,103,219 | | | |
| Percent of Expenditures Y-T-D | 8.30 % | 16.60 % | 24.90 % | 33.20 % | 41.50 % | 49.80 % | 58.10 % | 66.40 % | 74.70 % | 83.00 % | 91.30 % | 100.00 % | | | |
| | | | | | | | | | | | | | | | |
| Net Change | 12,351 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | (2,963) | 68,325 | 68,325 | |
| Net Change Y-T-D | 12,351 | 18,245 | 24,138 | 30,032 | 35,926 | 41,819 | 47,713 | 53,607 | 59,500 | 65,394 | 71,288 | 68,325 | | | |
| Percent of Net Change Y-T-D | 18.08 % | 26.70 % | 35.33 % | 43.95 % | 52.58 % | 61.21 % | 69.83 % | 78.46 % | 87.08 % | 95.71 % | 104.34 % | 100.00 % | | | |

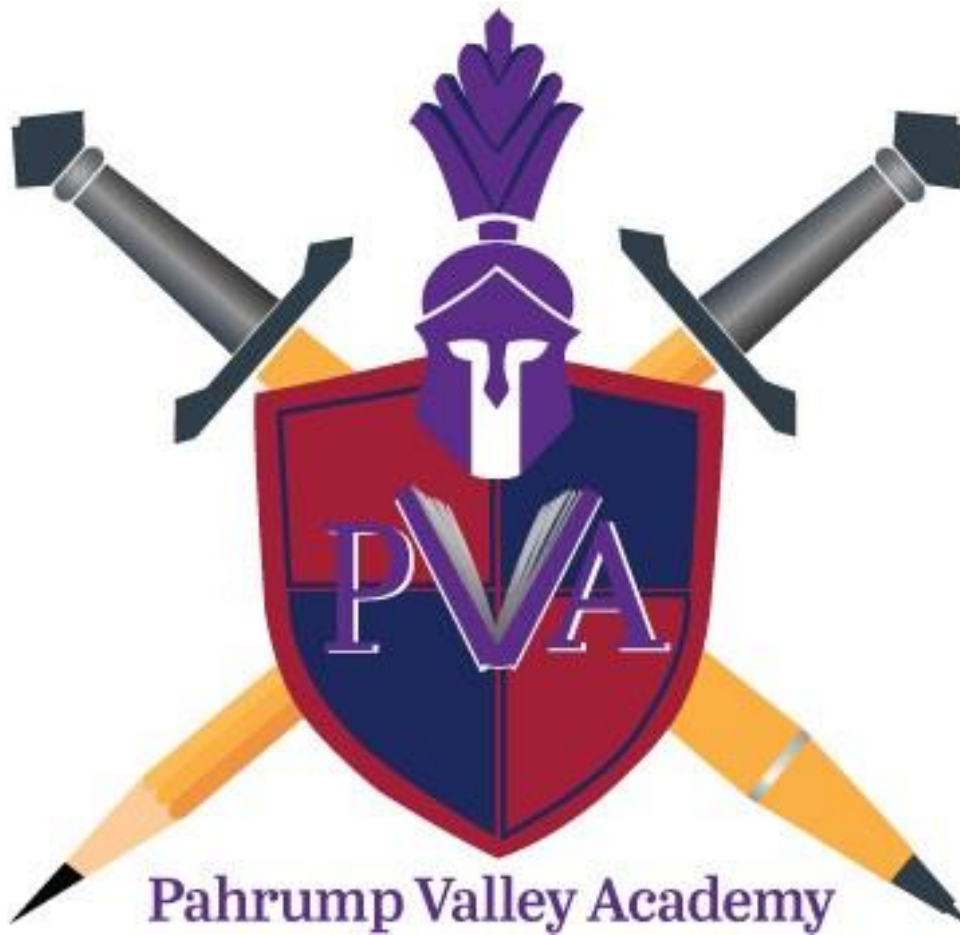
Projected Cash Balance

| | PROJECTED July | PROJECTED August | PROJECTED September | PROJECTED October | PROJECTED November | PROJECTED December | PROJECTED January | PROJECTED February | PROJECTED March | PROJECTED April | PROJECTED May | PROJECTED June | TOTAL PROJECTED BUDGET | NET CHANGE PER BUDGET SUMMARY | VARIANCE |
|--------------------------|-------------------|---------------------|------------------------|----------------------|-----------------------|-----------------------|----------------------|-----------------------|--------------------|--------------------|------------------|-------------------|------------------------------|-------------------------------------|----------|
| Net Change in Cash (F/B) | 12,351 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | 5,894 | (2,963) | 68,325 | 68,325 | |
