



**TEACH Las Vegas  
Charter Application  
Submitted October 2020**

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## 1. SPCSA Charter Proposal Cover Sheet

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

Primary contact person: Matt Brown, CFO/COO, TEACH Public Schools

Mailing address:

*Street/PO*

Box: [REDACTED]

City: \_\_\_\_\_

**[REDACTED]**      **[REDACTED]**      **[REDACTED]**      Evening      **[REDACTED]**

Fax Number: \_\_\_\_\_ Email: \_\_\_\_\_

Name of team or entity applying: **TEACH Las Vegas**

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

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

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

**(b) One member who:**

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

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

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

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

**(1) Accounting;**

**(2) Financial services;**

**(3) Law; or**

**(4) Human resources.**

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

**(a) Members of the general public;**

**(b) Representatives of nonprofit organizations and businesses; or**

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

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

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

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

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

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

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

<b>Full Name</b>	<b>Current Job Title and Employer</b>	<b>Position with Proposed School</b>
Dr. Maria Pimienta	Assistant Superintendent – TEACH Public Schools	Executive Director
Mildred Cunningham	Executive Director/CEO, TEACH Public Schools	ED/CEO (CMO)
Matt Brown	CFO/COO - TEACH Public Schools	CFO/COO (CMO)
Dr. Raul Carranza	Superintendent - TEACH Public Schools	Superintendent (CMO)
Dan Horn	Managing Director of School Support – Achievement Network	Secretary & Board Member
Crislove Igeleke	Attorney – Murchison & Cumming LLP	Treasurer & Board Member
James Sinclair	Teacher	Vice President & Teacher Board Member



Trishawn Allison	CEO - Pretty Behavyor	Board Chair & Parent Board Member
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Does this Committee to Form, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? ☐Yes ☒No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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

Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
TEACH LV	2021	K-7	K-12

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

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	75	75	75	75	75	75
1	50	75	75	75	75	75
2	25	50	75	75	75	75
3	25	25	50	75	75	75
4	25	25	25	50	75	75
5	25	25	25	25	50	75
6	50	50	50	50	50	75
7	50	50	50	50	50	75
8		50	50	50	50	75
9			75	75	75	75
10				75	75	75
11					75	75
12						75

<b>Total</b>	325	425	550	675	800	975
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**Proposed Location**

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

Campus Location	County	Zip Code(s) to be Served by School
4624 – 4660 N. Rancho Dr. Las Vegas, NV 89130	Clark	89130, 89108, 89032, 89107 & 89129

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

Does the proposed school intend to contract or partner with an education management organization (EMO) or charter management organization (CMO) to provide school management services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the name of the EMO or CMO and specify which designation:	TEACH Inc., dba TEACH Public School (CMO)

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

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the CMO and any affiliated NV non-profit:	TEACH Las Vegas is a Nevada non-profit public benefit corporation that will apply for 501(c)(3) status from the Internal Revenue Service. TEACH Las Vegas is modeled after, and partnering with TEACH Public Schools, a California non-profit public benefit corporation and CMO that operates three charter schools in Los Angeles, California.

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

Was the application prepared by a person who is not a member of the committee to form the charter school, or by another entity including, without limitation, an educational management organization, AND/OR did a person who is not a member of the committee to form the charter school, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the name of the person(s) and/or entity(s)?	
Please list any affiliations this person(s) and/or entity(s) has to	

existing schools and the dates of such affiliation.	
Please provide a resume for the person(s) and or entity(s)?	

**Applicant Certification:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name:

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

## 2. Meeting the Need

### **MISSION AND VISION**

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

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

TEACH Las Vegas ("TEACH LV"), a full K-12 span school, is based on the successful model of TEACH Public Schools in Los Angeles, California.

### **Mission**

The mission of TEACH Las Vegas is to create a high quality, innovative K-12 teaching and learning environment in North Las Vegas that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

To fulfill our mission, we will:

1. Challenge students who are unchallenged by traditional teaching applications to attain academic proficiency to grade level and above
2. Allow each student the freedom to learn by exploring cutting edge technologies and concepts.

Enable students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society.

### **Vision**

TEACH LV will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at TEACH will be effectively applied to students' daily lives.

TEACH LV will create an educational environment that will foster success in the classroom as well as the community. To this end, the school will work relentlessly toward the following program goals:

1. Prepare students for academic success through secondary school as well as post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

Every student who graduates from TEACH LV will be:

- *An Effective Communicator*, able to read, write, converse and listen for a variety of purposes
- *An Information Manager*, able to locate, access, organize, evaluate and apply information in a complex and technological world
- *A Problem Solver*, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- *A Productive Member of Society*, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- *A Lifelong Learner*, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

*(2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:*

- (a) Improving the academic achievement of pupils;*
- (b) Encouraging the use of effective and innovative methods of teaching;*
- (c) Providing an accurate measurement of the educational achievement of pupils;*
- (d) Establishing accountability and transparency of public schools;*
- (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and*
- (f) Creating new professional opportunities for teachers.*

TEACH LV plans to meet all of the stated goals of NRS 388A.246 to improve the academic achievement of pupils via data-driven, personalized, differentiated supports; encourage the use of effective and innovative methods of teaching including leveraging tech-based tools, and offering meaningful opportunities for deeper, interdisciplinary project-based learning with culturally responsive teaching; provide an accurate measurement of the educational achievement of pupils through multiple measures including state assessments, NWEA MAP benchmarks, and other formative and summative assessment tools; establish accountability and transparency of public schools with regular reporting to our stakeholders and authorizer on a variety of accountability metrics; providing a method for public schools to measure achievement based upon the performance of the schools by contributing to the data of successful school strategies that work for underserved children; and create new professional opportunities for teachers through Professional Learning Communities and outside professional development; and provide parents and pupils with expanded choices in education. At TEACH LV, *every* student will be expected to succeed. TEACH LV believes that all children can learn if taught well and given opportunity. It is expected that prior cultural experiences and academic achievement pose no enduring challenge to successful learning that leads toward proficiency. In this design for learning, students of TEACH LV and their families will be able to see a ray of hope.

## **TARGETED PLAN**

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

TEACH LV will be an innovative, dynamic, creative, and educationally enriching institution of positive-driven learning, focusing on the individual student's needs rather than a one-size-fits-all focus on the "average" child. We believe that all children can learn when taught well and given an opportunity to thrive. We adhere to the thinking of philosopher G. Givhan, "What you pay attention

to grows.” By looking consistently at our students and the data of our practices, our teachers and students will grow in their development and to great successes in the 21st century.

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers.<sup>1</sup> The TEACH development teams have studied examples of effective practices that have worked to close this achievement gap.

TEACH LV will incorporate the following recommendations from Kati Haycock, director of Education Trust:<sup>2</sup>

- Have uniform standards: TEACH LV will have clear and high expectations of all students that fully align with the NVACS.
- Make the curriculum challenging: Rigorous curriculum will be organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
- Provide good teachers: All TEACH LV core subject teachers will have an appropriate credential in their subject matter based on federal and state requirements. In addition, regular planning and professional development time will allow teachers to improve their practice.

Learning potential is not predetermined or fixed, and instead align our beliefs with the concept of “growth mindset,”<sup>3</sup> which views all students and individuals as capable of learning and progress. To this end, all students at TEACH LV will be guided to learn about themselves and work explicitly on developing essential skills and dispositions of lifelong learners. Across grades and classrooms, teachers will guide students to intentionally cultivate and apply meta-cognitive skills in developmentally appropriate ways that allow them to understand for themselves how they learn best, and students also will learn how to set personal goals for growth and achievement via their PEPs and how to identify and take on strategies that help them maximize their own potential for learning and success.

The TEACH model utilizes hands-on, project-based learning that is interactive, engaging and meaningful as a means for teachers to facilitate deepen learning experiences for each student. “[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition.”<sup>4</sup> As Paulo Freire stated in *Pedagogy of the Oppressed*, “In the banking concept of education (a model that treats students as receptacles which simply receive knowledge), knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of

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<sup>1</sup> Hernandez, D.J., “How Third-Grade Reading Skills and Poverty Influence High School Graduation,” Annie E. Casey Foundation, 2011.

<sup>2</sup> Haycock, K., Rowan, A., & Hall, D. (2010, January). Gauging Gaps: A Deeper Look at Student Achievement. *The Education Trust*, 1-11.

<sup>3</sup> Dweck, C. S. (2006) “Mindset: The new psychology of success.” New York: Random House.

<sup>4</sup> Piaget, To Understand is to Invent, 1973.

inquiry. Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers.”<sup>5</sup> A 2005 report highlights that project-based learning is beneficial because it engages students in problem-solving and teamwork.<sup>6</sup> Satchwell and Loepp indicate that students learn best when they are involved in constructing their own knowledge of the world around them.<sup>7</sup> We integrate project-based instructional approaches across the curriculum. We believe that learning how to think and learning subject matter content are not separate processes, but rather are best developed within an authentic context. In a thinking curriculum, skills are best acquired in the context of meaningful learning experiences that build on a child’s interests.

Teachers work to ensure that each student is able to access meaningful, respectful content that targets their zones of proximal development.<sup>8</sup> At TEACH LV, teachers will collaboratively plan lessons that accommodate different learning needs and styles through the guiding principles and practices of backwards planning and Strategic Design for Student Achievement (SDSA), including differentiating instruction for individual learner needs (see Instructional Methods and Strategies, below). These research-based approaches for planning and instruction will allow teachers to maintain rigor and high expectations for learning with heterogeneous groups of students through close monitoring and attention to individual student strengths and challenges, embedded choices for means of representation and engagement with content, and an explicit focus on developing personal responsibility for learning and higher-order thinking skills focused on deep understanding.<sup>9</sup>

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

*(a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.*

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<sup>5</sup> Freire, P. Pedagogy of the Oppressed: Chapter 2. Accessed on August 28, 2018. <http://sfr-21.org/pedagogy/pedagogy.html>.

<sup>6</sup> Fortus, D., Krajcik, J., Dersheimer, R. C., Marx, R. W., & Mamlok-Naamand, R. (2005). Design-based science and real-world problem solving. *International Journal of Science Education*, 855–879

<sup>7</sup> Satchwell, R., and Loepp, F. L. (2002-Spring). Designing and Implementing an Integrated Mathematics, Science, and Technology Curriculum for the Middle School.

<sup>8</sup> McTighe, J., & Brown, J. L. (2005). Differentiated instruction and educational standards: Is detente possible? *Theory Into Practice*. 44(3), 234–244; Tomlinson, C. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, 57(1), 12-16.

<sup>9</sup> Kapusnick, R. & Hauslein, C.M. 2001. “The ‘silver cup’ of differentiated instruction. *Kappa Delta Pi Record*, 37(4); Tomlinson, S. (2007). Ruthless Assessment in a Post-Welfare U.K. Society. In Sleeter, C. E. (Ed), *Facing Accountability in Education – Democracy and Equity at Risk* (pp. 172-187). New York, New York: Teachers College Press; Wiggins G., McTighe, J. 2008. *Understanding by Design*. Alexandria, Va., Association for Supervision and Curriculum Development.

- (b) *Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.*
- (c) *Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.*

TEACH LV will meet both the demographic and academic needs of our target service area. TEACH LV's planned facility is 4624 – 4660 N. Rancho Dr. Las Vegas, NV 89130, located on the border of zip codes 89130 and 89108, with additional target service zip codes of 89032, 89107, and 89129. TEACH LV plans to lease a bus to provide pick up and drop off services from pre-determined locations. Preference will be given to FRPL students. This will allow us to better recruit North Las Vegas and low-income students who might live a few miles away from campus and do not have access to transportation.

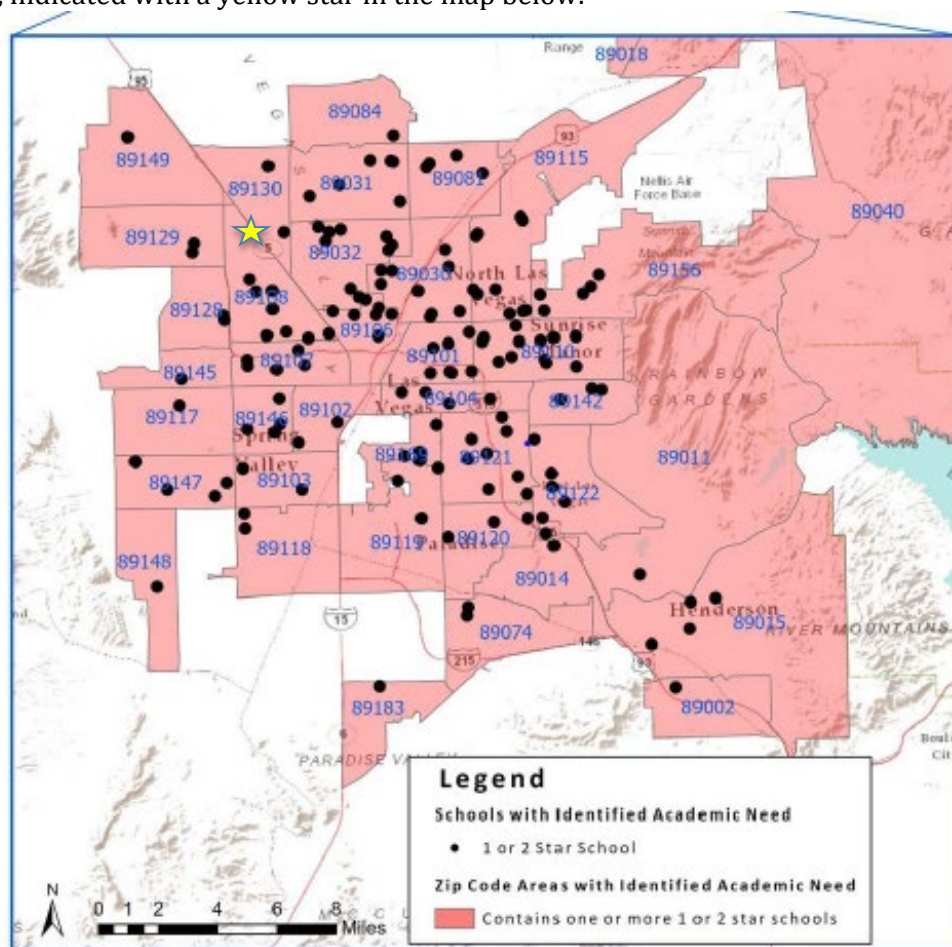
### 1 and 2 Star Schools Within Target Zip Codes

1- and 2-Star Schools								
School Name	Zip Code	Grades Served	18-19 Star Rating	17-18 Star Rating	Enrollment	% EL	% FRL	% IEP
100 Academy ES	89032	ES	2	1	338	8.9	>95	5.3
Bruner ES	89032	ES	2	1	565	20.2	>95	11.5
Bunker ES	89108	ES	2	2	712	23.6	>95	13.8
Culley ES	89108	ES	2	1	722	43.2	>95	15.0
Gilbert ES	89032	ES	2	4	442	12.9	63.8	9.7
McWilliams ES	89108	ES	2	2	749	43.8	>95	14.7
Perkins Claude ES	89032	ES	1	2	559	19.5	>95	18.8
Priest ES	89032	ES	2	2	674	19.3	>95	13.8
Reed ES	89108	ES	2	1	651	27.0	>95	11.8
Ronzone ES	89108	ES	2	2	771	38.4	>95	10.0
Twin Lakes ES	89108	ES	2	2	567	48.3	>95	10.2
Wilhelm ES	89032	ES	1	2	551	15.4	>95	12.2
100 Academy 6-8 MS	89032	MS	2	2	151	8.0	>95	8.6
Brinley MS	89108	MS	1	1	1063	22.7	>95	14.9
Sedway MS	89032	MS	1	1	1315	22.1	>95	13.5
Swainston MS	89032	MS	2	3	1094	15.3	>95	16.8
Cheyenne HS	89032	HS	2	2	1982	18.9	>95	17.4
TOTAL 89032 & 89108 DEMOGRAPHICS					759	24.5	>95	13.9
Adcock ES	89107	ES	2	2	544	35.3	>95	14.9
Carl ES	89130	ES	2	2	772	5.6	>95	12.7
Griffith ES	89107	ES	2	2	591	37.4	>95	11.7
Kahre ES	89129	ES	2	2	431	7.0	>95	15.3
Parson ES	89130	ES	2	1	333	18.9	>95	13.8
Red Rock ES	89107	ES	1	1	669	34.2	>95	15.6
Garside JHS	89107	MS	2	2	1249	23.7	>95	12.8
Gibson MS	89107	MS	2	3	1273	25.8	>95	11.1
Molasky JHS	89129	MS	1	2	1076	11.3	>95	14.9
Western HS	89107	HS	2	2	2707	30.4	>95	13.9
TOTAL 89107, 89130, & 89129 DEMOGRAPHICS					965	24.3	>95	13.5
TOTAL DEMOGRAPHICS ALL ZIPS					835	24.4	>95	13.7



Our school model is intentionally designed to serve students who are low-income, English Language Learners (ELL), or students with disabilities (SWD), as described below. TEACH Public Schools in Los Angeles serve a population that is, on average across all three schools, 97% socioeconomically disadvantaged, 25% EL and 7% SWD. All three schools are located in a community that is served by the California equivalent of one-star schools, at every grade level, and yet TEACH is producing far better outcomes for students. Most notably, TEACH HS' graduation rate was 92.2% in 2020, higher than both the Los Angeles Unified School District (82%) and California (86%) averages, and 100% of TEACH graduates met the requirements for admission to the acclaimed University of California and California State University public systems by meeting "A-G" requirements, compared to just 64% of their peers across LAUSD and 51% across California.<sup>10</sup>

TEACH LV will be located in the Northwest corner of Clark County, on the border of zip code 89130 and 89108, indicated with a yellow star in the map below.



Source: NV State Public Charter School Authority 2020 Academic and Demographic Needs Assessment, Dec. 13, 2019, App. A: Clark County School District.

The following chart summarizes the numbers of 1 and 2 star schools at each grade level in the target zip codes, with a total of 18 elementary schools, seven middle schools and two high schools in the one and two star category:

<sup>10</sup> <https://data1.cde.ca.gov/dataquest/>

Target ZIP CODE	Total Number of Schools	Number of 1-2 Star Schools	1-2 Star School Enrollment	Number of 1-2 Star ES	Number of 1-2 Star MS	Number of 1-2 Star HS
89130	5	2	1,105	2	0	0
89108	9	7	5,235	6	1	0
89032	11	10	7,671	6	3	1
89107	10	6	7,033	3	2	1
89129	8	2	1,507	1	1	0
<b>TOTALS</b>	<b>43</b>	<b>27</b>	<b>22,551</b>	<b>18</b>	<b>7</b>	<b>2</b>

TEACH's program is designed, among other things, to make learning meaningful and engaging for diverse learners, including those who have not found success in more traditional schools. In Los Angeles, this has helped TEACH maintain low dropout rates and high graduation rates (steadily increasing each year from 77.3% the first year, 2017, to 92.2% in 2020). The progress of all TEACH LV students will be reviewed throughout the year, with progress and concerns recorded in each student's PEP. TEACH LV will identify students' performing below grade level through the results of PEP and student work products. The Executive Director, Curriculum Coordinator(s) and teachers will work together by analyzing data and making recommendations to identify students' struggling to stay at grade level throughout the year by on-going assessments and monitoring their PEP.

At the elementary level, all teachers are focused intensely on literacy development, including the third grade shift from "learning to read to reading to learn." (See section on ELA, below.) Close attention will be paid at all grade levels to attendance and chronic absenteeism. The Office Manager will make phone calls home when a student is absent, the school will provide frequent communications home emphasizing the importance of timely and consistent attendance, and incentives will be offered to maximize attendance.

In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, the following will take place:

1. Parents will be informed of the student's academic standing within one week of identification via phone call and a mailed letter.
2. Within three weeks of identification, a conference will be scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan will have specific responsibilities for the student, parent, and teachers.
3. The student will receive supplemental support services from Instructional Aides to help assist students during station rotation and other instructional time.
4. Teachers will provide remedial tutoring through individualized and/or small group assistance as well as after school.

The Executive Director will monitor student progress of those students substantially below grade level in the same way he/she will monitor student progress for all of the school's students – captured in students' PEPs, which will be online and updated regularly. The plans will be reviewed at least monthly by teachers during collaboration and PD time, and include key progress information, such as:

- standardized test scores;
- individual class assessment scores (formative and summative);
- specific academic interventions used or in process;
- student goals;

- teacher comments.

Through Google Drive, parents will have access, as previously mentioned, to their child's PEP, which will serve as a key tool to engage parents in focused conversations around their children's progress and goals. Every student's classroom teacher will serve as the primary liaison for communication with that student's parent for these discussions.