| Begin Cash Balance(F/B) | 79,500 | 91,851 | 97,745 | 103,638 | 109,532 | 115,426 | 121,319 | 127,213 | 133,107 | 139,000 | 144,894 | 150,788 | 79,500 | 79,500 | |
| End Cash Balance (F/B) | 91,851 | 97,745 | 103,638 | 109,532 | 115,426 | 121,319 | 127,213 | 133,107 | 139,000 | 144,894 | 150,788 | 147,825 | 147,825 | 147,825 | |

WEIGHTED
Estimated 2018-19 Rates

| | | Outside | | | | |
|-----------------|-----------|-----------|-----------|------------|--------------|--|
| County District | DSA | Revenue | Total | Enrollment | Subtotal | |
| Carson City | \$ 7,193 | \$ 1,053 | \$ 8,246 | | \$ - | |
| Churchill | \$ 7,202 | \$ 1,173 | \$ 8,375 | | \$ - | |
| Clark | \$ 5,779 | \$ 1,013 | \$ 6,792 | | \$ - | |
| Douglas | \$ 6,334 | \$ 2,723 | \$ 9,057 | | \$ - | |
| Elko | \$ 8,129 | \$ 1,310 | \$ 9,439 | | \$ - | |
| Esmeralda | \$ 21,776 | \$ 7,784 | \$ 29,560 | | \$ - | |
| Eureka | \$ 14,487 | \$ 21,820 | \$ 36,307 | | \$ - | |
| Humboldt | \$ 7,379 | \$ 1,977 | \$ 9,356 | | \$ - | |
| Lander | \$ 4,904 | \$ 4,529 | \$ 9,433 | | \$ - | |
| Lincoln | \$ 10,907 | \$ 1,329 | \$ 12,236 | | \$ - | |
| Lyon | \$ 7,487 | \$ 936 | \$ 8,423 | | \$ - | |
| Mineral | \$ 9,725 | \$ 1,475 | \$ 11,200 | | \$ - | |
| Nye | \$ 8,278 | \$ 1,469 | \$ 9,747 | 225 | \$ 2,193,032 | |
| Pershing | \$ 9,261 | \$ 2,606 | \$ 11,867 | | \$ - | |
| Storey | \$ 8,283 | \$ 6,398 | \$ 14,681 | | \$ - | |
| Washoe | \$ 5,737 | \$ 1,245 | \$ 6,982 | | \$ - | |
| White Pine | \$ 8,324 | \$ 1,634 | \$ 9,958 | | \$ - | |
| Multi-District | \$ 9,747 | | | 225.0 | \$ 2,193,032 | |