## **PARENT AND COMMUNITY INVOLVEMENT**

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

To further support our students' myriad needs, we seek to establish a true home-school partnership with the families we will serve. In addition to having a parent Board member on our Committee to Form, Trishawn Allison, we note that TEACH Public Schools in Los Angeles originally was founded by two long-time educators and mothers who sought to design a school that was more responsive to the needs of the students and families they served. One of those educators, Mildred Cunningham, serves as TEACH Public Schools' Executive Director and CEO today, and her daughter – an alumna of TEACH Public Schools – resides in Las Vegas and plans to send her own children to TEACH LV.

Currently, TEACH has partnered with local parent and community member Selene Lozada, who majored in Sociology at the Universidad Autonoma de Mexico and served as a high school teacher in Mexico City. Since moving to Las Vegas, Selene has volunteered in various schools, and served with the Springs Preserve, the Las Vegas Police Department, and various educational organizations. In September 2018, she was recognized by *Community Connect, Inc. (CCI)* with the Outstanding Service Award for her dedication to the community. Ms. Lozada, along with three of our proposed TEACH LV founding Board members, have been instrumental in guiding this application and providing input as aspects of the TEACH Public Schools model are adapted to Nevada law and requirements and the needs of the local community. We are quite confident that the specific target service area of North Las Vegas is similar to the community TEACH Public Schools serves in South Los Angeles and that the parallels in demographics and community needs will present myriad synergies between the Las Vegas and Los Angeles operations. These efforts will benefit immensely from the leadership of Dr. Maria Pimienta, currently the Assistant Superintendent of TEACH Public Schools, who plans to move to Las Vegas to serve as the new Executive Director of TEACH LV.

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

While we have been constrained significantly by the Covid-19 pandemic in conducting outreach in the community over the preceding months, we have to date have collected interest forms from more than 80 families in the area surrounding our planned facility. Additionally, TEACH has used a start-up grant to conduct community outreach and solicit parent feedback on our school model through mailers, door to door recruiting, in-person and Zoom events, and recruiting online via Facebook, Instagram, texting, instant message, Google Doc surveys, Zoom meetings, etc. TEACH, Public Schools will continue to provide support services as part of a contracted service agreement to support the initial planning, development and launch of TEACH LV during Year 0 and once the school opens (see *Attachment 21, CMO Services Agreement*).

TEACH LV will actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language), clear policies that convey to parents the school's expectations, and school-wide family events organized by the Executive Director, until the Parent Association is formed in Y1. The Executive Director (Parent Coordinator and School Counselor when hired in Y3) will present a series of parent education workshops to benefit our families based on their specific needs and interests including: mental health services, English/Spanish courses, citizenship/attorney assistance, after school activities, health and wellness, college prep/applications, financial aid, and FAFSA.

Parents will be invited to participate in the TEACH LV School Site Council, which will meet monthly to advise the Executive Director on school policies, resource allocations and other matters, assist in the development of the School Safety Plan, develop, review and adopt the Single Plan for Student Achievement each year. The Council will be advisory in nature, with decision-making authority retained by the Executive Director and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors. Parents also will be invited to complete annual surveys, with incentives offered to generate full participation.

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

While no parent will ever be required or "expected" to volunteer, all parents of enrolled students will be invited to be members of the TEACH LV Parent Association. The Parent Association will facilitate open communication among the entire TEACH LV community through monthly meetings where parents share information and have the opportunity to learn more about school activities and educational programming. The Parent Association will also encourage community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. A president of the Parent Association will be elected by the membership each spring to serve the following year. The Parent Association leaders will collaborate with the Executive Director to maintain a comprehensive list of volunteer opportunities including but not limited to the following:

- Assisting during school celebrations and events
- Assisting in an enrichment class
- Hospitality (hosting a visiting teacher candidate or speaker)
- Coordinating and chaperoning field trips
- Assisting with fundraisers
- Assisting in the office.

*(4) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.*

Partner Name: Opportunity 180	
Briefly describe this partnership	TEACH has worked closely with Opportunity 180

	over the past year. The 180 leadership team visited TEACH in LA and provided critical feedback, training, guidance, and technical support along with introductions to community leaders and potential partners in Las Vegas.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Opportunity 180 has invested \$20,000 in the form of a start-up grant in TEACH LV. Once approved TEACH LV will apply for a Year-0 grant for \$100,000.
Partner Name: Howard & Howard	
Briefly describe this partnership	Legal Counsel
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Local legal counsel advising TEACH LV, training lead staff and Board.
Partner Name: Red Hook Capital Partners	
Briefly describe this partnership	Facilities finance / construction
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Red Hook will help facilitate TEACH LV's acquisition of a private facility to operate its school.
Partner Name: Bank of Nevada	
Briefly describe this partnership	Banking
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Bank of Nevada has providing banking services and is interested in assisting in fundraising for TEACH LV.

TEACH LV looks forward to establishing a number of other partnerships once the charter application is approved. For example, After-School All-Stars partners with TEACH Public Schools in Los Angeles and has a strong program in Las Vegas. Dual enrollment partnerships for our high school program will be formed as we approach the launch of the high school in 2023-24, and we hope to establish wrap around support services in partnership with community services organizations for the benefit of our students and families. All of this important work will occur immediately upon charter authorization.

*(5) Describe the committee to form's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, local community?*

Our committee to form members (board members) are currently living in the Las Vegas area and are active in the community as educators, business leaders, parents, faith leaders and volunteers. They will continue to engage and work with the community by helping to host and attending events at the school (or temporary site until the school site is available), fundraising, recruiting and outreach in the community. Through launching three separate schools in South Los Angeles, the TEACH Public Schools team is well versed in the need for both broad and targeted engagement strategies to inform the local community about the new school, to ensure families are aware of the option to attend. The strategies described above with the formation of the School Site Council, Parent Association, frequent home-school communications and more are all designed to ensure that families feel a true sense of "belonging" in the new school community.

### 3. Academic Plan

#### TRANSFORMATIONAL CHANGE

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

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

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

In order to provide families in this area with a high-quality K-12 public school option for their children, TEACH LV will offer a rigorous, college-preparatory curriculum with an emphasis on individual mastery of standards-aligned learning objectives. Through character education, literacy, project-based learning, technology integration, and differentiated instruction based on teachers' continuous review of student assessment data, each student will be challenged to grow and learn, with high expectations for success. *Each student*, even the youngest, will have a Personalized Educational Plan (PEP) that details specific goals and objectives for the quarter, based on benchmark achievement data. Using a standardized template, teachers and students will review initial data (NWEA MAP, SBAC assessments from prior year, where available) to discuss and springboard a conversation on growth and goal-setting for the upcoming term. The PEP will be tailored to each student's academic journey, goals and motivations within a framework that records, monitors, and offers feedback as change occurs. PEPs aim to facilitate greater student agency by providing a framework to help learners set, plan, strategize and persist toward their academic goals. The PEP will be the primary document to record progress, as well as to record annual commitments formed by the student, the student's parent(s), and teachers. Students will maintain digital portfolios and learn to evaluate their own learning and progress with increasing depth and complexity as they increase grade levels through the school.

Curriculum will be current in educational research, thinking, and application. Curriculum will be learner-centered, support schoolwide performance goals, and the development of the whole child. Through implementation of the Backward Design method coupled with a technology-aligned approach, differentiation of instruction, and with appropriate intervention, enrichment, and a strong program of support, each student will be led towards standard mastery. Results of assessments will be reviewed during data conversations during Professional Learning Community (PLC) meetings. Teachers will use data to drive instruction, adjusting pacing and utilizing flexible grouping based on data. Parents (and students) will receive monthly progress reports with formal report cards issued twice annually. Students will be expected to demonstrate that they can integrate knowledge, skill, and analysis to produce authentic work through project-based learning, synthesizing information across disciplines to produce essays, performances, debates, staged conferences, presentations, and community service projects. Technology will be integrated through the program at all grade levels, with online curriculum and assessments, and use of tech-based tools such as digital textbooks and online interactive curricula, Google classroom, smartboards, and programs such as Khan Academy to research, create, produce and record learning.



Beyond academics, TEACH LV will hold high expectations for students' character development. Each month, students will focus on a character pillar from our Essence of Commitment program (see below for full details on this program). Enrichments during the school day and an engaging after-school program will support students' growth in the arts, technology, sports and physical activities. Student clubs will be established based on student and teacher interests, and may include basketball, volleyball, soccer, journalism, mock trial, robotics and more.

Our whole child approach will include a focus on the long-term development and success of our students through community partnership and collaborative action. Modeling TEACH Public Schools, TEACH LV plans to form a collaborative partnership with local organization(s) that provide in-home and on-site educational, health wellness, behavioral health, developmental, and social services that support children and families, as well as organization(s) that inform and aid students and families on college readiness.

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

TEACH LV is committed to data-driven instruction and will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Student achievement data will be disaggregated to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, ELL, SED, SWD) to determine new annual achievement of goals. Assessment data will be used throughout the year to drive decisions about overall program development, curriculum modifications and allocation of resources. The Executive Director and teachers will all be held accountable by the Board of Directors for meeting student outcome goals.

TEACH LV will utilize a Multi-Tiered System of Supports (MTSS), an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that school resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. If a student is not progressing toward the standards and is between 1.0 and 2.0 grade levels below proficiency, the student will automatically move to tiered support strategies.

TEACH LV recognizes that there are students who may need additional support within the classroom both academically and behaviorally. When a student may be in need of additional support or intervention (particularly when that student enrolls at TEACH LV without an existing IEP), the Student Success Team (SST) will ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school's resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the Principal, who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development.)

The SST Team will evaluate student needs and create an action plan based on data, with concrete steps and plans to provide support and intervention. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students simply



needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of behavioral issues or distracting issues in their lives outside of school will have a forum for identifying and discussing issues during class meetings or one-on-one with staff. The Executive Director will oversee these processes and ensure students (and their families) receive appropriate services.

Online credit recovery will be offered for high school students via a program such as Edgenuity, APEX or a similar program, on campus to assist credit-deficient students to meet graduation requirements in an expeditious manner. These online programs allow students to work and learn on their own pace. Students will be monitored by a full-time credentialed teacher.

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

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

TEACH LV will offer students an academically rich program incorporating the following key features:

**Project-based Learning (PBL)** uses an integrated curriculum approach that helps students formulate and answer meaningful questions through hands-on (Constructivist) projects that connect to real-world issues. Investigation and multi-disciplinary content are utilized to engage students in complex tasks and problem-solving (independently and in teams), leading to deepened learning and understanding beyond rote memorization of facts.<sup>11</sup> Students will be provided with the tools and support necessary for research and application of knowledge in PBL, including project planning and management, resource gathering, teamwork, and inquiry techniques, along with academic subject content. For example, in collaboration with the Biology and Financial Literacy class, students will engage in the engineering design process to develop an organization or company to solve a problem currently facing our environment. Independently, students will research the environment and begin learning about challenges caused by human activity. Collaboratively, they will choose an issue and work to address it by brainstorming, presenting, and revising an idea for a large- or small-scale solution. Students then will create budgets, business plans, blueprints and marketing campaigns to pitch their ideas to teachers, fellow students, administrators and parents during a culminating event.

In a PBL environment, students will work on constructing their own knowledge and developing their own projects and assessments; simultaneously, teachers will become coaches and facilitators, serving as guides to assure academically rich and rigorous experiences. This approach will foster self-directed learning, which will help optimize the educational experience by exposing students to information that can't be gleaned solely from passive observation. The active nature of self-directed learning helps students encode information and retain it more fully over time.<sup>12</sup> Positive outcomes facilitated by PBL include development of content knowledge, collaborative skills, engagement and motivation, critical thinking, and problem-solving.<sup>13</sup> PBL promotes student centeredness, allowing

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<sup>11</sup> Sawyer, R. K. (2006). The Cambridge Handbook of the Learning Sciences. New York: Cambridge University Press.

<sup>12</sup> Todd M. Gurekis and Douglas B. Markant (Sept. 2012). Self-Directed Learning: A Cognitive and Computational Perspective, Perspectives on Psychological Science, Vol 7 Issue 5.

<sup>13</sup> Holm, M. (2010). Project-Based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms. In Sight: Rivier Academic Journal, Vol 7, Number 2.

students to take charge of their own learning process. It enables students to develop content and skills proficiency while exploring a variety of global issues and problems; and it supports development of technological competencies in the process.

Projects will be collaboratively designed by teachers (see below for more details on our collaborative teacher lesson planning process), starting with the Nevada State Standards and backwards planning. Students will be actively involved in planning in such a way as to create a sense of ownership in the project. Activities will support questions and utilize a broad curriculum, thus fueling the process. Designs integrate as many relevant subjects as possible into the project. Teachers will assist students and are prepared to delve deeper into new topics and issues that arise during students' active pursuit of answers.

Teachers will be provided professional development during Summer PD and throughout the school year on PBL approach and implementation. Teachers will also have collaborative planning opportunities to design PBL activities for students. Teachers will engage in both departmental and grade-level PLCs to discuss curriculum mapping and academic progress as well as student concerns across the grade level.

**Blended learning** is a critical tool in our effort to personalize learning for each student, as one of many teaching strategies that will be employed (see below for more details about our different teaching strategies). Students will use an ever-growing body of online curriculum to practice skills and engage in fun, game like learning that adapts continuously to their individual needs. (See Section 16 on Technology Skills below for details about the development of specific grade-level/age-appropriate skills for students to appropriately leverage these resources.) Students will utilize both free and purchased curricular programs such as Khan Academy, Edmodo, Google Classroom, Read Theory, MobyMax, Achieve 3000, Desmos and more to engage in interactive, personalized learning.

Through this interactive software, learning is easily differentiated as students can choose from different activities based on their preferences, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasingly levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly.

Blended learning offers a number of advantages:

- *Differentiated learning technology:* Students who are behind grade level can build the core skills they need, while those that are on grade level or above can push ahead. Teachers can lead small-group instruction based on where each student is in relation to grade level expectations.
- *Real-time data:* As students use these programs, data is automatically generated for teachers to see which skills students have mastered, and which require more instruction. These reports are tied directly to state content standards so that summative data shows student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily generate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons, professional development of faculty and more can all be tailored directly to student needs. This allows teachers to more effectively make immediate adjustments during a lesson or in preparation for a lesson to meet students' needs. Students will be taught how to use real-time data to identify which skills they have mastered and which skills they need to practice

more. This will be accomplished at the beginning of the school year in which teachers demonstrate the features of the differentiated learning technology to show students how to monitor their own progress.

- *Student Engagement and Small Group Instruction:* Today's tech-savvy students become engaged and want to participate in their learning when curriculum is provided via highly interactive, engaging games and other online experiences. Because the programs will meet students at their levels, students will be much less likely to be lost or bored and more likely to feel a sense of accomplishment as they progress through programs. Leveraging technology effectively can also help as teachers group students by levels and having some students work on the technology while others are working directly with the teacher in a smaller group.
- *Support for English Learners:* Several programs have proven to be particularly effective for English Learners, utilizing visual cues to scaffold language development as student engage in math, for example. (See also ELD section below.)
- *Tech Skills Development:* state standardized online assessments require that students be comfortable with technology; 21<sup>st</sup> century jobs inevitably require tech proficiency. Students will have regular access to technology and be able to master the practical technology usage and application skills that are imperative in today's world. Students will learn specific tech skills such as keyboarding and word processing, engage in research and create presentations with technology. Programs such as MobyMax, Achieve 3000, Read Theory, Google Classroom, Adobe Photoshop, Khan Academy, Edmodo, Desmos and more are used to enrich student learning.

Digital Portfolios that reflect schoolwide goals and state standards will provide students with the opportunity to reflect upon and demonstrate their learning. As students develop through grade levels, they will be guided by their teachers to maintain digital portfolios that document their mastery of standards in the 21st Century. Digital Portfolios are cloud-based portfolios that are a collection of drafts, polished pieces, class projects, videos, and web pages, that document each student's growth and progress. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio<sup>14</sup>. Throughout this process students will analyze their academic progress and with a teacher. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

**Culturally Responsive Teaching** will be embedded throughout the TEACH LV learning environment, which values the diverse experiences and cultural backgrounds of students at the school and in the surrounding community. Attending to students' cultural knowledge and perspectives in addition to supporting and addressing their unique learning needs allows teachers to teach to the whole child, with the recognition that culture is inextricable from students' thinking, learning, and experience (Gay, 2010).

A cornerstone of Culturally Responsive Teaching (CRT) is that, rather than viewing cultural experiences and knowledge as barriers to learning, teaching values and builds upon students' foundations of cultural knowledge and experience to support their learning and achievement at school.<sup>15</sup> According to Hammond, CRT "leverages the brain's memory systems and information

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<sup>14</sup> Initially, our youngest students will maintain analog portfolios as they are introduced to and master basic computer usage and become familiar with managing work online.

<sup>15</sup> Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

processing structures” through attuning teaching to students’ familiar cultural learning styles and tools, and through building relationships of trust and care that enable teachers to challenge students and hold high expectations.<sup>16</sup> Cultural ways of learning and knowing, such as the use of music, metaphor, or recitation, will be embedded directly within learning tasks, and teachers will continually seek out and integrate cultural knowledge and information into the curriculum and learning tasks to best support and understand students. Importantly, researchers link CRT to the development of intrinsic motivation for learning, showing that CRT creates a learning environment that encourages participation and persistence through valuing students’ cultural experiences and interests.<sup>17</sup>

CRT begins from the premise that culture is central to learning, recognizing that cultural ways of knowing and doing are embedded in individuals’ processes for thinking, understanding, and communicating.<sup>18</sup> Thus, CRT guides teachers to learn about students, understand cultural practices and beliefs that may be different than their own, and work to help students draw upon the knowledge and experiences they bring to school as they seek to make sense of and master school-based content.

At TEACH, teachers will draw upon the framing principles and goals of CRT to guide the design of thematic units of study and PBL projects and activities. Through structured professional development during the summer before the school opens and throughout the school year and extensive collaborative planning time built into the weekly bell schedule, teachers will learn best practices from the Buck Institute (bie.org) and others as they collaboratively design PBL. In designing thematic curricula and units of study, teachers will attend to the three criteria outlined by Ladson-Billings:

- Academic success – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- Cultural competence – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students’ lives, backgrounds, and beliefs.
- Critical consciousness – students must develop an awareness of social inequities and develop a broader social consciousness to support their development as citizens able to critique society and work towards a more socially just world.<sup>19</sup>

TEACH believes that teachers who hold **high expectations for all** of their students will find their students rise to the level of expectation. In addition to high expectations, we recognize that we must also create an infrastructure that supports diverse learners academically and socially. This includes increased learning opportunities for all students, including those identified as at-risk as well as academically high-achieving.

TEACH LV will be an inclusive school that embraces underserved students, students at-risk, English Learner students and students with disabilities, as well as students identified as academically high

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<sup>16</sup> Hammond, Z. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.

<sup>17</sup> Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

<sup>18</sup> Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press, 2d ed. (2010).  
Ladson-Billings, G. (2005). *Beyond the big house: African American educators on teacher education*. New York: Teachers College Press.

<sup>19</sup> Ladson-Billings, 1995.

achieving. Regardless of each student's unique needs, TEACH LV will hold high expectations for each of them. We aim to do this through a variety of student, technological, and family supports.

As discussed above, TEACH LV will utilize the MTSS model for tiered intervention and supports. School-wide Positive Behavioral Interventions and Supports (PBIS) will establish rules, routines, and physical arrangements to support positive behavior, founded on the belief that all children can exhibit appropriate behavior.

TEACH LV will emphasize a **whole child approach** to teaching and learning, and will educate all students Socially, Physically, Emotionally, Aesthetically (appreciation of what is beautiful), Intellectually/Cognitively, Morally, Culturally, and Technologically, so that upon culmination, the knowledge and the experiences acquired at TEACH LV will be effectively applied to their daily lives. Through arts and instruction in P.E., students are exposed to enriching experiences. TEACH LV will strongly encourage sensitivity, community awareness, service, and positive-driven action for our students. The character development program will be a critical values clarification part of the extended activities of the school. Not only will we seek to provide the educational tools needed for the 21st century, we seek to instill in our students skills for great personal character, an enduring commitment to excellence such as exemplified by visionary car maker, Professor Ferdinand Porsche, Sr., who, when asked, "Which was his favorite model" in the long line of Porsche automobiles, replied: "I haven't built it yet!"