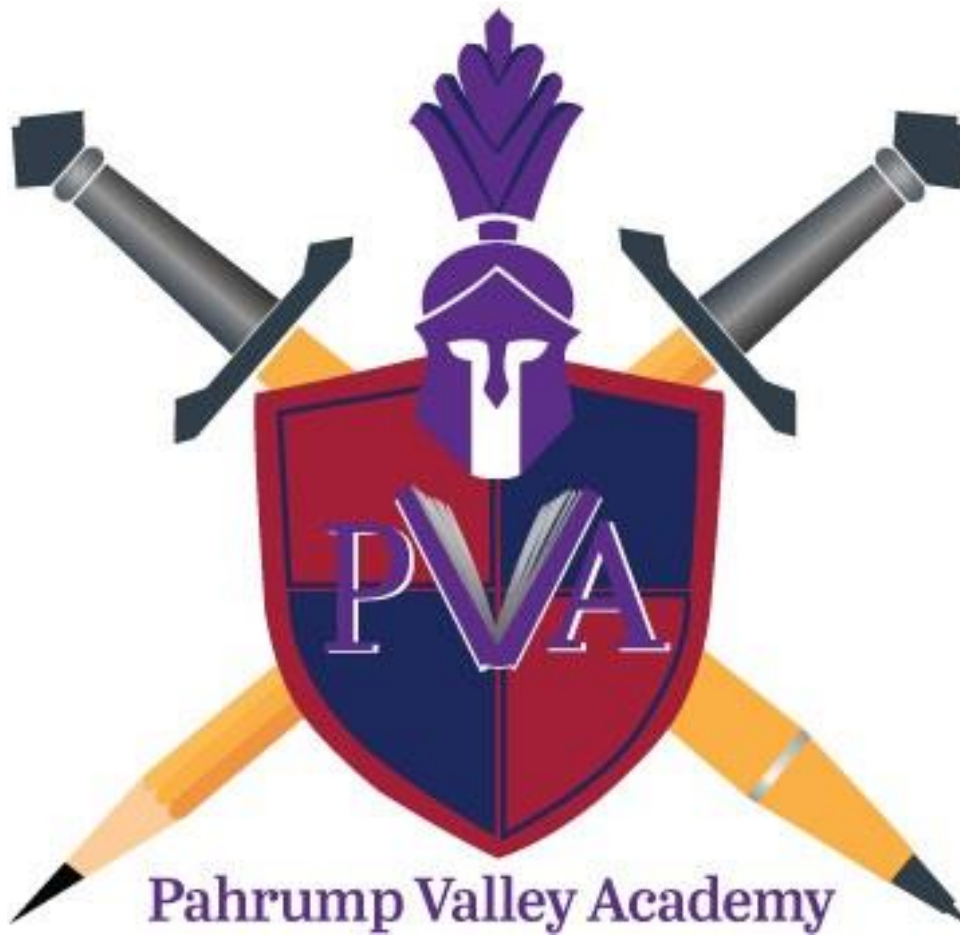
Attachment 17



Replication School Historical Financial Documents

NOT APPLICABLE

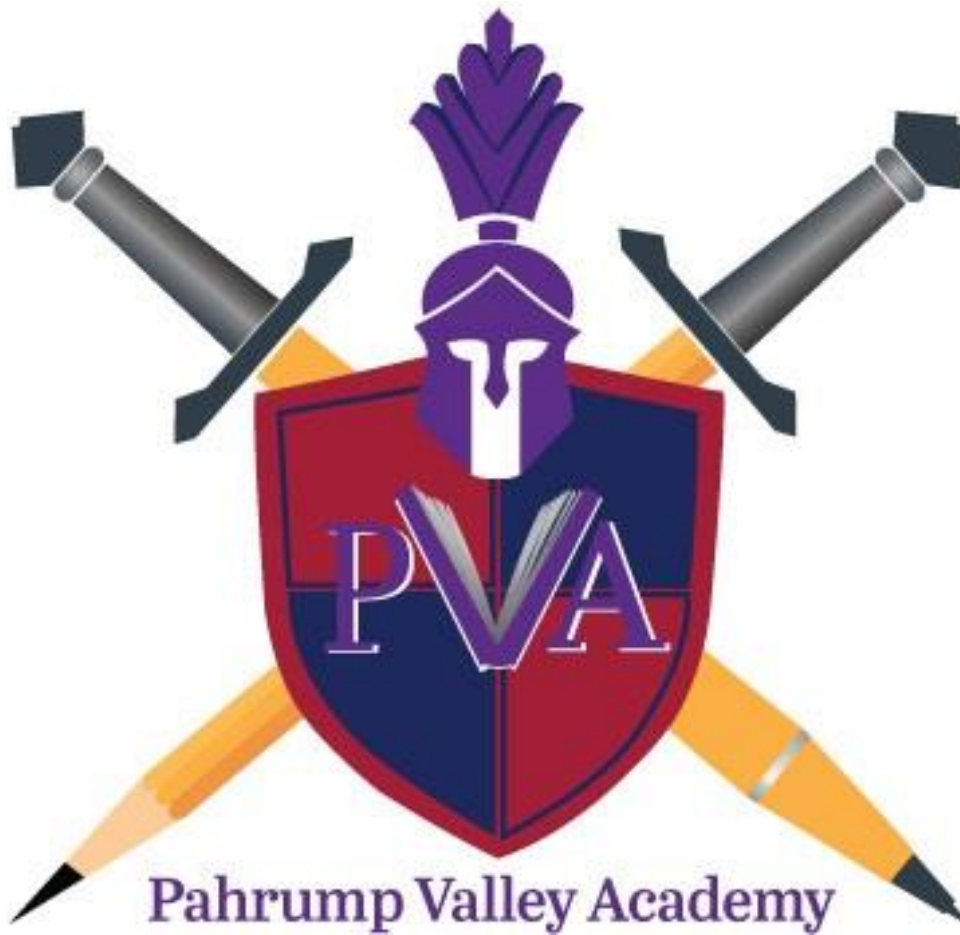
Attachment 18



Replication School Achievement and Audit Data

NOT APPLICABLE

Attachment 19



Regional Director Description