Our students will be guided to great moral character-building through what we call the "Essence of Commitment." Our character development program will focus on one specific positive trait each month of school. Our TEACH character traits and values will be emphasized through discussions, student led theatrical performances, and school wide assemblies. Each month, we will discuss the emphasized character trait, what it means, and how to apply it and have students reflect on this trait through writing and other activities. Our goal is to have students utilize this functional, positive framework for life and employ concrete tools for progress and mobility.

The Essence of Commitment program spotlights best practices, and rewards those who concentrate on what adds value. Commitment is defined as a force that binds individuals to a course of day-to-day relevant thinking, feelings, and actions as demonstrated by a good self-image, a positive attitude toward learning, and good conduct toward others:

**Overview of All (August)****Dignity (September)**

Self-respect  
Personal Pride  
Cultural Awareness  
Positive Attitude

**Self-Discipline (October)**

Self-Control  
Character  
Attentiveness  
Courage

**Respectful Behavior (November)**

Polite  
Courteous  
Well-mannered  
Friendly  
Hard Work  
Goal Oriented  
Persistent  
Conscientious  
Achiever

**Cooperation (December)**

Agreeable  
Sharing  
Helpful  
Team Work/Player

**Kindness (January)**

Gentleness  
Compassionate  
Forgiving  
Appreciative

**Fairness (February)**

Reasonable  
Unbiased  
Open-minded

**Integrity (March)**

Honest  
Truthful  
Reliable  
Ethical

**Creative Problem-Solving (April)**

Peaceable  
Practical  
Logical  
Rational

**Personal and Community Responsibility (May)**

Good Citizenship  
Obeys the Rules  
Safety First  
Respect for Authority

**(June) = Review All,  
End of the Year Awards  
for each category**

In addition, concrete life skills are taught through the **Overcoming Obstacles** program ([overcomingobstacles.org](http://overcomingobstacles.org)) The Overcoming Obstacles free curriculum is organized into elementary, middle school, and high school levels, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting. Additional modules include respect, teamwork, citizenship, college and career prep, addressing bullying, conflict resolution, problem solving, confidence building and time management. Students engage in hands-on activities, writing prompts and group projects as part of the Overcoming Obstacles program, engaging in “real world” scenarios that result in meaningful lessons.

**Positive classroom mindsets** will be emphasized throughout every aspect of school life. We know that the mindsets teachers and students bring to the classroom setting deeply impact the learning environment by influencing expectations for learning, the quality of relationships between teachers and students in the class, and students’ development of resilience and motivation.<sup>20</sup> Deci and Ryan’s research on motivation highlights the importance of making sure students’ basic psychological needs are met through ensuring that all students have opportunities to: *belong and feel connected, feel competent, and exercise autonomy and self-determination.*<sup>21</sup> Dr. Robert Brooks and colleagues build upon Deci and Ryan’s research to describe features of “positive classroom mindsets” that

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<sup>20</sup> Brooks, R., Brooks, S., Goldstein, S. *The Power of Mindsets: Nurturing Student Engagement, Motivation, and Resilience in Students*. George Mason University and the University of Utah School of Medicine. New York: Springer.

<sup>21</sup> Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the selfdetermination of behavior. *Psychological Inquiry*, 11, 227-268.

meet these basic psychological needs and best support teaching and learning at school, including: regarding mistakes as expected and necessary features of the learning process, recognizing the power of resilience and encouraging persistence, and viewing bullying and teasing as forces that work *against* a positive learning climate.<sup>22</sup>

We recognize that many of our students will have significant challenges outside of school. Consistent supportive and positive interactions with caring adults may empower students “to do more than they think they can and helps validate them as full members of the campus community, which in turn legitimates their presence and makes them more comfortable to reach out and become engaged in a variety of activities.”<sup>23</sup>

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).<sup>24</sup>

TEACH LV will be designed to give children and their families both the hope that they can believe in and the tools to make that hope for proficiency a reality. Every element of the school day, whether it is in the classroom, in school-wide activities, at school events, or on fieldtrips, is committed to helping students learn the values and behaviors necessary for success. These school-wide values will have a direct impact on the quality of teaching and learning at TEACH LV. Students will have regular opportunities, in activities such as assemblies or fieldtrips, in writing assignments from across the curriculum, and creative expression to reflect, and present their values and choices. The curriculum will consistently give students opportunities to examine how dignity, self-discipline, and respectful behavior reflect community expectations, and how hard work, cooperation, kindness, fairness, integrity, creative problem solving, personal and community responsibility, attributes of commitment, are necessary for college success.

**Extended learning time** each year will allow for implementation of programs targeted at the needs of students who typically will enter TEACH LV with below grade-level skills, or who may find the curriculum and pace of learning to be challenging. Students requiring extra time and attention in closing significant gaps in learning, need extra time in order to become fully ready for grade-appropriate curriculum. The school’s extended day, week, and year will take shape in the following ways:

- During structured Learning Lab time each regular school day, students will have extra time to focus on skills development and mastery of content standards. This period is explicitly designed to respond to student achievement data, and to target student areas of difficulty. It provides another opportunity for extended learning and academic support. Teachers and Aides will tutor students, provide small group instruction, and targeted support; students will work online on adaptive programs to build their proficiencies;

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<sup>22</sup> Brooks, R., Brooks, S., Goldstein, S., 2012.

<sup>23</sup> Kuh et.al., What matters most to student success: A review of the literature. 2006

<sup>24</sup> Vega, V., 2012 <http://www.edutopia.org/sel-research-learning-outcomes#definition>

students with special needs, including ELs, will receive additional targeted supports in coordination with resource staff.

- Tutorial also will be offered during after-school (pending funds), where students receive individual guided practice and homework assistance from teachers and tutors. Tutorial will run from 3:00-3:30 each school day. Students will spend this time in a variety of ways, depending on their current needs and interests. Activities will include: guided practice, supervised homework time and support, small group and one-on-one tutoring, remedial instruction and enrichment. Students will be coached and given the opportunity to practice the learning strategies and work habits encountered in regular course work.
- At Saturday Academies (pending funds availability), students will have time for additional remedial instruction, enrichment instruction, and academic workshops. Students will receive additional coaching and practice time to learn school culture and master key standards.

Other components of our instructional model include:

- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during culminating projects at the end of each semester.
- **A safe school climate of decency, trust and equity.** TEACH LV will be a place that is comfortable and inviting to all students. In creating a school culture that is safe and welcoming, students can focus all of their energies on their studies. All staff will maintain the same high expectations for behavior and attitude and will always make sure that students and families understand how the demanding code of conduct of TEACH LV is critical to developing productive habits of the mind, a positive learning environment, and helps prepare students for the challenges of positive high school and college experiences.

School leadership will cultivate **an environment of respect, trust, and partnership** among students, parents, and teachers. TEACH LV will demonstrate a non-discriminatory policy and institute inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

To further support our students' myriad needs, we will seek to establish a **true home-school partnership** with the families we serve. TEACH LV will actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language, clear policies that convey to parents the school's expectations, and school-wide family events organized by the Parent Association. Our faculty and community partners will present a series of parent education workshops to benefit our families, including session on how to support student learning at home, understanding child development and more. These sessions will be tailored to the specific needs and interests of our families.

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

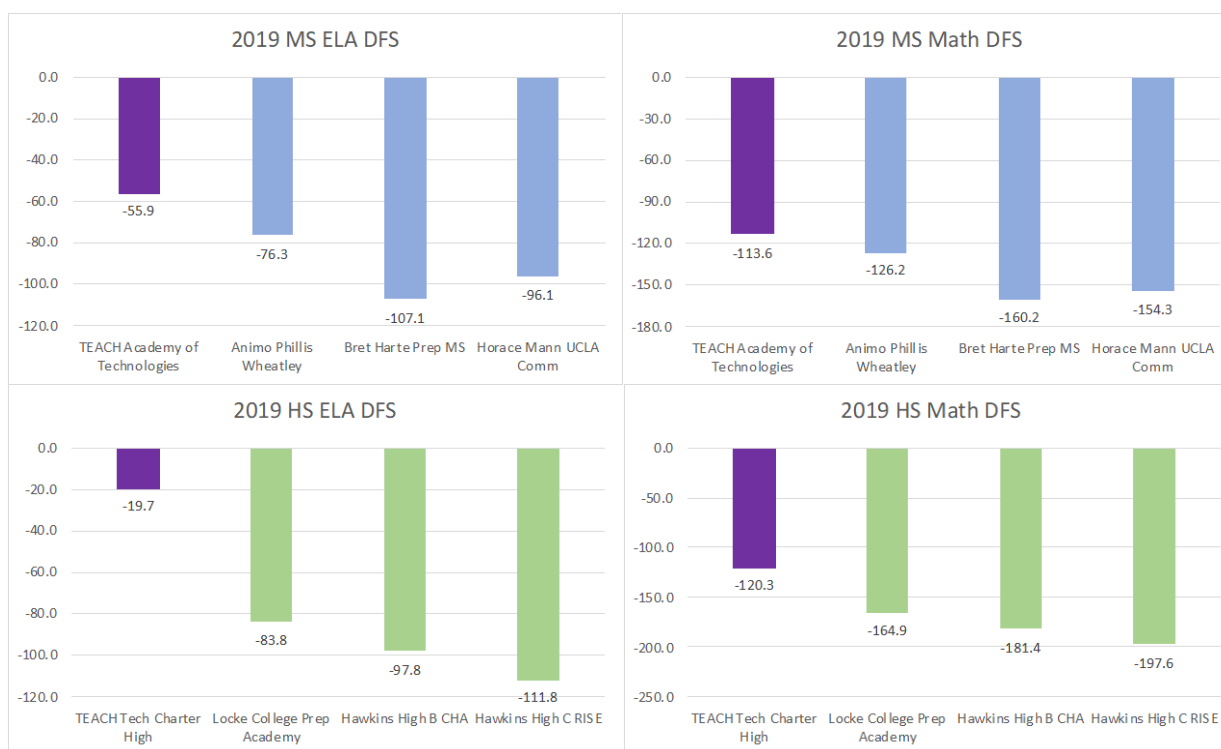
Abundant research supports the core components of the TEACH model, as embedded throughout the descriptions above.



In addition, data demonstrating the success of the three TEACH schools in Los Angeles supports the model. On the 2019 California Assessment of Student Performance and Progress (CAASPP) standardized tests, both TEACH Academy of Technologies (TEACH MS) and TEACH Tech Charter High School (TEACH HS) outperformed their three nearest “Resident Schools” in both English Language Arts (ELA) and Math. Resident Schools are identified by the Los Angeles Unified School District as a means of comparing charter school performance against the schools that a charter’s students would otherwise have attended based on their home address – their “resident” school.

The CAASPP is administered in California to students in grades 3-8 and 11.<sup>25</sup> In the charts below, each school’s results are shown on the 2019 CAASPP as a “Distance from Standard” or the number of points the average student was from the standard. While both TEACH MS and TEACH HS students are “below” standard,<sup>26</sup> as illustrated here, TEACH schools outperform their nearby Resident Schools by dramatic margins:

- TEACH MS students were -55.9 in ELA, 40.1 to 51.9 points higher than the three RS’s; and -113.6 in Math, 12.6 to 46.6 points higher than the three RS’s.
- TEACH HS students were -19.7 in ELA, 64.1 to 92.1 points higher than the three nearest RS’s; and in Math, -120.3, 44.6 to 77.3 points higher than the three RS’s.

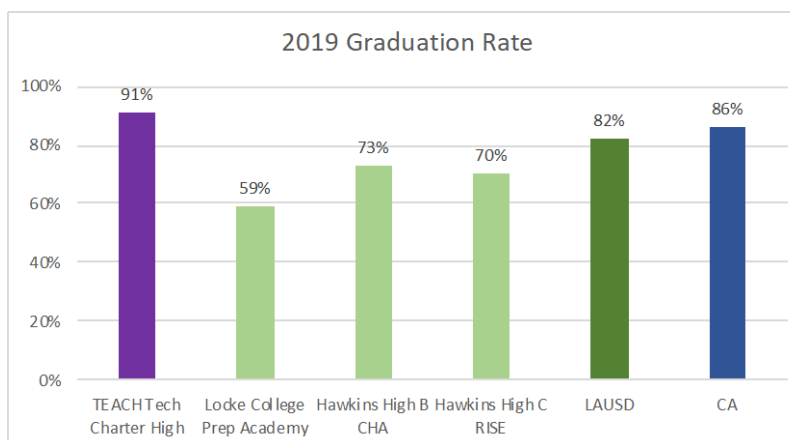


Source: <https://www.caschooldashboard.org/>

<sup>25</sup> TEACH’s new elementary school was opened in 2018 with grades TK-1 and is adding one grade per year, thus, with the suspension of testing in 2020 due to Covid-19, it has not yet participated in testing.

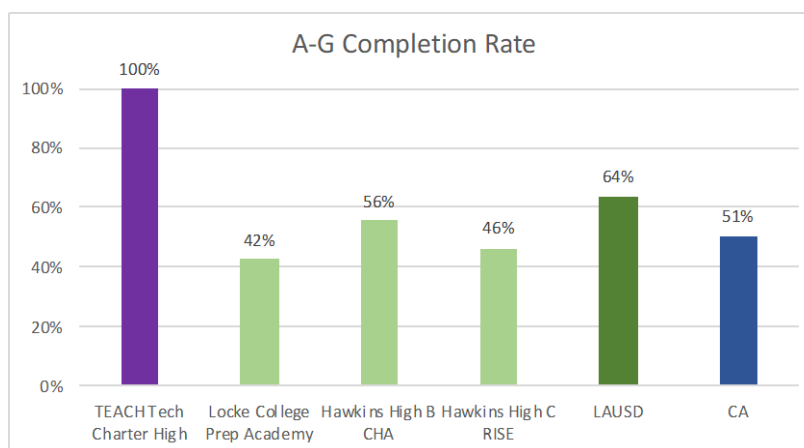
<sup>26</sup> It should be noted that LAUSD and State DFS rates are also below standard: LAUSD (all grades tested, 3-8 and 11) had a DFS of -23.7 in ELA and -54.1 in Math in 2019; CA had a DFS of -2.5 in ELA and -33.5 in Math.

TEACH HS also had a 2019 graduation rate that was higher than all three nearest Resident Schools, LAUSD and statewide averages, with 91% of students graduating within four years, compared to 59%-73% at the Resident Schools, 82% across LAUSD and 86% across California.<sup>27</sup>



Source: <https://data1.cde.ca.gov/dataquest/>.

Even more notably, in California, in order to be eligible for admission to the 32 campuses in the prestigious public university system (University of California and California State University), students must complete the “a-g” requirements, which detail 15 courses required in high school (e.g., four years of English, three years of Math, etc.) which must be completed with a grade of “C” or better. A full 100% of TEACH HS’s 2019 graduates completed the a-g requirements for UC/CSU admission eligibility, compared to just 51% of high school graduates in 2019 statewide and 64% across LAUSD.



Source: <https://data1.cde.ca.gov/dataquest/>.

See also, *Attachment 24*.

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

<sup>27</sup> <https://data1.cde.ca.gov/dataquest/>. While not officially published yet, the TEACH HS 2020 graduation rate was 92.2%.

Please refer to preceding sections.

## **CURRICULUM & INSTRUCTIONAL DESIGN**

*The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.*

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

TEACH LV will be a site-based school and does not plan to offer distance education, unless require due to the Covid-19 pandemic or other factors. Elementary grades will be self-contained classrooms with multi-subject credentialed teachers, though students will rotate to different teachers for P.E. and arts classes. In secondary grades, classes will be taught by single-subject credentialed teachers with students rotating to different classes, including enrichment/electives.

The TEACH LV curriculum will be guided by state and national standards. Teachers will stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology. TEACH LV's curricula is NVACS-aligned; all curricula includes vertical articulation from K-12 grade levels with consistent content, methodologies and pedagogies between grades. Reading is a focus in all content area learning and all teachers are responsible for increasing student's skills in reading. For example, in order to focus on reading and literacy in science, students are often asked to investigate scientific processes by reading about them using the CATCH close reading technique, followed by summarizing the reading either graphically, orally, or in text form. Reading is differentiated for students by targeting their Zone of Proximal Development using their Lexile levels. In World Languages, teachers utilize TPRS strategies (Teaching Proficiency through Reading and Storytelling), so reading in Spanish, for example, is conducted each class. Through this intensive effort, students gain access to the core curriculum and academic language of their grade level content.

### **English Language Arts**

The ELA curriculum is based on *Nevada Academic Content Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* and the *Nevada Standards for English Language Arts 6-12*. Teachers will collaborate with their peers to integrate ELA strands into other core learning. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards.

Our elementary grades curriculum will be based on the acclaimed Reading and Writing Workshop programs from Lucy Calkins and Teachers College in New York. The programs will be supplemented with approved reading lists and teacher-created curricula using a variety of resources to enhance student learning, including a selection of online resources such as Lexia Core 5, MobyMax and Achieve 3000 to enhance student learning.

In the **Reading Workshop** model, instruction incorporates four main components: (1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this framework, teachers incorporate different strategies and approaches daily in order to meet the

individual needs of diverse students. Students receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. As students progress, reading instruction will focus on “reading to learn” rather than “learning to read.”

Differentiated instruction will be provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate. Additional strategies will include:

- **Shared Reading:** Focusing on comprehension, teachers will choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts.
- **Guided Reading:** During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of a particular strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different texts. At other times, reading groups might be working on different strategies, again based on need. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.
- **Letter and Word Study:** Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered “at risk” for academic failure (Report of the National Reading Panel, 2000). Therefore, Letter and Word Study in the primary grades (K-2) will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all elementary grades, letter and word study will include spelling instruction and targeted vocabulary development. Spelling instruction will be based on a student’s developmental stage, as determined by administration of Words Their Way Qualitative Spelling Inventory. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

- **Independent Reading:** Throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons,

including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3<sup>rd</sup> grade students complete reflection forms to evaluate books read.

In all grade levels, students will read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students will also determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. Students will also analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Students will develop understanding in the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students in grades K-5 will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They will also assess how point of view or purpose shapes the content and style of a text.

Beginning in kindergarten, students will listen to stories and informational text and begin learning research strategies, completing reports based on multiple sources to demonstrate their comprehension. As students advance in reading levels, they will both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to analyze, evaluate, and interpret what they read.

Reading strategies will be posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers will use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading.

English Learners and students who are struggling will be provided access to reading materials through use of leveled libraries with high-interest books at all levels, reading conferences with teachers, one-on-one reading tutoring, and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to fluent readers, students will listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

In addition, students at all grade levels will be required to read nightly and keep a reading log that is signed by their parents. This outside reading will be rewarded with various incentives such as reading parties where students celebrate their reading success and enjoyment.

Based on the Lucy Calkins'/Teachers College **Writer's Workshop** model, our daily writing program in elementary grades will be structured and aligned to the NVACS emphasis on writing. The program is based on the idea that learning to write is as much about the process as the product (a constructivist approach). It therefore emphasizes how to enjoy writing while becoming a competent writer. The Writer's Workshop design consists of three components that occur daily: 1) direct instruction (minilesson); 2) independent writing time; and 3) share time.

- **Direct instruction.** Mini-lessons cover the writing craft (applications, content, or strategies); skills (conventions and editing); or workshop-related procedures. Mini-lessons will focus on standards or elements of a particular genre and student needs and adhere to the same basic structure: 1) connect to previous learning; 2) teach a strategy (using modeling techniques, published literature, and teacher/student writing); 3) provide active engagement (often in the form of partner talk); and 4) link learning to an established expectation for students to apply the strategy in their work.
- **Independent writing time.** During independent writing time, students will choose their own topics to help them become invested in the writing process. They will apply mini-lesson knowledge, move through the writing process, and may talk with partners to focus and develop ideas. Students will understand how to access resources and information in the classroom (e.g., charts, posters) and to organize their writer's notebooks and folders. The teacher will take quick inventories of the class, confers with students, and tracks student progress on conference logs.
- **Sharing.** The sharing component will occur at the end of the workshop and provide further opportunity for teaching and reinforcing mini-lesson content. Sharing takes a variety of forms, including Author's Chair, pair-share, or popcorn around the room. This time can also be used to address listening and speaking standards. Teachers will model the process for students using language of the genre and standards, referring to the author's text to support comments, and providing specific feedback to help peers move forward.

Frequent, ongoing writing conferences are an integral part of workshop and will enable teachers to provide personal, targeted instruction that equips all students with tools needed to develop their authorship. The teacher's role is to assess each writer's progress and competencies, determine their needs and an appropriate course of action, and to guide the student toward those objectives. The teacher will reinforce strengths and provide motivation for each student to push himself/herself. Teachers will keep detailed notes to evaluate progress and determine next steps for instruction. Additional support for struggling students might include scaffolding (in the form of graphic organizers or sentence frames), frequent meetings with the teacher or instructional aide, and peer support from a writing partner. Students who struggle to articulate their thoughts on paper may be permitted to dictate their ideas in order to facilitate the writing process until they become more confident in their abilities.

Beginning in kindergarten, teachers in every grade will guide students through this process to help them develop into independent writers who can write for a variety of audiences and purposes (e.g., opinion/argument pieces, informative/explanatory texts, and narratives). Students will write over extended time frames (research, reflection, and revision), as well as shorter time frames (single-sitting or 1-2 days) for a range of tasks, purposes, and audiences. They will write: arguments to support claims in an analysis of substantive topics using reasoning and evidence; informative or explanatory texts to examine and convey complex ideas and information clearly and accurately; and narratives to develop real or imagined experiences or events using effective technique, details, and event sequences.

Students will conduct short and more in-depth research projects based on inquiry, demonstrating understanding of the subject under investigation. They will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of sources, and integrate the information while avoiding plagiarism. Students will draw evidence from literary or informational texts to support analysis, reflection, and research.

**Listening and speaking** skills will be taught directly and embedded in all academic subjects and activities across all grade levels. Based on the ELA and ELD standards for listening, the youngest elementary students will be taught to develop active, effective listening as a foundation for effective communication. Students will be taught to focus their attention, avoid distractions, use body position to signal interest, express appreciation and appropriately ask questions. Active listening skills will be practiced in several ways: following oral directions, answering questions, critiquing shared text, writing dictated sentences, and repeating rhythms through movement and clapping.

Students in all grades will prepare for and participate in dialogues and collaboration with various partners, building on others' ideas and articulating their own clearly and persuasively. They will integrate and assess visual, quantitative, and oral information and evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

At appropriate levels of depth and complexity (based on grade level), students will present information, findings, and supporting evidence so that listeners can follow their line of reasoning. Organization, development, and style of the presentation will be appropriate to task, purpose, and audience. Students will use digital media and visual displays of data to express information and enhance understanding of presentations. Students will also adapt their speech to various contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Middle School and High School Courses**

**ENGLISH 6** This course will build students' stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 6 English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness. As the NVACS strands increase in rigor from grade 6-7, the teachers appropriately plan to strategically pace and scaffold lesson plans to ensure all scholars can successfully achieve at the rigor of the particular grade level.

**ENGLISH 7** This course will focus on teaching students' skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the NVACS, each core novel unit will be supplemented with related nonfiction texts that build background knowledge and vocabulary students need to successfully comprehend and analyze each text. In addition, independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness. In alignment with the demands of the NVACS, students will draw evidence from literacy or informational texts to support analysis, reflection and research.

**ENGLISH HONORS 7** This course is for 7th graders who have demonstrated distinguished abilities in the various components of English. In addition to more rigorous pacing, students are expected to complete additional homework and presentations.

**ENGLISH 8** The goal of the Grade 8 English course in ELA is to build in each student, by the time they complete middle school and transition into secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 8 English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness. In

alignment with the demands of the NVACS, students will draw evidence from literacy or informational texts to support analysis, reflection and research.

**ENGLISH 8 HONORS** This course is for 8th graders who are meeting or exceeding grade level lexile expectations and who benefit from an accelerated pace and more challenging content. In addition to covering all the skills and content that the English 8 course covers, students engage in activities with accelerated rigor such as reading texts at higher lexile levels, completing writing assignments with more cognitively challenging prompts, and participating in more student-led discussions.

**ENGLISH 9** English 9 is a one-year course that will survey the basic literary genres of the novel, poetry, short story, nonfiction and drama. It will also provide practice with the writing process which stresses pre-writing, drafting, peer sharing and responding, revising and editing. Students will respond to texts by speaking and writing. The writing component will include expository compositions such as literary analysis, argumentative and persuasive essays.

**ENGLISH 10** This course will further develop basic language and composition skills, including vocabulary, mechanics, sentence construction, and concept development. Writing will be taught and assessed in full-process and in-class timed essays. In addition, students will learn how to support and develop claims by using strong and thorough textual evidence. The writing component will include multiple genres such as reflection, argument, literary analysis, and research.

**ENGLISH 11** This course will provide integrated reading and writing techniques through an emphasis on American Literature. Using literature as its focus, the course will reinforce skills and strategies introduced at the 10th grade level, and initiate critical thinking, as well as evaluative and interpretive skills necessary for more challenging courses.

**ENGLISH 12** This course incorporate college preparatory reading, writing, and speaking techniques in alignment with NVACS. Close textual reading of both literature and informational texts will be expected, as well as proficiency in writing analytical, persuasive, and narrative essays in preparation for college. Research papers will be a necessary part of the curriculum as well.

**AP ENGLISH LITERATURE AND ENGLISH COMPOSITION** This Advanced Placement course will emphasize integrating a student's reading and writing skills. Employing a literary and rhetorical approach, the course will build on the writing process: prewriting, drafting, sharing, revising, and evaluation, and will develop the skill of rhetorical analysis as a new way of thinking about language and communication. Assignments will emphasize writing and analysis, especially the analytical and argumentative forms, but will also include reflection, interpretation, and evaluation.

### English Language Development

The ELD program will implement the *Nevada English Language Development (ELD) Standards* adopted in 2015, the *WIDA Standards Framework for English Language Development*, and Nevada's *English Language Development (ELD) Standards Framework and Instructional Guidance Documents*. The Nevada ELD Standards are designed to work in conjunction with the NVACS in each content area and at each grade level:

- Social and Instructional language: English language learners communicate for Social and Instructional purposes within the school setting
- The language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts



- The language of Mathematics: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
- The language of Science: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
- The language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

For example, “Social and Instructional language” in 2<sup>nd</sup> grade will be different from the language needed in a high school technology class, and the expectations for “the language of Language Arts” in 6<sup>th</sup> grade English will be different from those in an 11<sup>th</sup> grade ELA course.<sup>28</sup>

The WIDA Standards framework consists of five components:

- Can Do Philosophy
- Guiding Principles of Language Development
- Age-Appropriate Academic Language in Sociocultural Contexts
- Performance Definitions
- Strands of Model Performance Indicators

The purpose of the ELD Standards Framework and Instructional Guidance documents is to provide clarity in implementation and integration of the Nevada ELD Standards with Nevada Academic Content Standards and instruction. In addition, they support the application of the Nevada Educator Performance Framework (NEPF) Standards of best practices for English learners and other diverse student populations. These Nevada ELD Standards documents specify the connection between the WIDA ELD Standards and the content disciplinary practices of core subjects. The ELD Standards Instructional Guidance documents conceptualize the Nevada ELD Standards as intertwined with learning the NVACS and College and Career Readiness Standards.

Following Nevada guidelines, middle school and high school students in ELD will be guided to analyze complex texts to determine two or more central ideas; write arguments and support claims in an analysis of substantive topics or texts; participate in a debate upon completion and construction of their writing; gather information from multiple authoritative print and digital sources through research and present conclusions in oral report while avoiding plagiarism and overreliance on one source; and engage in a range of collaborative discussions, building on others’ ideas and expressing their own ideas.

EL students, like their English-fluent counterparts, will be expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. In addition to integrated English Language Development strategies that all teachers will employ in every classroom (detailed in the *English Language Learners* Section, below), during designated/direct instructional time in English Language Development, EL students will receive focused and targeted support at their specific stage of fluency and proficiency. The Executive Director will monitor EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student’s parents/guardians. (See below, for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

## Mathematics

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<sup>28</sup> [http://www.doe.nv.gov/English\\_Language\\_Learners\(ELL\)/ELD\\_Standards/](http://www.doe.nv.gov/English_Language_Learners(ELL)/ELD_Standards/)

Learning objectives and outcomes will be aligned to *Nevada Academic Content Standards in Mathematics*. In elementary grades, TEACH LV plans to use *Everyday Math 4*, a spiraled, NVACS-aligned curriculum from the University of Chicago, supplemented with online, adaptive instruction via programs such as MobyMax, Achieve 3000 and Khan Academy. The goals of the math curriculum are for students to gain fluency with numbers, build mathematical reasoning skills, develop a strong math vocabulary, and apply algebraic concepts to problem solving. Ultimately, TEACH LV aims to equip all students with the skills and knowledge necessary to complete Algebra I successfully by the end of eighth grade.

The spiraled curriculum of *Everyday Mathematics 4* will help ensure students master key concepts by continually revisiting content in a variety of contexts over time.

#### ***Everyday Mathematics 4***

Grade	Description
K	Focus on procedures, concepts, and applications in two critical areas: representing and comparing whole numbers, initially with sets of objects; describing shapes and spaces
1 <sup>st</sup> Grade	Focus on procedures, concepts, and applications in four critical areas: understanding addition, subtraction, and strategies within 20; understanding whole number relationships and place value, including grouping by tens and ones; understanding linear measurement as iterating, length units; composing and decomposing geometric shapes and reasoning about the attributes and shapes.
2 <sup>nd</sup> Grade	Focus on procedures, concepts, and applications in four critical areas: understanding of base-10 notation: building fluency with addition and subtraction; using standard units of measure; describing and analyzing shapes
3 <sup>rd</sup> Grade	Focus on procedures, concepts, and applications in four critical areas: understanding of multiplication and division and strategies within 100; understanding of fractions, especially unit fractions; understanding of the structure of rectangular arrays and of area; describing and analyzing two-dimensional shapes
4 <sup>th</sup> Grade	Focus on procedures, concepts, and applications in three critical areas: understanding and fluency with multi-digit multiplication, and understanding of dividing to find quotients with multi-digit dividends; understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; understanding that geometric figures can be analyzed and classified based on their properties
5 <sup>th</sup> Grade	Focus on procedures, concepts, and applications in three critical areas: developing addition/subtraction fluency with fractions, and understanding of multiplication/division of fractions in limited cases; developing fluency with decimal operations, extending division to 2-digit divisors, integrating decimals into the place-value system, and understanding operations with decimals to hundredths; developing an understanding of volume

By the end of 5<sup>th</sup> grade, students will increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They will use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students will know the concept of angle measurement and use a protractor and compass to solve problems. They will use grids, tables, graphs, and charts to record and analyze data.

TEACH LV also will use Cognitively Guided Instruction (CGI) in conjunction with the *Everyday Math* 4 texts. CGI is a methodology for problem solving in which students become sense-makers who actively participate in the learning process. CGI has three major components:

**Number Sense Routines:** Also known as warm-ups or mental math, number sense routines are a way to engage the students in mathematical thinking at the start of a lesson. CGI capitalizes on the benefits of collaboration by using the Think, Pair, Share method to discuss math during this time. A teacher may propose a set of 4 numbers and ask students which one doesn't belong and *why*? First students will come up with some responses individually, then they will share with an elbow partner and finally the class will share out their ideas while the teacher charts them. While each student may have come up with 1-3 responses individually by the end of the routine, they may have charted 15-20. The collective thinking lowers the affective filter for struggling students and pushes other students to strive higher. This number sense routine could be used for kindergarteners using single digit numbers or even shapes. The activity can also be used for upper elementary and beyond by simply changing what's in the box such as number sentences, types of angles, 3 dimensional shapes, algebraic equations. This particular number sense routine addresses Mathematical Practices 1, 3 and 8 but other routines would address different Mathematical Practices.

**Problem Solving:** Each day students will work on solving one real-world problem. The teacher will begin by providing some background and context for the problem and then reviewing the problem itself to clarify vocabulary. Students will then tackle the problem using the tools at their disposal such as base 10 blocks, number lines, hundreds chart, unifix cubes and 10 frames. The most important part of the problem-solving time is the visual representation of the problem and how the student solved it. This, along with conversations with the student will help the teacher understand what strategies he/she is using. This component is the core of the math lesson each day for all grades, with students in upper grades working on increasingly complex problems. These include more advanced operations (multiplication and division) and require the students to find not only products and results but groups, group size and make comparisons. Additionally, the numbers themselves increase in size and thus complexity. Problem solving in a CGI classroom addresses all eight Mathematical Practices but strongly correlates to 1, 3, 4 and 5.

**Counting Collections:** Counting Collections are an integral part of the CGI methodology especially in the lower grades but can be used through 4th grade. Simply put, students will obtain a bag of items and count them individually or with a partner and represent the collection visually as well. While students in Kindergarten will start with small collections of 5-15, they will work their way up to collections of 100. In upper grades, students will be counting into the thousands and will practice counting more complex items such as those that are pre-packaged (i.e. pencils in boxes that contain 12 pencils each).

Teachers will provide direct instruction in new skills and present hands-on activities, while also allowing time in and out of class to practice grade level computational skills. Teachers will differentiate instruction throughout the week via MobyMax, Achieve 3000 and other online

programs, mindful of struggling students and those requiring more advanced work beyond grade-level curriculum.

Because not all students will have mastered the prerequisite mathematical skills for success in the math curriculum, new TEACH LV students will be assessed at the beginning of each year and receive interventions that address areas of deficit.

### **Middle School and High School**

**MATH 6** This course will focus on connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking.

**MATH 7** This course will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with 2D and 3D shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

**HONORS MATH 7** This course is for 7th graders who have demonstrated distinguished abilities in the various components of Mathematics. In addition to more rigorous pacing, students are expected to complete additional homework and presentations.

**MATH 8** This course will focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and applying the Pythagorean Theorem.

**INTEGRATED MATH 1 (Grade 8 or Grade 9)** The first half of the course will focus on functions, algebra, and the number system. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

**INTEGRATED MATH 2 (Grade 10)** The primary focus of this course is to develop a deeper understanding of functions. Quadratics and Exponentials will be the main area of investigation, and students will use their prior knowledge of linear models to explore commonalities and differences between the 3 functions. The Integrated model allows for a study into Geometry Standards as well.

**INTEGRATED MATH 3 (Grade 11)** This course will build the foundational skills for College level math (Calculus, Differential Equations, etc.). The course will wrap up the study of Geometric shapes by examining similar figures, specifically with triangles. Area and volume will be calculated for various 3-dimensional figures, including spheres, prisms and pyramids. Circles will also be studied, and will transition into the students' first exposure to Trigonometry.

**FINANCIAL ALEBRA (Grade 12)** This course will enable students to make informed decisions regarding matters of money and finance in their daily lives. Topics studied include measures of

center and spread, graphical representations of data, principles of finance economics, amortization, supply and demand, revenue and profit functions, loans, compound interest and continuous interest, credit card debt, car ownership, and budgets.

**PRE-CALCULUS (Grade 11, 12)** This course weaves together study of algebra, geometry, and mathematical functions into a preparatory course for calculus. The course will focus on mastery of critical skills and exposure to new skills necessary to apply the concepts in real life situations.

**AP CALCULUS AB (Grade 12)** This course will consist of a full high school academic year of work that is comparable to a calculus course in colleges and universities. The course will develop students' understanding of the concepts of calculus and providing experience with its methods and applications and emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

### History/Social Studies

TEACH LV's history and social sciences curriculum is rooted in the curriculum standards specified in the *Nevada Academic Content Standards for Social Studies*, as well as the Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects. Students will gain an understanding of human history as well as how our society and the world work.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of Nevada, geography, economics, United States and world history with connections to mathematics, science, and the arts. Learning activities engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

TEACH LV will use the Teachers' Curriculum Institute (TCI) program *Social Studies Alive!* (K-5) as the primary elementary grades curricular resource, which weaves educational research with interactive instructional strategies and project-based learning. TCI provides standards-based, spiraled curriculum in which students work in cooperative groups to learn progressively more difficult concepts through step-by-step discovery. Teachers will supplement this curriculum with engaging, hands-on projects that incorporate ELA and Math, using sources such as the Buck Institute (bie.org).

In accordance to NVACS for Social Studies, students will learn the following themes:

Kindergarten	<b>Building Community - Learning &amp; Working Together</b> Students will learn how to work together in a productive classroom community with rights and responsibilities. Students will engage in understanding how individuals learn and work together in the school and classroom community. A focus on rights and responsibilities of learning and working together in the school or classroom community will frame discussions and tasks.
1 <sup>st</sup> Grade	<b>The Community We Live In &amp; The Work We Do</b> Students will explore the organization and functions of their local community, understanding that individuals demonstrate responsibility and cooperation in their community. Students will analyze how different geographic locations and places support different types of work as well as provide different resources to use in the community. The cultural characteristics and diversity of a community will frame discussions and tasks.
2 <sup>nd</sup> Grade	<b>Our National Identity &amp; Culture</b> Students will explore significant events in the history of the United States and the diverse perspectives and experiences of the people who shaped

	our national identity. Students will investigate how modern understandings of American freedom and democracy were shaped by multiple perspectives and people with diverse backgrounds. National holidays and celebrations will be viewed through the lens of complex historical and cultural perspectives.
3 <sup>rd</sup> Grade	<b>Movement Around Our World</b> Students will analyze how geographic features around the world impact the movement of goods. Students will study how and why people migrate from one place to another. Students will discuss the diversity of rights and responsibilities of people around the globe.
4 <sup>th</sup> Grade	<b>Nevada: Past &amp; Present</b> Students will learn about significant events in the history of Nevada and the diverse perspectives and experiences of the people who shaped our state's identity through those events. Students will examine the unique geography and economics of Nevada, including the history of the Native peoples of Nevada and westward settlement in Nevada. Students will study Nevada statehood and the history of Nevada through the present day.
5 <sup>th</sup> Grade	<b>The U.S. – Creating a New Nation</b> Students will learn about European exploration of North America, the intersection and conflict among Native, European, and African cultures, and the organization of North America. Students will study the American Revolution and investigate the foundational documents of the United States, including the Declaration of Independence, U.S. Constitution, and Bill of Rights. Students will explore, analyze and critique individual rights and responsibilities in the United States, and learn about historical events and diverse actors of the American Colonies, Revolution, and the New Nation. Students will study how culture shapes laws, and how laws ensue rights and responsibilities for the people who live within a society.

### **Middle School and High School**

TEACH LV will utilize TCI's *History Alive!* for grades 6-8 and *Geography Alive!* for grades 9-12.

**EARLY WORLD CIVILIZATIONS (Grade 6)** This course will focus on the geography, history, and culture of early world civilizations while emphasizing disciplinary inquiry, with an intentional focus on spatial understanding of the world and the location of continents and countries. Students will analyze regional, economic, political, intellectual, environmental, and cultural characteristics of early world civilizations. The standards will be applied across the study of the rise and fall of the early civilizations of Mesopotamia, Egypt, China, Greece, Rome, Indus Valley, Sub-Saharan Africa, Pre-Colombian Latin America, Native Cultures of North America, and Oceania.

**WORLD GEOGRAPHY AND GLOBAL STUDIES (Grade 7)** This course will provide a global perspective on contemporary issues that help prepare students to face 21<sup>st</sup> century global issues. Students will examine challenges facing the world community, included hunger, population, conflict, racism, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns. Students will build skills in geographic reasoning, including an understanding of Earth's human and physical features, locations of places and regions, and the distribution of landforms. Students will develop a foundational understanding of modern societies and cultures.

**EARLY U.S. HISTORY AND CIVIC IDEALS (Grade 8)** This course will focus on the history of the United States from the framing of the Constitution through the early 20<sup>th</sup> Century. Students will review American founding documents including the Constitution, Declaration of Independence and Bill of Rights to provide a foundation in understanding the multicultural history, economics, civics, and geography of the time period. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. Students will

build understanding of the major events, individuals, and ideas that have shaped U.S. history. Students will investigate changing perspectives in America's past and make meaningful connections between historical events and eras.

**FINANCIAL LITERACY (Grade 8)** In Financial Literacy, students will examine financial goals, identify risk factors, and learn the components of a personal budget including income, planned spending, expenses, and saving. Students will learn to prioritize and evaluate personal finance goals based on needs and wants, and investigate consequences of potential financial decisions to make reasoned financial choices. Students will also explore college and career options by studying the services offered by various financial institutions and government agencies, including Matching Grant Money for College, Prepaid College Tuition, and 529 College Savings Plan.

**CRIMINAL JUSTICE (Grades 9-12)** This course explores the inner workings of the significant criminal justice functions in the United States, Law Enforcement, Courts and Corrections. The course will give the students an overview of policing in America, the historical development of policing internationally and locally and the implementation of community-based policing and criminal investigations. The course will also focus on the realities of enforcement and the apprehension of criminals at the federal, state and local level. The course will also discuss and explain the prosecution, disposition and incarceration of those suspected of committing criminal offenses.

**FINANCIAL LITERACY (Grades 9-12)** This class will alert, inform, and educate students in concepts of personal finance and money management. Students will develop skills and strategies that promote responsibility related to financial planning, savings, investment, and charitable giving. Students will practice setting financial goals, evaluate financial information, examine loans and investments, and apply financial knowledge for college and career decision-making.