NOT APPLICABLE

Attachment 20



Organizational Chart



Pahrump Valley Academy Organizational Charts

Chart 5.1: Organizational Chart for Year One

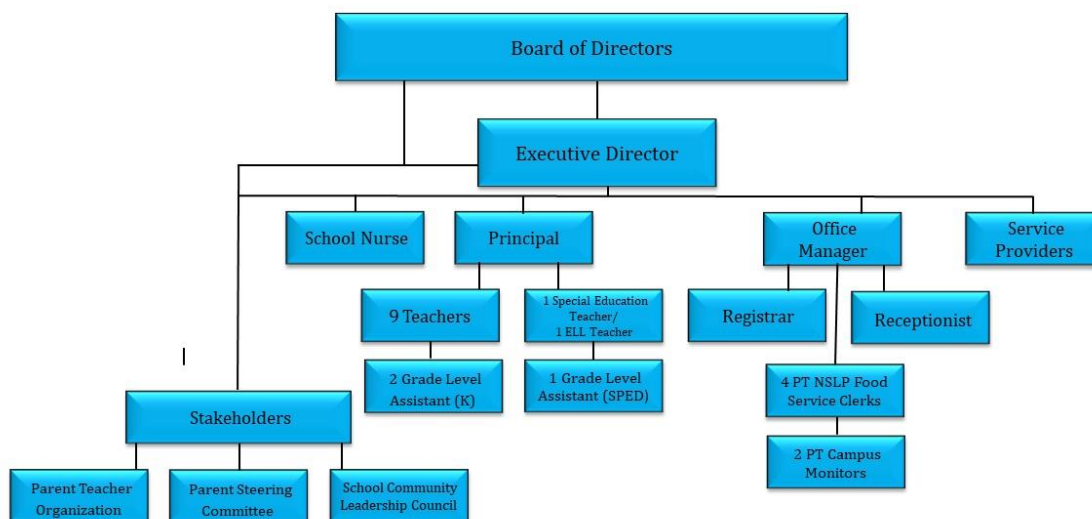


Chart 5.2: Organizational Chart for Year Six (at capacity for Charter Term)