**PSYCHOLOGY (Grades 9-12)** This course will focus on the study of human behavior, including consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. Special topics will include personality development, problem-solving, group dynamics, and motivation.

**WORLD HISTORY & GEOGRAPHY (Grade 10)** Students will study the nations and peoples of the world. Included with the history and geography will be cultural development, political and economic systems, and social structures. Students will think critically about international relations, human commonalities and differences and their impact on the student's own life.

**U.S. HISTORY (Grade 11)** U.S. History is a yearlong survey of American history from Reconstruction to the present. Emphasis will be placed on vocabulary, critical thinking skills, historical writing, and interpretation of original documents. Besides listening to traditional lectures on important themes in U.S. History, students will be expected to participate in class through discussions, debates of key issues, simulations, and mock trials.

**GOVERNMENT (Grade 12)** This course will acquaint students with the origins, concepts, organizations, and policies of the United States government and political system. To increase comprehension, students will read and analyze relevant primary and secondary source documents and incorporate these ideas into the assigned material.

**AP GOVERNMENT<sup>29</sup> (Grade 12)** This college level course will explore political theory and everyday practice of the daily operation of the government that shapes public policies. It will also provide the students with an analytical perspective on government and politics in the United States.

**CIVICS AND ECONOMICS (Grade 12)** This one-semester course will explore basic institutions, concepts, principles, and practices of civics and economics. Students will analyze the powers and civic responsibilities of citizens and examine origins, functions, and structures of the government. Students will learn how people use resources, and understand the interaction of buyers and sellers in markets, the workings of the national economy, and interactions of a global marketplace.

## Science

Science instruction at TEACH LV will be driven by *Nevada Academic Content Standards for Science* (NVACSS), based on the Next Generation Science Standards, as well as the *Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects*. Students will engage and read about science through fiction and non-fiction texts. Content-rich and high interest trade books will support the development of science concepts and associated academic language across all grade levels. Technology will be incorporated into science activities where appropriate. Microsoft Office (Word, Excel, PowerPoint, OneNote) and/or Google Apps will facilitate data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, will be used to scaffold content for ELs and create challenging assignments for advanced students.

The project-based/constructivist-driven science program will encourage students to learn content at higher levels of Bloom's Taxonomy, as students will apply knowledge as well as analyze, synthesize, evaluate and create information. Projects may focus on a problem inquiry, experiment, or design challenge, ultimately making the learning more authentic and student-centered. Projects will focus on "real-life," such as understanding, responding to, and designing a solution for a water drought. Students will be responsible for presenting their projects in front of their peers and sometimes the larger school community. Our teachers will embed science into interdisciplinary projects (using Buck Institute of Education processes and templates for project-based learning), to help deepen the authenticity of the learning.

Our primary, standards-based science curriculum for grades K-8, Full Option Science Systems (FOSS) is an inquiry-based hands-on science curriculum developed at the Lawrence Hall of Science, University of California, Berkeley. Our students will work in cooperative groups to advance through the stages of the scientific process to solve a problem. Each grade level has 3-5 units that align to the NVACS standards. FOSS integrates all dimensions of the NVACS Disciplinary Core Ideas, the Science and Engineering Practices, and the Crosscutting Concepts, leading to enduring experiences that lead to deeper understanding of the natural and designed world. FOSS builds understanding of the core ideas of science. Each module or course is composed of multiple investigations. The modules are connected and build upon one another across each strand and each grade, progressively moving students toward the big ideas of science.

### **FOSS K-5**

**Grade**     **Physical Science**

**Earth Science**

**Life Science**

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<sup>29</sup> All AP courses will use AP-approved texts and course materials.



5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles, Sand and Silt	Insects and Plants
1	Sound and Light	Air and Weather	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two

(<https://www.deltaeducation.com/foss/next-generation>)

### FOSS 6-8

Grade	Integrated Middle Grades				
8	Heredity & Adaptation* ES,LS	Electromagnetic Force* PS, ES, E	Gravity & Kinetic Energy* PS, E	Waves* PS, E	Planetary Science PS, ES
7	Chemical Interactions PS, ES, E		Earth History PS, ES, LS		Populations and Ecosystems ES, LS, E
6	Weather and Water PS, ES, E		Diversity of Life LS		Human Systems Interactions LS

(<https://www.deltaeducation.com/foss/next-generation>)

### High School

In high school, TEACH LV will utilize McGraw Hill Inspire Science as its primary curriculum.

**BIOLOGY (Grade 9)** The major purpose of this 9th grade laboratory-based course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. Focus will be on active student participation in laboratory investigations and the development of critical-thinking skills.

**ENVIRONMENTAL SCIENCE (Grade 10)** The major purpose of this course is to develop student understanding of the relationships among biotic and abiotic environmental factors, contemporary societal needs, evolving technology, and economic considerations. Field and laboratory investigations will allow students to collect and analyze data, extrapolate and project regional factors, study trends, or problems that focus on environmental issues.

**CHEMISTRY (Grade 11)** Laboratory experiments will provide the empirical basis for understanding and confirming concepts. This course will emphasize discussions, activities, and laboratory exercises, which promote the understanding of the behavior of matter at the

macroscopic and the molecular-atomic levels. Chemical principles will be introduced so that students will be able to explain the composition and chemical behavior of their world.

**PHYSICS (Grade 12)** Laboratory experiments will provide the empirical basis for understanding and confirming concepts. This course will emphasize study of the basic properties and interactions of matter, force, and energy. Students will learn the principles of physics through lab investigations, problem solving, teacher-led demonstrations, lectures, discussions, and individual and group study.

### Visual and Performing Arts

We believe the arts are an integral part of an educational experience and we are dedicated to providing arts education for all of our students. Art will be taught in alignment with the revised *Nevada Academic Content Standards for Fine Arts*. The elementary school curriculum will emphasize artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students will learn to identify and use elements and principles of design. Based on personal experiences, children will create original artwork using various arts media and technical processes. Students will explore the role of visual/creative arts in human history, across a variety of cultures and time periods including the different historical art movements (i.e. impressionism, surrealism, abstraction).

### Middle School and High School

**GENERAL ART (Grade 8)** In General Art, students will expand their knowledge of the visual arts while making meaningful connections between art and personal experiences through units that combine observing and creating in arts media; reading, writing and speaking about, and reflecting upon the arts. Arts activities will include drawing, painting, lettering, perspective, and sculpture.

**ART AND LITERACY (Grade 8)** Students will build reading comprehension, engage in high-level writing activities, and expand their vocabulary and content knowledge in history/social science, through exposure to art history. Students will apply their learning to art projects. The course will be based on project-based learning and will integrate technology and critical thinking.

**DRAMA A/B (Grade 8)** Students will observe their environment and respond, using the elements of theatre. They will also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. Additionally, students will apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, electronic media productions and live performances.

**INTRO TO DANCE A/B (Grades 6-8)** This class will introduce students to the basic vocabulary and style of dance movement. Dance is about personal style and expression. This high energy class can be taught to anyone with a passion to move, so no dance experience is required.

**INTRODUCTION TO ART (Grades 9-12)** The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. Introduction to Art will provide a foundation of visual arts knowledge and skills and their connections to other subjects and will explore the discipline in depth both intellectually and experientially. The course will serve as a prerequisite for all advanced visual arts courses in high school.

**DIGITAL DESIGN (Grades 9-12)** Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various formats.

### Physical Education

The TEACH LV Physical Education curriculum is based on the *Nevada Academic Content Standards - Physical Education*. The curriculum promotes excellent physical, social, and emotional health among students in our inclusion classroom model. P.E. will focus on movement skills to create a strong foundation in order to develop the knowledge and control over how the body moves. The physical education program focuses on the appropriate developmental mastery of movement skills that enhance self-image and personal development and promote positive social development.

In elementary grades, our teachers will use online programs such as SPARK and Cosmic Kids Yoga for engaging P.E. and Health instruction. In middle and high school, TEACH LV will approach physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun; promote excellent physical, social, and emotional health among students through stress management, sex education, nutrition, gang prevention, and conflict resolution; and engage students to reflect upon ways physical education and health impact their lives through personal well-being.

### Technology

Students in the 21<sup>st</sup> century need to be technologically literate; that is, they need to know how to use the computer to compete successfully in an advanced labor force that is becoming more technologically driven. As noted, technology will be integrated into all aspects of our curriculum. TEACH LV will adopt the *2019 NVACS for Computer Science and Integrated Technology* that provides the rigor students need to become proficient at problem solving, computational thinking, and innovators of computational artifacts, rather than just users of them.<sup>30</sup> TEACH LV students, starting in the lowest grade levels, will use digital learning programs to master foundational literacy and computation skills, as well as web-based resources to conduct research and fact-finding inquiries while engaging in project-based learning and completing class and homework assignments. Students will receive instruction in basic typing skills (e.g., Keyboarding Without Tears) and web navigation, and become savvy in utilizing technological efficiencies to accomplish daily tasks inside and outside of school. Students will develop proficiency in using the standard suite of business applications (e.g., word processing, spreadsheets, databases, and presentations) as they complete a variety of assignments in core subjects. All students must be computer literate by 10th grade to keep up with the course work TEACH LV in high school grades, which is designed to prepare them for 21st century living.

### World Languages

The *Nevada Academic Content Standards for World Languages* form the basis for TEACH LV World Language courses. TEACH LV plans to arrange a dual enrollment partnership prior to the launch of the high school grades and will seek to offer advanced language courses through dual enrollment; if this cannot be arranged, AP language courses will be offered for students who are eligible.

### Middle School and High School

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<sup>30</sup>[http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Nevada\\_Academic\\_Standards/Comp\\_Tech\\_Standards/NevadaAcademicContentStandards\\_forrev.pdf](http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Nevada_Academic_Standards/Comp_Tech_Standards/NevadaAcademicContentStandards_forrev.pdf)

**SPANISH 1 (8<sup>th</sup> Grade)** In this course, students will develop a basic proficiency in communicating in the Spanish language according to the cultural practices of the countries and regions where Spanish is spoken: Spain, Mexico, Central and South America, the United States, and others.

**FRENCH 1 (Grades 9-12)** The purpose of this courses is to develop both a basic proficiency in communicating in the French language according to the cultural practices of France and an awareness of the history, geography and cultures of francophone countries.

**FRENCH 2 (Grades 9-12)** The purpose of this courses is to develop both a basic proficiency in communicating in the French language according to the cultural practices of France and an awareness of the history, geography and cultures of francophone countries.

**FRENCH 3 (Grades 9-12)** The purpose of this intermediate course is to continue to develop increased proficiency in communicating in the French language according to the cultural practices of France and an increased awareness of the history, geography and cultures of the countries and regions where French is spoken.

**SPANISH 1 (Grade 9)** Students will develop a basic proficiency in communicating in the Spanish language according to the cultural practices of the countries and regions where Spanish is spoken: Spain, Mexico, Central and South America, the United States, and others.

**SPANISH 2 (Grade 9 or 10)** Students will continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students will not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing.

**SPANISH 3 (Grade 10 or 11)** Students will study grammar and vocabulary in more depth, as well as familiarity with some grammatical concepts. Students will continue to develop their understanding of Spanish speaking cultures by integrating information on literature, art, history, music and current events into the curriculum.

### Additional Courses/Electives

**SUCCESS ACADEMY A/B (Grades 6-8)** The Success Academy class will be a required course for all middle grade students, divided into several components that support students with designated English Language Development, as well as in the areas of math, language, reading, and oral communication skills. The goal of this course is to provide an individualized curriculum for each student, to close the identified skill gaps. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content. In addition, Life Skills will be integrated and designed to empower students with critical study and organizational skills, as well as important social skills. These skills support self-motivation, improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.

**RESOURCE LAB A/B (Grades 6-8)** Class will be divided into components that support students with an Individualized Educational Plan in the areas of math, language, reading, and oral communication skills, as indicated in the expected school-wide learning results. It will also support students' transitional goals. The purpose of this class is to help students with special needs

be successful in the general education program by helping them understand their specific learning styles, and to compensate for their needs with the use of accommodations.

**COMPUTER LITERACY (Grade 6)** This introductory course, aligned with the *Nevada Academic Content Standards for Computer Literacy*, will measure and increase the literacy level of our students in computer basics, mouse and keyboarding skills, how to use the internet for research, improve typing skills, and teach Microsoft Suite programs Word and PowerPoint. Students will also use the computer for researching projects for and intervention needs in the core classes.

**CREATIVE WRITING A/B (Grade 6)** Students will demonstrate mastery of aforementioned literary elements by identifying them in the works of others and incorporating them into their own writing. Students will engage in the entire composition process, from brainstorming to writing to editing/ revising to publishing. Reading/ writing genres will include autobiographical narrative, short story, myths, fables, folktales, sci-fi, graphic novels, poetry, and drama.

**INTRODUCTION TO JOURNALISM A/B (Grade 7)** This course will offer students introductory training in writing news stories, feature articles, and editorials. Students will develop skills in basic interviewing techniques, collecting research, selecting appropriate evidence and support, and organizing material from other sources.

**SOCIAL JUSTICE AND RESPONSIBILITY A/B (7<sup>th</sup> Grade)** This course is designed for students that have an interest in the study of law. It serves as an introduction to civic responsibility and social justice. Student will analyze the U.S. Constitution and the Bill of Rights and the role the documents play in Three Branches of the U.S. Government. Students will also develop an understanding for the rights of and the roles of American citizens in the creation of law.

General electives for High School will be established before the 2023-24 school year based on student interest, where feasible, and faculty expertise.

### Curricular and Instructional Materials

Teachers will use standards-aligned, research proven curricula (textbook, online and curricular kits) for the core academic subjects. Teachers are encouraged to use original and primary source material as much as possible. Instructional materials include novels, photographs, essays, speeches, video, textbooks and manipulatives. Teachers and students have access to the Internet, educational software, word processing, data processing and digital graphics in each classroom.

### **Elementary Grades (K-5)**

Content Area	Instructional Materials
English Language Arts	Reader's & Writer's Workshop and related Lucy Calkins materials (K-5) MobyMax, Lexia Core 5, Achieve 3000 (K-5) SpringBoard (6-12) McGraw Hill's Study Sync (6-12) ReadTheory.org, KhanAcademy.org, Great Minds – Wit and Wisdom Edgeunity.com (MyPath – intervention) (6-12) Lexiled picture books, first readers, chapter books, fiction, non-fiction, periodicals, poems, essays and other grade-level appropriate literature AP course materials

ELD <sup>31</sup>	Wonders for English Learners Lexia Core 5 EL program (K-8)
Math	McGraw-Hill's My Math (K-5) EurekaMath (6-8) CPM (6-8) SpringBoard (6-12) Achieve 3000, KhanAcademy.com, Desmos.com, Dreambox.com, Edgenuity (K-12) AP course materials
Social Studies/History	TCI's Social Studies Alive! (Grades K-5), History Alive! (6-8), Geography Alive! (9-12); AP course materials
Science	FOSS Next Generation Science (Grades K-8) McGraw Hill Inspire Science (9-12)
P.E./ Health	SPARK, Cosmic Kids Yoga, teacher-created
Arts	Teacher-created

*(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.*

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

TEACH LV will utilize instructional methods that incorporate one or more of the nine components found to have a positive effect on student learning, as described by Marzano.<sup>32</sup> These include:

- Small projects and other ways of experiencing real-world problems
- Collaborative investigations and demonstrations
- Mini-lessons that address specific skills within the context of larger projects
- Giving guidance and adequate time to self-reflect and self-assess
- Democratic classrooms and school structure
- Authentic assessments
- Direct instruction
- Research based projects
- Cooperative group work and projects

<sup>31</sup> TEACH LV will secure ELD curriculum for HS grades before the 2023-24 school year.

<sup>32</sup> Marzano, R. 2001. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*.

To ensure success for each TEACH LV student, the staff will use multiple means of engaging and reaching students—relying first on each student’s identified learning preferences and cultural styles, and gradually stretching each student to adapt to a variety of teaching styles that might present themselves in secondary and post-secondary education and/or job training. The core instructional methods TEACH LV discussed above – project-based/constructivist learning, blended learning, and so on help to ensure that each student will access and master the content standards in a meaningful way.

To help teachers develop their abilities to offer these instructional methods, school leaders will provide intensive professional development and coaching through weekly opportunities for teacher collaboration during grade level PLCs, weekly vertical articulation across grade levels, weekly PDs, summer PD, and in-service training days throughout the school year.

We will train and support how teachers use the process to develop standards-aligned assessments and project-based instructional activities at each grade level and across the content areas. An online system will help leaders and teachers manage walkthroughs, observations, feedback, reporting, and professional development, and also enable teachers to engage in self-assessment and direct their own professional development based on the TEACH Public Schools Framework for Instructional Excellence (See Attachment 10, 11, and 12 for more details.)

The traditional backwards design process will guide teachers through a three-step process:

- Internalization and prioritization of the NVACS
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The second step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects. At TEACH LV, it is the expectation that students will be engaged in the curriculum and learning objectives at all times. Teachers will be expected to continuously communicate learning objectives to all students while assessing, both formative and summative, student mastery of all concepts and state content standards. Learning objectives will be communicated via standardized board configurations that include learning standards and objective. Additionally, teachers will communicate the learning objective verbally along with students. Students will be taught to greet guests to the room by communicating the learning objectives for the day. Teachers and students will also be taught to connect the learning objectives to previous and future learning.

Teachers at all grade levels will be trained in proven effective models of standards-based instruction: Strategic Design for Student Achievement (SDSA).<sup>33</sup> SDSA comprises a four-step process in which teachers will analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. This process can be applied using any curricular materials including adopted programs and texts. SDSA, rooted in *Understanding by Design*, by Grant Wiggins and Jay McTighe, effectively allows teachers to identify gaps between their adopted texts and the NVACS, and to strategically select resources that help them fill those gaps.

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<sup>33</sup> Stiggins, Rick (2005) Student Involved Assessment for Learning. Pearson/Merrill/Prentice Hall; Wiggins, G & McTighe, J. (2001) Understanding by Design. Prentice Hall. Marzano, R., Pickering, D. and Pollock, J. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.



The school leader will be responsible for training the teachers in the SDSA model to design and deliver comprehensive standards-based lessons, in which multiple standards are clustered from across the content areas are effectively addressed and assessed, using the four SDSA stages or steps:

*Stage 1: Unpacking and Prioritizing NVACS*

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners)
- Apply a concrete process for analyzing standards<sup>34</sup> which helps teachers internalize the standards as well as determine the following information:
  - Rigor as it applies to the standard. This is tied to creating assessments, and Japanese Lesson study as described by James Stigler's conclusions in *Before It's Too Late: (A Year 2000 Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century.)* Japanese Lesson Study has proved to be one successful means to long-term improvement in teaching in the US, and on figuring out “how to generate, accumulate, and share professional knowledge.”
  - Student evidence as it relates to each strand of the standards (this is tied to creating assessments)
  - Identification of power standards that serve as “anchors” upon which units can be based. Other sub standards will be used to support the mastery of the power standards within each unit designed by teachers (this is tied to creating assessments for units as well as individual lessons within the unit).

*Stage 2: Aligning Assessments (formative and summative) to content standards*

Teams of teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

*Stage 3: Differentiating Instruction to Meet the Needs of All Learners*

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)

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<sup>34</sup> Analyzing standards is a process by which teachers isolate the verbs in the learning standards and determine its Bloom’s Level. The higher the Bloom’s Level and the weighting of the standard on the Smarter Balanced Assessment determine the priority of the standards. Standards with higher priority are power standards or anchor standards.



- Writing effective standards-based lesson plans
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles).
- Using a repertoire of research-based instructional strategies proven to increase achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson).

Instruction involves a wide array of instructional strategies, curriculum and materials. Many of the instructional strategies listed below incorporate one or more of the nine research-based strategies to have a positive effect on student learning as described in *Classroom Instruction that Works* (Pickering, Pollock, 2001). Sample instructional strategies include:

- Collaborative investigations and demonstrations
- Reflective journals and portfolios including student learning goals
- Authentic assessment, both publisher and teacher-generated
- Assignments based on real world issues and arguments
- Research based projects based on real world issues and arguments
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined “Learning Targets” for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation

#### *Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness*

Teachers will analyze achievement outcomes by:

- Using professional learning communities, groups of teachers grouped by lesson planning proficiency, to collaborate on lesson planning and delivery
- Examining student work weekly
- Analyzing achievement data from in-house and state-mandated tests.

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels at TEACH LV. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The backward design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

TEACH LV has been conceived with the understanding that technology integration enhances student achievement and motivation. Technology, however, is no substitute for high quality lesson planning. When integrated into a thoughtful, innovative lesson plan technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate Internet search results, as well as how to communicate deep understanding using software applications and multimedia technology. Students will use technology to solve math

problems, download homework, complete writing assignments, access on-line services, communicate with teachers and project team members, keep journals on their learning process, present their learning and play games.

Technology-savvy teachers will be recruited to teach at TEACH LV. They will use technology for posting grades and collecting homework and class notes, giving on-line tests, setting up student journals, and creating discussion boards. All of the teaching staff will be involved in professional development activities that include educational technology and coaching. For example, teachers will be trained in the use of Google Apps and other web-based applications to create instructional and meaningful web pages for students to use in their learning, interactive learning games that students can play to master content, and interactive independent practice activities that students can complete online. By teachers using these technological delivery modes we will be preparing students to be ready to interact in a computer-based society. Teachers will be given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility during Success Academy and lessons in History/Social Science curriculum on evaluating sources. Additionally, Currency, Reliability, Authority and Purpose checklists will be used across disciplines to help guide students in evaluating sources including source, credibility, purpose, currency, and accuracy. The Executive Director will confirm that teachers effectively use technology as a tool for delivering instruction, and technology will be built into evaluations through class observations and focus groups to show how achievement and instruction is impacted.<sup>35</sup>

TEACH LV will continue to build out resources until we have one computer for each student. Students will use Google Chrome Books (which meet the criteria for Smarter Balanced assessments), and will be centrally networked and have access to a variety of educational software. For example, the Data Director platform will allow teachers to administer assessments that mirror the Smarter Balanced assessments. Every computer will have Internet access with proper firewalls and content screening. Each teacher will easily control access to computers or the Internet via an instructional computer at his/her desk, which contains a monitoring system. Teachers will use visual aids such as LCD projectors and smart boards to aid lessons. Extensive professional development by field experts and in-class coaching for teachers will ensure that lesson plans use this technology to enhance high-quality lesson plans.

TEACH LV will use technology in the classroom to improve the following areas: communication, collaboration, project-based learning, and advanced problem-solving. Students will communicate with each other and with their teachers, and teachers' communication with students and their parents will increase as students and families will have real time access to grades and learning activities. TEACH LV's website will allow students, teachers and parents to share information, schedules, homework assignments and create a space to showcase student work and accomplishments. Students will always have access to teacher feedback and class requirements. Teachers will be able to build web-resource pages for students to use in their research projects.

Collaboration comes in several forms. Teachers, professional development professionals, and administrators will be part of an online community, a technology infrastructure, that bridges existing communication and information tools used by educators throughout the United States. Online communities, such as Edmodo, our planned domain within Google Plus and Data Director are examples.

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<sup>35</sup> Ravitz & Megendoller. 2002. Teaching with Technology: A Statewide Professional Development Program. Buck Institute for Education.

Teachers and coaches will collaboratively build long-term interdisciplinary units that share a common theme. Teachers will create an overarching social infrastructure to nurture, organize, and manage educational activities and resources for students. Teachers will be given time during weekly PD time to work in grade level groups to plan and implement their interdisciplinary units. These units are aligned to their semester long PBL projects. The assignments and products of these units will be resources for students in completing their semester PBL projects. For example, while students in history class are covering topics including slavery, The Civil War, and Reconstruction via primary source documents and DBQ's, while in English class they will be reading *Their Eyes Were Watching God* and discussing the same events from a different lens. Students will be able to download templates, rubrics, and resources for use in classroom assignments and group projects. They will also work simultaneously on projects that enable them to brainstorm and problem-solve as a group.

- Project-based learning helps to create multidisciplinary projects that allow students to combine knowledge from several subjects, creating a unified piece of work, often in collaboration with other students. Students can store their work centrally (on the school's network) while working on their projects and use diverse media offered by computers, text, pictures, video, and sound. There is a minimum of one project per unit. Students can complete one project for multiple classes; however, a rubric determines which content is assessed by which teacher.
- Advanced problem-solving allows students to create solutions to problems presented to them by their teacher. These problems require creativity, research, and critical thinking to solve. Students can use Microsoft Suite to test assumptions, research potential answers, and track their progress. Examples include opening up a virtual business, creating a simple computer program, managing a school activity, or adding to the school website.
- Teachers at TEACH LV will have an opportunity to develop an on-line set of tools on Moodle, which allows teachers to give exams/quizzes, assignments, and lectures online. Additionally, Moodle allows students to take the exam online, and both teachers and students receive immediate feedback. All staff will be trained on Moodle and receive ongoing support.

By blending technology with project-based learning, students will learn realistic and effective ways to enhance their own education, such as online research or more diverse ways to communicate with teachers and mentors, such as instant messaging, email and voice-over IP. Technology will help students understand appropriate grade-level scientific and mathematic concepts, collaborate with fellow students, and improve basic skills at their own pace. Technology enhances student learning by providing a multimedia-learning environment that caters to students' different learning styles.

TEACH LV will integrate technology into student learning and assessment at all grade levels. Students will be trained in safety and digital literacy and to utilize technology and develop skills in four core areas: 1) Word Processing; 2) Spreadsheets and Databases; 3) Multimedia; and 4) Desktop Publishing.

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

As detailed above, TEACH LV will include dedicated time during the school day to provide both enrichment and intervention for our students. At each grade span (elementary, middle and high

school grades), Learning Lab is structured based on individual student needs according to data from benchmarks, online curricula and other assessments. Students will work individually online or perhaps reading or completing homework, work collaboratively with their peers (including possible peer tutoring in areas such as reading), and work with their teachers and Aides. During this time, students who are at and above grade level may have the opportunities to engage with enrichment activities such as math card games, board games, independent reading, book club and online educational games. Teachers will inform students of their grade level performance status. The ELD/Literacy time will include additional opportunities for intervention as students work independently and in small groups on targeted skills, based on data.

Through this time as well as the other instructional methodologies detailed throughout this application, TEACH LV will ensure that each and every student receives a personalized, differentiated program based on data and individual needs to lead to mastery of the content standards and continuous growth. As detailed above, our SDSA model will lead teachers through intentional lesson planning with a goal of standards mastery for all students.

*(4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?*

Some students will enter the Charter School better prepared or with the ability to learn at a faster pace than the majority. Teachers will be prepared to provide additional challenges such as more difficult assignments or additional work for these students with these components. Portfolios and exhibitions will be used in assuring that students are accountable for working up to their potential by customizing expectations to the learner.

TEACH LV will use the NWEA MAP assessment tri-annually to develop a baseline for students and to track growth over time. After every MAP assessment, each student will receive a score which indicates what he or she knows is ready to learn and projected to achieve. The RIT (Rasch Unit) scale will assist TEACH LV, by not only comparing data with all of our students, but it is also used to identify and support gifted students. Students identified as potentially gifted may be referred for additional evaluation. Teachers, administrators and parents may request an assessment. TEACH LV will administer the Otis-Lennon School Ability Test (OLSAT) for potential gifted designation. Ultimately, the Executive Director, in consultation with teachers, will review a variety of data and then determine GATE designation. Parents will be notified both in writing and in an in-person meeting about the designation and ways in which the school supports their child, and they can support their child's learning. The Executive Director will continue to monitor the progress of each GATE student, just as he/she monitors all student data and subgroups. The Executive Director will also serve as TEACH LV's designee for parents who need information regarding GATE and their child.

TEACH LV will meet the needs of those students achieving substantially above grade level in a number of ways. TEACH LV's differentiated approach to instruction is a tremendous benefit. Once students are assessed for a baseline, teachers will work with the school administrators in creating appropriate differentiation (i.e. activities, exercises, instruction) of the core curriculum in four specific areas: environment, content, process, and products. As discussed above, each student's PEP will be tailored to his/her individual needs, and teachers will refer to each student's PEP as they

differentiate instruction. Practice and assessments will be leveled and may include Routine, Non-Routine, and Novel problems, so that students excelling can continue to challenge themselves by applying current knowledge to new or novel tasks. This type of differentiation is at an appropriate level to challenge GATE and high achieving students. This is individualized based on each student's data; including teacher created assessments, benchmarks, and standardized tests.

TEACH LV will look into partnering with local gifted programs such as GATE with Clark County School District.

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

TEACH LV is committed to supporting its staff and teachers by providing continuous meaningful opportunities for professional growth and development. We believe that one of the best methods for professional development consists of learning from others facing similar situations. We will foster a collaborative school environment where teachers are given a chance to interact and collaborate regularly, including a PLC format, as mentioned above. In grade level teams and whole school sessions, teachers will engage in collaboration including lesson plan development, student achievement strategies based on data, and general student-related discussions between teachers. All teachers will be encouraged to seek assistance from TEACH LV administrative team and coworkers or other teachers throughout the year.

Administrators will foster an open door atmosphere of collaborative teamwork wherein all staff members help identify and use best practices. Administrators also will monitor and mentor teachers to ensure they are properly supported and have sufficient resources. Support includes ensuring that all new teachers complete their induction requirements.

Teachers also will be informed about and encouraged to attend outside professional development opportunities. TEACH LV desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

TEACH LV will offer three weeks of formal professional development and training for all faculty each summer,<sup>36</sup> along with five pupil-free days throughout the school year for close analysis of student benchmark data. Summer PD will include:

- Mission and vision of TEACH LV and review of the charter application
- Building the school culture through TEACH LV's Essence of Commitment and Overcoming Obstacles characterized, and restorative justice practices
- Strategic Design for Student Achievement process (including backwards design/McTighe and Wiggins, and Marzano)
- Project-Based Learning
- Data-driven decision-making, including training on the school's data management systems
- Integrating technology and blended learning in the classroom
- Culturally responsive pedagogy
- Differentiated instruction, including strategies for meeting the needs of EL and special education students

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<sup>36</sup> Pending funding, such as grant support from the CDE's Public Charter Schools Grant Program (PCSGP), the summer session may be extended to three weeks in the initial years of operation of the school as we work to collaboratively develop initial curriculum and assessments.

- Meeting the needs of English learners and EL strategies; Integrated ELD Implementation Support
- Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs including Disability Awareness, and Compliance with the Americans with Disabilities Act
- Professional Learning Communities
- Teacher evaluation: the evaluation rubric, teacher expectations
- Assessment: state standardized testing, benchmark assessments
- School Operations
- Health & Safety Policies and Procedures
- PBIS
- Teaching the WHOLE Child
- Non-negotiables
- Professional Environment; Relaxed and Positive Energy; Proactive vs. Reactive
- Mindshift: Focus on the positive Kickboard
- AVID: Using WICOR to increase rigor and engagement during instruction
- Analysis of student achievement data
- Safe Schools trainings include FERPA & CIPA

In addition, teachers will collaborate and engage in training once weekly after school (day tbd). Specific topics addressed during the professional development and collaboration time will include reinforcement of those topics introduced during the Summer Training, as well as new topics selected based on the specific and current needs of the staff, students and school community.

At TEACH LV, Nevada Teacher Professional Responsibilities Standards and Indicators will serve as the foundation for reflection and formulation of professional goals. All teachers will receive a Goals and Objectives template that they will fill out and collaborate with their designated administrator throughout the year. The Goals and Objective template is based on the five standards. The template is customized for each standard. The teacher focuses on one standard for the year and the administrator goes in and looks for what elements and indicators are evidenced. The elements represent the key components of each standard. The elements are listed as a guide to assist in defining and developing goals and objectives. The Executive Director and teacher go over this in their monthly one on one meeting. The purpose of this is for the administrator guide, monitor, and assess the progress of the teacher and his/her goals.

The Executive Director and teachers will continually seek to develop themselves as professional educators and human beings. Individuals and teams of teachers will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their grade levels or schoolwide sessions. Peer relationships will include coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. TEACH LV administrators will facilitate peer relationships by creation of an atmosphere of equality and where collaborative teamwork is prioritized. The project based curriculum forces teachers to work on an interdisciplinary level with common planning time, shared assignments, and joint extracurricular activity supervision. Problems and weaknesses will be openly recognized, and there will be a candid search for improvements. The values of serving students, professional development, and self-renewal is central in TEACH Public Schools', and therefore in TEACH LV's, culture. TEACH LV will implement a professional development system

that is focused and designed to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students.

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

TEACH LV does not plan to provide a vocational or career and technical education program so this section is not applicable.

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

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

TEACH LV does not plan to provide a distance education program so this section is not applicable.

#### **PRE-KINDERGARTEN PROGRAMS**

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

TEACH LV does not plan to provide a pre-kindergarten program so this section is not applicable.

#### **PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS**

*Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.*

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

Student progress reports and report cards are an important record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Student assessment through the grading process is correlated to proficiency levels on the NVACS. Student progress reports and report cards create a succinct written record of student performance by compiling data from multiple assessments. Progress reports/report cards are one of several ways to keep parents informed about student performance and ensure that data collection is regular and consistent. Additionally, student and teacher attendance and retention rates will also be monitored by the



Office Manager, with frequent review by the Executive Director, reporting to the Board, as these are closely related to student success. Progress reports will be issued monthly and report cards will be issued twice a year to parents/guardians. Teacher grade-books will be kept electronically in SIS. All specific information regarding students' grades will be made available to the parents via an online parent portal and sent home monthly.

TEACH LV will also provide opportunities for parents and teachers to meet and discuss student progress. This will occur on a formal basis through scheduled parent conference days once each semester, as well as on an "as needed" basis throughout the school year.

### **Grade Computation**

Interim progress reports will be generated monthly. Teachers will use a standard "4-point" standards-based grading scale that is translated into A, B, C or F letter grades, as shown below.

A: 4.0-3.3

B: 3.32-2.7

C: 2.69-2.0

F: 1.9-1

TEACH LV will follow a two-semester calendar. Grades will be determined by demonstrated proficiency on assignments, projects and assessments that are linked to the state academic standards as well as work habit and citizenship grades (assigned separately from standards proficiency to reflect effort, compliance and completion of work). All teachers will work collaboratively to align their grading criteria and ensure consistency throughout the school.

### **Promotion and Retention**

At the high school level, in addition to regular course requirements, each semester, all students are required to complete a Presentation of Learning, and in senior year, a Senior Project or Senior Capstone is required in order to graduate:

<p><b>Presentations of Learning (POL)</b></p>	<p><i>ALL</i> students TEACH LV in high school grades will be required to complete oral presentations to two teachers for a grade (and to industry/higher education partners, parents and others for practice) each year in order to articulate to the next grade or graduate. This important process, which will evolve over several years based on feedback from industry partners, teachers and students, will help to prepare them for both college and work and become a major event, as students prepare and audiences engage. Our board members and all TEACH LV high school staff will assist in locating panels of judges that can provide students with this "real-world" experience. English Learners (ELs) and students with disabilities (SWDs) or other special needs will be supported in this process as they are individually able to participate.</p>
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<b>Senior Internship and/or Senior Capstone Project</b>	The Senior Capstone Experience/Senior Project is a student-selected exploration of a topic which results in a research paper, a project or a product, and a presentation. The Senior Capstone Experience moves students away from departmentalized learning toward a more interdisciplinary approach. This approach is one which allows students to use a variety of skills in the areas of writing, speaking, research and documentation. Upon completion of the Senior Capstone Experience, students will have learned more about their topics, their community, and most importantly, about themselves. Internships are one of the most important ways students will gain experience and start to make contacts within their field. Work experience at a respected company or organization can strengthen a student's college application. An internship allows one to explore potential careers and courses of study for college.
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Despite our model of differentiated, personalize instruction and comprehensive supports through an MTSS model, we recognize that in some instances, a student may still be far below grade level and retention may be warranted. We believe that retention is a last resort. Parents will be informed through SST meetings and in written reports of student progress about the possibility of their child being retained; this notice will be provided by March. While parent input and preference will be considered, the decision to retain a student will be made by the Executive Director on a case-by-case basis. All policies will be clearly stated in the Student/Family Handbook.

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

TEACH LV students will meet all minimum Nevada graduation requirements, as revised in 2013 and 2016, including 2, Nevada changed its graduation requirements. Students must still complete their required course work, take tests required by the state and earn 22.5 credits in certain subjects. Additionally, beginning with the Class of 2016, all students must take a college and career readiness assessment in Grade 11. As detailed above, specific electives offered in high school grades beyond those offered in the core departments already included above will be determined prior to the high school grades launch, and be determined based on both student interest and faculty expertise, as well as offerings from our dual enrollment partner(s).

Similar to TEACH Public Schools' requirements in California, we anticipate that TEACH LV's minimum diploma requirements in Nevada will exceed those required by law in Nevada, in order to ensure our students are thoroughly prepared for admission to a rigorous 4-year college or university. This is anticipated to include the Presentations of Learning and Senior Project/Senior Capstone detailed in the preceding section. We will finalize high school diploma requirements prior to the launch of high school grades in 2023-24, and will seek input from school stakeholders in this process. As needed, TEACH LV may offer an alternative diploma as well for students who qualify.

The Nevada Standard Diploma requires a minimum of 22.5 credits for attainment. The table below outlines the minimum requirements necessary for attainment.

<b>Required Courses for Standard Diploma</b>	<b>Minimum Number of Credits Required for Standard Diploma</b>
American Government	1
American History	1

Arts and Humanities, Junior Reserve Officers' Training Corps (Level III or Level IV), or Career and Technical Education	1
English, including reading, composition, and writing	4
Health Education	0.5
Mathematics	3
Physical Education	2
Computer Education and Technology	0.5
Science	2
Elective Courses	7.5

Students need to take the ACT, participate in four courses aligned to EOC examinations, and pass four EOC Examinations: Math I and Math II OR Integrated Math I and Integrated Math II, English Language Arts, and Science.

Grade-point averages will be calculated as follows:

Grade (Percentage)	Traditional Courses	Honors/AP Courses
90%-100%	4.0 GPA	5.0 GPA
80%-89.99%	3.0 GPA	4.0 GPA
70%-79.99%	2.0 GPA	3.0 GPA
60%-69.99%	1.0 GPA	2.0 GPA
0%-59.99%	0.0 GPA	1.0 GPA

Transcripts will contain student information such as the student's grades, weighted and unweighted GPA's and methodologies, state assessment scores, and ACT scores. In addition, student transcripts will list the student parent/guardian information including home address. All registered courses will show a letter grade and earned GPA. Finally, a summary of completed credits by discipline will end each transcript giving academic advisors further information on the core requirements that students have completed.

*(3) For schools proposing a high school program, explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).*

As evidenced by TEACH's emphasis in California in ensuring 100% of graduates are eligible for admission to the acclaimed UC/CSU public university system by meeting California's "a-g" high school course requirements, we believe strongly in preparing students for successful entry into and through the college of their choice. While some TEACH Public School graduates choose to enter the military, a community college, trade school or the workforce following high school graduation, we know that having completed a-g in high school offers them options they may choose to pursue later when circumstances allow.

Our whole child approach includes a focus on the long-term development and success of our students not just as academically successful young men and women, but also takes care to help them develop strong character, social-emotional well-being, physical health and wellness, artistic and creative talents and so much more. As our mission statement says, we see our purpose as "Enabl[ing] students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society."

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

Students at risk of retention and/or dropping out will be identified and supported through the MTSS tiered intervention model, detailed more fully below. Plans for students who are overage for the grade level will be addressed prior to the launch of the high school in 2023-24.

Parents/guardians (along with students) will be informed at all times through the MTSS process and will be integral to establishing intervention and support plans whenever feasible. TEACH LV also plans to partner with local service organizations and mentoring groups (including TEACH's partners in Los Angeles, After-School All-Stars, which provide a comprehensive academic and enrichment after-school program led by staff who often are college students who have grown up in the same neighborhoods where they now serve as youth mentors) to help support our students and their families.

TEACH LV will offer online credit recovery programs, via Edgenuity, APEX or a similar program, to assist credit-deficient students to meet graduation requirements in an expeditious manner. These online programs will allow students to work and learn on their own pace. Students enrolled in these courses will be monitored by a full-time credentialed TEACH LV teacher. Moreover, credit-recovery courses will be offered throughout the regular school day – embedding the program to TEACH LV's general curriculum.

### **DUAL-CREDIT PARTNERSHIPS**

*High schools approved by the SPCSA will be expected to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.*

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

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

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

*(b) the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university*

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

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

*(5) Provide as Attachment 2, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.*

The high school program will not start until the 2023-24 school year; the TEACH LV governing Board will submit the Dual Credit Partnerships MOU and additional information to SPCSA for approval prior to that school year.

## DRIVING FOR RESULTS

*The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.*

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

*(1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.*

In addition to the academic, financial and organizational performance standards detailed in the SPCSA Charter School Performance Framework, we offer the following mission-specific goals to supplement the Framework:

### Home-School Connection:

- TEACH LV will issue monthly progress reports and quarterly report cards for all students. (Method of measuring: student folders.)
- TEACH LV will host Parent Association meetings and School Site Council meetings monthly during the school year; school celebrations, performances and community-building events including Back to School Night; and a series of parent education workshops (≥4 annually) on topics of interest to parents, including supporting literacy development at home, college prep (financial aid, application requirements, etc.), adolescent development, etc. with a goal of at least 75% of parents attending at least two events annually, increasing as determined by annual needs assessment (estimated 2-3% per year).
- Parents/guardians will be invited to volunteer to support the school in a variety of ways including in the school office or in classrooms, on field trips, in fundraising, in outreach to prospective families, or at school events, with a goal that at least 25% of all families contribute volunteer hours to the school, increasing as determined by annual needs assessment (estimated 2-3% per year).

### Stakeholder Satisfaction:

- Parents/guardians, teachers/staff and students (starting in grade 4) will be surveyed at least once annually to assess satisfaction with school programs, with a goal that at least 80% of each stakeholder group expressing satisfaction with TEACH LV, increasing as determined by annual needs assessment (estimated 1-2% per year).
- Student return rates from June each year to the following August will be ≥ 85%, increasing as determined by annual needs assessment (estimated 1-2% per year).

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.

(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2021-22	2022-23	2023-24
ELA % proficient - - All Students and each statistically significant subgroup	Both	Annual SBAC (ELA)	TBD by August 2021 based on enrolled 4 <sup>th</sup> -7 <sup>th</sup> graders' prior test scores (where available).	Baseline + 3-5%; specific goals tbd by 9/1/21.	2022 + 3-5%; specific goals tbd by 9/1/22.	2023 + 3-5%; specific goals tbd by 9/1/23.
Math % proficient -- All Students and each statistically significant subgroup	Both	Annual SBAC (Math)	TBD by August 2021 based on enrolled 4 <sup>th</sup> -7 <sup>th</sup> graders' prior test scores (where available).	Baseline + 3-5%; specific goals tbd by 9/1/21.	2022 + 3-5%; specific goals tbd by 9/1/22.	2023 + 3-5%; specific goals tbd by 9/1/23.
Science % proficient -- All students and each statistically significant subgroup	Both	Annual CRT (Science)	TBD by August 2021 based on enrolled 6 <sup>th</sup>	Specific goals for 5 <sup>th</sup> graders tbd by 9/1/21.	Specific goals for 5 <sup>th</sup> and 8 <sup>th</sup> graders tbd by 9/1/22.	Specific goals for 5 <sup>th</sup> and 8 <sup>th</sup> graders tbd by 9/1/22.

			graders' prior year test scores (where available).			
% of students (schoolwide and in each statistically significant subgroup) achieving one grade level growth in ELA annually	Both	Annual SBAC (ELA)	N/A	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est. 2-3% increase)	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est. 2-3% increase)	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est. 2-3% increase)
% of students (schoolwide and in each statistically significant subgroup) achieving one grade level growth in ELA annually	Both	Annual SBAC (Math)	N/A	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est. 2-3% increase)	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est. 2-3% increase)	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est. 2-3% increase)

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

TEACH LV is committed to data-driven instruction and will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. As part of the annual planning and reflection process, student achievement data will be disaggregated to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities) to determine new annual achievement of goals. Assessment data will be used throughout the year to drive decisions about overall program development, curriculum modifications and allocation of resources. The Executive Director and teachers all are held accountable by the Board of Directors for meeting student outcome goals.

NWEA MAPs norm-referenced benchmark assessments in ELA and Math, and other diagnostic and benchmark assessments, along with teacher-created, publisher and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs and plan program improvements.

TEACH LV will use the following interim methods to assess student progress and fulfillment of instructional objectives:

<b>Assessment</b>	<b>Purpose</b>	<b>Grade</b>	<b>Administration Timeline</b>
Brigance Early Childhood Screens III	Identify individual student needs and track progress, specifically regarding a student's literacy level	K	Upon entrance to Kindergarten
DIBELS/DRA	Reading Assessment	K-1	Beginning, middle and end of year
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable)	K-12	Daily and /or weekly.
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against PEP goals	K-12	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	K-12	Daily and/or weekly
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	K-12	Beginning, mid- and end-of-year
School-designed rubrics/report cards re: habits of learning and behavior	Assessment of learning habits and psycho/social development/behaviors	K-12	Each semester



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

During each summer's professional development and planning sessions, teachers will spend time evaluating results – both aggregated and disaggregated – from prior year's assessments (where available for students returning to TEACH LV from the previous year) to evaluate program effectiveness and use the data to guide curricular development. This essential assessment data will be used to inform instruction and professional development. NWEA MAPs and other diagnostic/benchmark testing results will also play a key role in the development of PEPs, which are evaluated and reviewed quarterly during pupil-free staff development days.

Teachers will also meet throughout the year in PLCs to discuss assessment results by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations will be used to improve curriculum and instruction as well as to evolve the assessment process itself. Additionally, students will also conduct ongoing self-assessments in class.

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

NWEA MAP assessments are nationally benchmarked and are valid and reliable indicators of progress. These assessments align with the Charter School's curriculum and performance goals and are aligned to the NVACS.

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

At each level of the organization, TEACH holds itself accountable. Data at TEACH LV will not only inform student mastery of rigorous content, but also be used to review teacher efficacy, the accuracy of assessments in predicting student outcomes on state standardized tests, the efficacy of the curriculum and more. Teachers are accountable to school leaders who in turn are accountable to the Board. Evaluations consider student academic outcomes and are a factor in performance reviews, but much earlier, form the basis for coaching, targeted professional development and support from either school administrators or, if applicable (e.g., with the school's Executive Director) from the contracted CMO, TEACH Public Schools. The Executive Director will bear primary responsibility for overseeing teacher performance and the Board will bear primary responsibility for overseeing the Executive Director's performance.

Collectively, teachers and school administrators will regularly review interim assessments to gauge their success in predicting SBAC and other outcomes. To the extent curricula, assessments or instructional strategies are determined to be deficient for the specific needs of our students, they will be replaced.

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



While the Executive Director will have primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers will receive intensive training on student achievement data and effective usage of SIS, blended learning tools, real-time data usage, and more. Our intensive focus on PD and coaching is designed to train teachers and provide direct support in adjusting pedagogy and curriculum based on the data, to meet the needs of each student.

The blended learning component of our model offers immense advantages in informing teachers' instruction. Learning is easily differentiated as students can choose from different activities, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again). Blended learning advantages include:

- *Differentiated learning:* Students who are behind grade level can build the core skills they need, while those that are on grade level or above can push ahead.
- *Real-time data:* Data is automatically generated for teachers to see which skills students have mastered (tied to state standards), and diagnostic data about areas in need of further development, enabling teachers to make immediate adjustments. Teachers and school leaders can easily generate individual, sub-group, grade level and school wide achievement data in an efficient way through the Campus Infinite platform, so that lessons, professional development and more can all be tailored to student needs.
- *Student Engagement and Small Group Instruction:* Today's tech-savvy students become engaged and enjoy learning via highly interactive games and online experiences that are adapt to each student's level and provide instant praise. Teachers can leverage technology to work with small groups as others work online.
- *Support for ELs:* Several programs have proven to be particularly effective for ELs, utilizing visual cues to scaffold language development as student engage in math, for example. Achieve 3000, a literacy program, has customized supports for ELs.

All online curriculum is integrated through Campus Infinite. Digital Portfolios that reflect schoolwide learning goals and state standards will provide students with the opportunity to reflect upon and demonstrate their learning as they collect cloud-based portfolios including drafts, polished pieces, class projects, videos, and web pages that document each growth and progress. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

In cases where the data has demonstrated individual student gaps, teachers will be trained (and collaboratively problem-solve in their PLCs) to respond in a variety of ways, ranging from re-teaching material, differentiating instruction in small group or one-on-one lessons, assigning additional practice time, or myriad other strategies through our tiered MTSS model (described in more detail below).

*(b) Identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.*

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
To determine baseline reading and screen for individual	Brigance Early Childhood Screens III; DIBELS/DRA	Start of K/1st			

needs				
Nationally normed proficiency and growth in Reading, Language and Math	NWEA MAPs	Start of year (K-11)	Mid-Winter	End of Year
Standards-aligned content mastery	Publisher-designed assessments (text-based and online)	End of each unit		
Standards-aligned content mastery	Internally-created tests, quizzes, and rubrics for performance-based tasks, projects and writing	Daily, weekly and end-of-unit		

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

TEACH LV will utilize the highly customizable and integrated Infinite Campus system to track and monitor students' progress on classroom and state standardized assessments. Infinite Campus includes student information such as registration, attendance, demographics, emergency contacts and more. We will also utilize Infinite Campus to collect, analyze, and communicate to parents and other stakeholders a variety of reports on student achievement, including school-wide and subgroup analyses. While the Executive Director will have primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers will receive intensive training on student achievement data and effective usage of Infinite Campus

The Executive Director and faculty, also using the tools listed above, will monitor and support the academic achievement and psychological well-being of the students, with the Board of Directors ultimately responsible for the school's achievement. As stated previously, the Executive Director will be held accountable to the Board of Directors for student outcomes, as well as any federal and/or state accountability metrics.

The Administrative leadership will collect and synthesize schoolwide and grade level data together with teachers as well as conducting a separate analysis among the administrative team to examine the instructional program from a big picture perspective. Specific annual goals will be evaluated and new goals will be set each year based on data. This analysis will allow the administrators to determine professional development, determine needed refinement of the instructional program, intervention, and to determine adequacy of curricula, and to utilize as a component of teacher evaluation.

### **AT-RISK STUDENTS AND SPECIAL POPULATIONS**

*Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations.*

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

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
- 2. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 3. SPCSA schools develop programs to support the needs of their students.*
- 4. SPCSA schools do not counsel or kick any students out.*

5. *SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
6. *If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
7. *SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

TEACH LV will follow the SPCSA principles and all federal and state laws pertaining to students in special populations. The school intends to serve a diverse population of students that mirrors the surrounding community.

### ***At-Risk Students***

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

TEACH LV will adhere to the definition of 'at-risk' as provided in NRS 388A.045: A pupil is "at risk" if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are limited English proficient, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency.

The progress of all TEACH LV students will be reviewed throughout the year, with progress and concerns recorded in each student's PEP. TEACH LV will identify students performing below grade level through the results of PEP and student work products. Teachers, Curriculum Coordinator(s) and the Executive Director will work together by analyzing data and making recommendations to identify students struggling to stay at grade level throughout the year by on-going assessments and monitoring their PEPs.

In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, the following will take place:

1. Parents will be informed of the student's academic standing within one week of identification via phone call and a mailed letter.
2. Within three weeks of identification, a conference will be scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
3. The student will receive supplemental support services from Instructional Aids to help assist students during station rotation and other instructional time.
4. Teachers will provide remedial tutoring through individualized and/or small group assistance as well as after school.

The Executive Director will monitor student progress of those students substantially below grade level in the same way he/she will monitor student progress for all of the school's students – captured in students' PEPs, which will be online and updated regularly. The plans will be reviewed at least monthly by teachers during collaboration and PD time, and will include key progress information, such as:

- standardized test scores;

- individual class assessment scores (formative and summative);
- specific academic interventions used or in process;
- student goals;
- teacher comments.

Parents will have access, as previously mentioned, to their child's PEP, which will serve as a key tool to engage parents in focused conversations around their children's progress and goals. Every student's classroom teacher (or in secondary grades, Advisor) will serve as the primary liaison for communication with that student's parent for these discussions.

*(2) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment.*

TEACH LV will ensure that it adopts and implements policies and procedures that comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Act of 1973. To the maximum extent appropriate, TEACH LV students with disabilities will be fully included in the instructional and educational programs with children who are not disabled; students with disabilities and other special needs will be provided all appropriate services and supports, as needed, in order to ensure their success. All faculty and staff at TEACH ES will receive comprehensive professional development on identifying (Child Find) and serving students with disabilities and other special needs in the least restrictive environment.

### **Student Success Team (SST)**

TEACH LV recognizes that there are students who may need additional support within the classroom both academically and behaviorally. When a student may be in need of additional support or intervention (particularly when that student enrolls at TEACH LV without an existing IEP), the Student Success Team (SST) will ensure that the school and community are doing everything possible to make students successful at school. The SST will mobilize and coordinate the school's resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the Executive Director or his/her designee, who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development.)

*(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond?)*

Personalized and differentiated instruction is a hallmark of the TEACH LV model, designed so that each and every student in the school receives what he or she needs to succeed, rather than offering a "one size fits all model" unless a student fails to succeed, and only then providing an alternative. As such, TEACH LV's teachers will continuously be striving to identify the specific needs of each of their students, and the appropriate strategies to help them succeed. By leveraging online learning tools that provide real-time data, teachers can better differentiate instruction to meet students needs.

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

As noted, TEACH LV will implement a Multi-Tiered System of Supports (MTSS), an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention will be delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making will seek to ensure that school resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. If a student is not progressing toward the standards and is between 1.0 and 2.0 grade levels below proficiency, the student will automatically move to tiered support strategies.

These services will fall along this scale, according to need:

Level 1 Support Strategies For All Students

- Additional instructional time
- Differentiated instruction
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Progress reports to parents/guardians
- Planner checks
- Paraprofessional support
- Focus on accelerating student progress and meeting student needs

Level 2 Support Strategies For Low-Achieving Students

- Extended day program for tutoring
- Teacher assistance
- Counseling and parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- Peer tutoring
- Additional Focused assignments

Level 3 Support Strategies For Low-Achieving Students

- Formal TEACH LV Advisory meeting held to determine need for formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

The SST Team will evaluate student needs and create an action plan based on data, with concrete steps and plans to provide support and intervention. Instructional activities will vary to accommodate different learning styles and draw out students' various strengths. Students simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of behavioral issues or distracting issues in their lives outside of school will have a forum for identifying and discussing issues during class meetings or one-on-one with staff. When additional interventions are needed, the staff will be proactive in coordinating support services and other area services providers. The Executive Director, assisted by the office staff, will oversee these linkages and ensure students (and their families) receive appropriate services.

Over the course of a time specified in the plan (generally 6-8 weeks), the plan will be monitored and evaluated. On the basis of the evaluation the SST, teachers, and parents will determine if further action needs to be taken. At this point one of three actions may take place; 1) the plan was effective and all parties agree that no further action is necessary; 2) the intervention plan needs revision and the SST, teachers, parents and student engage in that new plan; or 3) the plan(s) were ineffective, it is determined that the child would benefit from additional educational services, and the child is then referred to determine eligibility for special education services.

If students are not meeting targets, depending on the nature of the issue (class or grade-wide pattern, or individual student issue) the leadership team will take proactive and immediate steps to remedy the issue through teacher training, classroom observation, rescheduling, after-school tutoring and other intervention program, or any other intervention that is deemed appropriate for the given case.

Conversely, in cases where the data has demonstrated individual student gaps, students will be referred to tutoring, where they will receive tutoring from teachers during Learning Lab time, and from tutors after school. As part of the monitoring process, teachers will hold quarterly meetings with parents to discuss student progress based on Standards Based Report Cards and Infinite Campus Reports.

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

In an effort to improve the performance for all students including those who have been identified as low achieving, in need of remediation, or at risk of retention, the following will take place:

- Parents will be informed of the student's academic standing within one week of identification via phone call and a mailed letter.
- Within three weeks of identification, a conference will be scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan will have specific responsibilities for the student, parent, and teachers.
- The student will receive supplemental support services from Instructional Aides to help assist students during station rotation and other instructional time.
- Teachers will provide remedial tutoring through individualized and/or small group assistance as well as after school.

The Executive Director will monitor student progress of those students substantially below grade level in the same way he/she will monitor student progress for all of the school's students – captured in students' PEPs, which will be online and updated regularly. The plans will be reviewed at least monthly by teachers during collaboration and PD time, and include key progress information, such as:

- standardized test scores;
- individual class assessment scores (formative and summative);
- specific academic interventions used or in process;
- student goals;
- teacher comments.

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



In addition to a positive schoolwide behavior system, through our MTSS program, our SST will utilize a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful. The SST will lead efforts to support individual students' needs and provide differentiated behavioral support for students who need it. This will include identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the school will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems. Additionally, the school will employ a well-qualified full-time Counselor (hired in Year 3) to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns.

### ***Special Education***

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

Dr. Pimienta's work with trauma informed practices included a coordination of services in developing an effective and meaningful MTSS which could be accessed by every teacher and service provider to students. Dr. Pimienta ensured that there was extensive training for teachers and staff to know when and who to contact to ensure that ALL students would be delivered social/emotional and academic services.

Dr. Pimienta's work in implementing trauma informed practices resulted in her school becoming a school for Kaiser Permanente as a RISE school, where students could be trained in trauma informed best practices. Dr. Pimienta's teacher background has given her an extensive knowledge base for knowing how to implement Universal Designs for Learning.

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

- (a) *(Elementary Schools Only) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?*
- (b) *(Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?*
- (c) *(All Schools) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?*

TEACH LV will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education ("FAPE"). For special education, this includes providing related services such as diagnostic testing, accommodations, and therapies. The School will also ensure that no student otherwise eligible to enroll in TEACH LV will be denied enrollment on the basis of their special education status.

TEACH LV will poll the parents or legal guardians of all newly-enrolled students as to whether they had or have an IEP at their prior school, or if they are beginning school, whether the parent/guardian suspects any disability. For that former group, TEACH LV will also conduct a records search (from past schools) of all enrolled students to locate those who have current IEPs. In order to identify students in the early grades for appropriate services, TEACH LV will analyze the results of the most recent teacher-made tests, universal screeners, and screenings through the reading program to determine the level of mastery in reading, writing, mathematics and science. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, MTSS interventions, and referral for special services).

Example of the General Process for Special Education Identification and Support: the initial referral process for special education begins with a Prior Written Notice to the parent to meet, review MTSS data, and to sign a Consent to Evaluate form. Initial referrals for evaluation for special education services will be supported by documented interventions such as the MTSS model approach, using data to identify student strengths and weaknesses or as otherwise appropriate, so long as it is consistent with state and federal law. The multi-disciplinary team will include the parent, general education teacher(s), designated specialists/interventionists, school psychologist and LEA. Team meetings will review prior interventions, accommodations and modifications and recommend further interventions as appropriate.

Upon review of accumulated data, observation and review of records, TEACH LV may determine that assessment is necessary to determine possible eligibility for special education programs and related services. Upon a parent's request for assessment, TEACH LV will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree or deny the request for assessment. If TEACH LV determines that assessment for special education eligibility is not warranted, prior written notice will be given to the parent/guardian with a clear rationale for such refusal, within 15 days of the request. If TEACH LV concludes that there are suspected disabilities, it will develop an assessment plan describing the types of assessments that may be used to determine the eligibility of students for special education instruction.

Assessments will be conducted, within legal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional), using



assessments that are considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. All assessments will be given by a licensed school psychologist, nurse, or other accredited assessor in the appropriate primary language.

Following an initial evaluation, an SST meeting that includes required team members will meet to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Consistent with federal and state special education laws and regulations regarding the IEP process, the IEP team will convene and make decisions regarding eligibility, goals, program (including staffing and methodology), placement at the School, and/or exit from special education. Copies of all IEPs will be given to the general education teachers with an explanation of how to implement and monitor accommodations. Each IEP will be reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances, meaning it will enable the child to achieve passing marks and advance from grade to grade.

If a parent or guardian were to disagree with the IEP team's decision, then the School will continue to work with them and explain the decision-making. If necessary, the parties could use the IDEA's procedural mechanisms for resolving the issue, such as mediation.

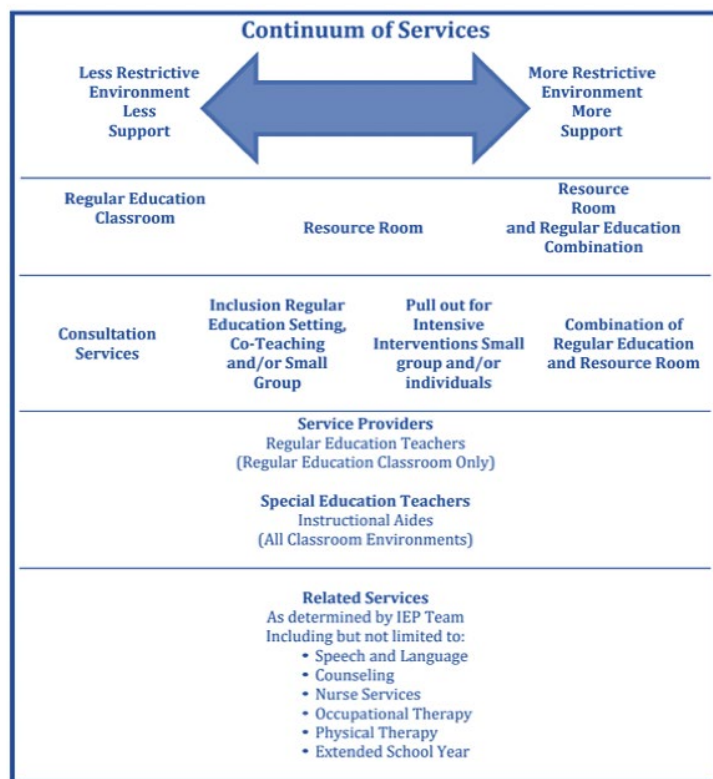
Similarly, a 504 meeting begins with a Prior Written Notice to the parent to meet, an explanation of the Procedural Safeguards, and a review of medical records or parental concerns for the need of a 504. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and 504 administrators. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers with an explanation of how to implement and monitor accommodations.

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

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

The continuum of services offered by TEACH LV will begin in regular education classes. All students will be given a universal progress monitoring assessment during scheduled benchmark testing windows followed by an analysis of the data. Each quarter, the School will meet as a team during Data Days which allow the School to discuss children scoring in the bottom 15% or another cut score as determined by the School. Students who score in the bottom 15% and students who are failing will be discussed and an intervention plan is developed. The staff will then brainstorm different interventions that may help the student grow academically and/or behaviorally. In general education, enrichment and intervention periods in both reading and math will be scheduled

daily schoolwide to provide instruction commensurate to each student's ability level for all students. In addition, before and after school



tutoring clubs and blended learning programs (i-Ready) will provide instructional level interventions. The School plans to apply for grant funding through 21<sup>st</sup> Century Community Learning Center as well as use Title funding and School Safety funding to assist in providing a continuum of supports and interventions for students.

Students with severe intellectual disabilities will also benefit from combining inclusion and resource room time. In the general education classroom having the following will allow the student to remain with typical peers and be exposed to grade level content: peer models, online blended learning programs, direct whole group instruction, and small group instruction.

Students with severe emotional disabilities will also benefit from combining inclusion with resource room. In addition, a Check-In/Check-Out system will be very effective for students with emotional needs. A mentor will be assigned to the student and the student has a daily progress-monitoring sheet, which will be sent home daily. The parent can help to bridge behavior at school to positive incentives at home. Depending on the students' needs, the mentor will check in with the student at least three times daily or more as needed. In addition, the School counselor and/or administration will help the family with locating appropriate community support.

*(4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?*

TEACH LV's special education teacher(s), with direction from the Executive Director, will be primarily responsible for all tasks and duties related to the Charter School's special education program while in collaboration with the general education teachers. To facilitate this collaboration, the Charter School will implement the following practices to enhance communication and meet the needs of students with special needs.

1. **One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

2. **One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
3. **Parallel Teaching.** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.
4. **Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.
5. **Alternative Teaching.** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher take responsibility for the large group while the other works with a smaller group.
6. **6. Team Teaching.** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

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

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

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

TEACH LV will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All TEACH LV personnel who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or sponsor trainings. Students' academic data will be reviewed to determine what topics of professional development are needed to assist general education teachers with addressing the unique needs of students with disabilities. If awarded, Title II funds will be used to supplement the cost of providing additional professional

development to teachers on modifying curriculum and instruction to address the unique needs of students with disabilities.

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

TEACH LV will ensure that it makes the necessary adjustments to comply with the mandates of applicable state and federal laws, including the IDEA, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. A school-wide positive behavioral system will be implemented by TEACH LV in order to be proactive and prevention of school wide discipline problems. TEACH LV's school wide behavioral program will include universal tier school wide expectations and teacher trainings on positive behavior support systems. Tier 2 check in and check out mentoring programs and after school interventions to provide academic support.

If suspensions occur for students with identified disabilities or suspected disabilities, the School team needs to address the behavioral issues. A manifestation determination team meeting within the 10 days of suspension or the decision to impose the disciplinary procedure, which will result in the student having been removed for more than 10 school days in a single year for a student with disabilities or a student that TEACH LV knows may be eligible for services, a manifestation determination meeting will be held. A manifestation determination team within 10 days of the decision to impose the disciplinary procedure. TEACH LV will collect data pertaining to the number of special education students suspended or expelled. In the event that such a student is removed for more than 10 school days within a single school year, the student's IEP team must determine the appropriate interim alternative educational setting so that the student's services are continued.

Prior to determining the appropriate interim alternative educational setting, TEACH LV will consult with Student Support Services to determine the available appropriate settings and locations. TEACH LV will be responsible for all costs associated with alternative placements.

TEACH LV's sponsor, SPCSA, may invoke dispute resolution provisions set out in the charter application or charter contract, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the Sponsor determines that such action is legally necessary to ensure compliance with applicable federal and state special education laws and regulations. In the event that a parent or guardian of a student attending TEACH LV initiates due process proceedings, both TEACH LV and SPCSA will be named as respondents. Whenever possible, the Sponsor and TEACH LV shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation). During due process proceedings and any other legal proceedings or actions involving special education, TEACH LV will be responsible for retaining its own representation and for the cost of any such representation. Regardless of whether TEACH LV retains such legal representation, TEACH LV will fulfill any due process procedural requirements under IDEA and hold the responsibility of conducting and defending its positions during litigation. The Sponsor (SPCSA), as the LEA, will hold final decision-making authority in all aspects of the due process proceedings.

Because TEACH LV will manage and is fiscally responsible for its students' special education instruction and services, TEACH LV will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that solely TEACH LV failed

to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs). The Sponsor will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the Sponsor failed to fulfill its responsibilities under state and federal special education laws and regulations.

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the TEACH LV's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Charter School will be responsible for payment of those attorneys' fees and costs. If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the Sponsor's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Sponsor will be responsible for payment of those attorneys' fees and costs.

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

TEACH LV will adhere to the provisions of IDEA and ADA to assure that all students with disabilities are provided services pursuant to FAPE. For special education this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team. TEACH LV will also ensure that no student otherwise eligible to enroll in TEACH LV will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. If a student enrolls in TEACH LV with more services than TEACH LV can provide, the Executive Director and special education staff will meet with the parents and the student. At the meeting, TEACH LV's special education service delivery model will be discussed so the parent can make an informed decision. If needed, the IEP will be revised once the student attends TEACH LV and data is gathered to make an informed decision on the needs of the students.

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

TEACH LV parents of students attending will begin the year with understanding the services provided for students with disabilities at the Charter School. In addition, they will be informed of and sign the learning compact designed to meet all established IEP's or other programs notated within this section. Parents of students with disabilities will be invited and encouraged, in the same manner as all students at TEACH LV, to attend the School-wide events provided throughout each academic year. Access to programs and activities in the parents' primary language will be provided when necessary.

Additionally, parents of students identified with disabilities will receive weekly progress reports regarding the progress their child is demonstrating. The special education teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's EL progress. Parents of students with disabilities will receive monthly calls from each teacher their



student is being serviced by to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters.

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

TEACH LV does not plan to provide a distance education program so this section is not applicable.

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

TEACH LV expects to enroll approximately 12.7-13.7% special education students, based on Clark County School District rates (12.7%) and one and two-star schools' rates in the target service zip codes. Based on a Year 1 enrollment of 325 students in grades K-7, we anticipate approximately 41-45 students will qualify for special education services based on the population of surrounding schools; therefore, TEACH LV plans to hire (4) special education teachers.

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

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

TEACH LV's ELL program will adopt the Nevada Academic Content Standards for English Language Development. The school's EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports (including both integrated ELD throughout core subject learning as well as designated ELD during specific time periods in the bell schedule) in order to achieve grade-level mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the school. Students whose primary language is not English are assessed using the WIDA ACCESS for ELs assessment aligned to state standards if he or she has not previously been identified as an English learner by a Nevada public school or if there is no record of prior W-APT test results. The W-APT assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at TEACH LV.

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

For identified students, an ELL team, which includes the classroom teacher(s), the EL Coordinator, the family and the student, will develop the student's individual ELLP. The plan will describe the student's English proficiency, program placement levels, and individualized strategies available to the student. Parents will be given written notification by mail or email and given the opportunity to meet with the ELL teacher at an ELL team meeting. For parents who do not speak English themselves, TEACH LV will ensure the students understands what the plan includes. TEACH LV will implement an ELL program of instruction in meeting the needs of the EL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills,

including listening, speaking, reading, and writing, as rapidly as possible. TEACH LV will provide effective EL instructional strategies in all courses including mathematics, science, social studies, and computer literacy following state guidelines.

The Executive Director will be responsible for ensuring the quality and success of all instructional programs and reports to the Board on progress towards academic goals, including serving EL students. The Executive Director will conduct regular classroom observations and provides feedback and coaching. In addition, the Executive Director will work with relevant staff annually to review summative data on student progress, including our annual W-APT scores. This data analysis is followed by conversation and, if necessary, additional staff training.

Teachers will be expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers will use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. Teachers will use these folders to collect student work samples, and check of mastery towards each ELD standard.

### **Process and Specific Criteria for Reclassification**

TEACH LV will monitor student mastery of the ELD standards through the use of ELD folders. The ELD folder is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program. Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The EL Coordinator reviews ELD folders at the end of each reporting period and EL students receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of ELD folder evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Executive Director, collaborating with the EL Coordinator, to work with classroom teachers to carry out the EL Master Plan. The EL Coordinator maintains ELD portfolios, monitors classroom instruction, updates ELD levels in the Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student reclassification criteria includes the Nevada Reclassification Protocol.

Annual Review of Student Progress begins mid spring, after WIDA scores become available and just after the second submission of ELD folders and work samples. All student ELD folders are initially reviewed by the EL coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and WIDA scores also meet the requirements listed above, the student moves forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals and consults with the parent for their input. If a student has satisfied all of these requirements, the student is recommended for reclassification pending the release of CAASPP scores for that year. If a student Meets or Exceeds standards on the ELA test, he/she is officially reclassified, and their file is updated to reflect Reclassified Fluent English Proficient in that academic year. A student continues to be monitored by the reclassification team for two years after official reclassification, as required by ESSA.

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

The EL Coordinator will assess English language proficiency of all currently enrolled English learners. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the W-APT, according to the guidelines set forth in the student's IEP. The school notifies parents of the school's responsibility to conduct WIDA testing and informs parents of WIDA assessment results within 30 calendar days following receipt of results from the test contractor.

TEACH LV teachers will provide integrated ELD instruction grounded in the best available research on supporting ELs in an English Immersion environment. Our EL Coordinator will partner with the classroom teachers to include ELD goals on students' learning plans, including specific goals to meet during dedicated ELD instruction. Additionally, our EL Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through assessment data, we will modify our EL program as needed.

TEACH LV will ensure that teachers meet all state and federal requirements and are supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.



Parents are notified regarding their child's English Language Development along with W-APT scores every progress report or every trimester and/or as often as needed.

*(4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?*

TEACH LV anticipates EL enrollment will be approximately 24.4%, with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting.

Daily designated ELD instruction will occur as well as daily integrated ELD instruction across all content areas for all ELs. Curriculum resources have been selected because they align with best practices in English Learner instruction with resources that integrate ELA instruction, designated ELD and integrated ELD instruction designed to support ELs in acquiring foundational reading, academic language, and conversation skills in English in order to be successful in school. This includes targeted instruction for EL students, adaptive learning to target support for foundational skills, and structured opportunities to practice and apply academic language. The selected curriculum includes assessments that provide teachers with real-time student performance data to pinpoint a student's exact skill gaps to strengthen interventions.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. TEACH LV teachers, staff and school leaders will communicate to parents in their home language as needed—but use English instruction for the content areas in the classroom.

All EL students will learn with all other students in the classroom during instructional time. In addition, EL students will have designated ELD instruction in small groups daily during ELD/Literacy time. Teachers will use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers will be mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

All TEACH LV teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by TEACH LV will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. TEACH LV's philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:<sup>37</sup>

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.

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<sup>37</sup> Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

- I. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

**Anticipatory Guide:** Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

**Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

- II. **Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

**Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:

Comparison-Contrast Matrix - Students determine similarities and differences between two topics studied

Flowcharts – Students sequence important events in the content studied. Cause and

Effect Chart – Students chart the ways in different characteristics effect change and impact others.

**Reciprocal Teaching** - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

**Picture This** – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

**Reading Guide** - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what are discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one

thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

**III. Beyond:** To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

**Roam the Room** - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

**Quotes** – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

TEACH LV will provide high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the NV ELD Standards. Professional development will focus on enhancing teacher’s knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the NV ELD Standards. All teachers will receive training in the effective implementation of techniques such as SDAIE, scaffolding and SIOP model. Our EL Coordinator will also communicate the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers will further ensure student access to academic content.

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

In order to meet the individual needs of each English learner, the EL Coordinator. will carefully monitor student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the WIDA will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that TEACH LV will provide for all students.

English learners will continue to be re-evaluated annually using the WIDA assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). TEACH LV will set a demanding reclassification target annually as part of the goal setting process. The EL Coordinator will serve as the WIDA testing coordinator and meets weekly with teachers to discuss the progress of English learners toward mastery of the NV ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

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

TEACH LV parents of students attending will begin the year with understanding the EL services provided at the Charter School. In addition, they will be informed of and sign the learning compact (translated to accommodate all individual language learners). Parents of ELs will be invited to attend, school-wide events. Access to programs and activities in the parents' primary language will be provided when necessary.

Additionally, parents of students identified as EL will receive weekly progress reports regarding the growth that their child is demonstrating. The EL Coordinator will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's EL progress. Parents EL students will receive monthly calls from their general education teacher to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters. If the teacher is not fluent in the home language of the parent, a translator will be provided by the School to ensure that this necessary communication takes place. TEACH LV plans to use potential Title III funding and SB390 to support programs designed for parental involvement of the School's English Learners.

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

TEACH LV does not plan to provide a distance education program so this section is not applicable.

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

TEACH LV expects to enroll approximately 24.4% students who qualify for EL services. This estimate was obtained by looking at the EL percentages of the surrounding schools and ZIP codes.

### ***Homeless/Migrant Services***

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

Families that qualify for homeless and/or migrant services will be primarily identified in our enrollment process via the Residency Questionnaire<sup>38</sup> which will then be verified by our office staff. Our Executive Director (Parent Coordinator starting in Y3) will work with the SST to advocate for the family and locate/provide additional support to the greatest extent possible. Our Executive Director/Parent Coordinator will work with families to ensure they know their rights and work to get impacted students enrolled immediately without unnecessary paperwork and red tape. Misidentification is best avoided through documentation, transparency, and training. Teachers will understand that homeless is defined as "anyone who lacks fixed regular and adequate nighttime residence." This includes shelters, motels, cars, parks, and doubling up with other families.<sup>39</sup> TEACH LV will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program will provide several levels of guidance

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<sup>38</sup> "Student Residency Questionnaire Affidavit." *State Public Charter School Authority*, <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/SPCSA%20Residency%20Questionnaire.doc>. Accessed 27 Sept. 2020.

<sup>39</sup> "Education of Homeless Children and Youth." *State of Nevada Department of Education*, [www.doe.nv.gov/Homeless/Home/](http://www.doe.nv.gov/Homeless/Home/). Accessed 27 Sept. 2020.

depending on the need of the student, including counseling, and referrals to outside resources. The Executive Director will serve as the school designee responsible for monitoring foster and homeless students' growth, support services and achievement of school and individual goals. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. TEACH LV will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

The SST and the student's teacher will collaborate closely with a student's wrap around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding a student's welfare and progress in school.

As detailed above, our SST process and teacher training will ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations.

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

TEACH LV will comply with all local, state, and federal laws; specifically including the McKinney-Vento Homeless Assistance Act. TEACH Las Vegas will immediately enroll students who qualify for homeless/migrant services. Office Staff will work to gather the required enrollment paperwork while the student remains enrolled in school. TEACH Las Vegas will work with the family to ensure that the student has reliable transportation to and from school and will connect the student and his/her family with support organizations in the immediate area. The student will undergo the same evaluation and consideration for academic support, Special Education, and EL services as his/her peers.

Please see Attachment 4 and Attachment 5 for resumes and a summary of the qualifications and experiences that describe why each board member is uniquely qualified to serve on the governing board.

*(3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

TEACH LV does not plan to provide a distance education program so this question is not applicable.

### **SCHOOL STRUCTURE: CULTURE**

*(1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.*

We believe that culture and experience shape thinking, and therefore play a role in learning and behavior at school.<sup>40</sup> We believe that learning best occurs through social interaction among diverse groups of individuals, active participation in learning activities, and strong connections to

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<sup>40</sup> Herrenkhol, L.R., & Mertl, V. 2010. *How Students come to be, know, and do: a case for a broad view of learning*. New York, Cambridge University Press; Vygotsky, L. S. (1979). Consciousness as a problem in the psychology of behavior. *Soviet Psychology*, 17, 3-3

communities to honor the lived experiences of students.<sup>41</sup> We approach the diverse learning styles, languages, sources of cultural knowledge and practice, social and emotional understandings, and abilities students bring to the classroom setting as *assets* for promoting deep and meaningful learning for everyone. Through understanding the spectrum of human experiences and perspectives, knowledge, and skills individual members of a community bring to a learning setting, everyone is enriched.<sup>42</sup> Taking up the defining characteristics of culturally responsive teaching, at TEACH LV our teachers will: maintain positive perspectives on parents and families, communicate high expectations to students, learn about and through cultural practices and norms, and center instruction on student interests and needs. Teachers will design thematic curricula that connect to students' cultural knowledge and experiences to ensure that all students are offered opportunities to connect their own lives with standard-based learning at school. The values of serving students, professional development, and self-renewal will be central in our school's culture.

TEACH LV will be an inclusive school that embraces underserved students, students at-risk, English Learner students and students with disabilities, as well as students identified as academically high achieving. Regardless of each student's unique needs, TEACH LV will hold high expectations for each of them. We aim to do this through a variety of student, technological, and family supports through our MTSS model, described above.

Our students will be guided to great moral character-building through what we call the "Essence of Commitment." Our motto is to endow our scholars with life lessons from the inside out. Our character development program will focus on one specific positive trait each month of school. Our TEACH character traits and values will be emphasized through discussions, student led theatrical performances, and school wide assemblies. Each month, we will discuss the emphasized character trait was, what it means, and how to apply it and have students reflect on this trait through writing and other activities. Our goal is to have students utilize this functional, positive framework for life and employ concrete tools for progress and mobility.

Affirmations will be recited each morning before any instruction as a means of collectively committing to a positive environment. With personal growth in mind and hard work as a staple, students will be encouraged to produce the very best results both as students and as contributing citizens of the world. Rather than focus on yesterday's losses, we emphasize the inherent power of the moment. The Essence of Commitment program spotlights best practices, and rewards those who concentrate on what adds value. Commitment is defined as a force that binds individuals to a course of day-to-day relevant thinking, feelings, and actions as demonstrated by a good self-image, a positive attitude toward learning, and good conduct toward others:

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<sup>41</sup> Brown, A. L., & Campione, J.C. (1994). Guided discovery in a community of learners. In K. McGilly (Ed.), *Contributions of instructional innovation to understanding learning* (pp. 289 – 325). Hillsdale, NJ: Erlbaum; Vygotsky, L. (1993). The collected works of L.S. Vygotsky. Vol.2: The fundamentals of defectology (abnormal psychology and learning disabilities) (R.W. Rieber & A.S. Carton, Eds.). NY: Plenum Press.

<sup>42</sup>Ladson-Billings, G. 1994. Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*. 32;3: 465-491.

**Overview of All (August)****Dignity (September)**

Self-respect  
Personal Pride  
Cultural Awareness  
Positive Attitude

**Self-Discipline (October)**

Self-Control  
Character  
Attentiveness  
Courage

**Respectful Behavior (November)**

Polite  
Courteous  
Well-mannered  
Friendly  
Hard Work  
Goal Oriented  
Persistent  
Conscientious  
Achiever

**Cooperation (December)**

Agreeable  
Sharing  
Helpful  
Team Work/Player

**Kindness (January)**

Gentleness  
Compassionate  
Forgiving  
Appreciative

**Fairness (February)**

Reasonable  
Unbiased  
Open-minded

**Integrity (March)**

Honest  
Truthful  
Reliable  
Ethical

**Creative Problem-Solving (April)**

Peaceable  
Practical  
Logical  
Rational

**Personal and Community Responsibility (May)**

Good Citizenship  
Obeys the Rules  
Safety First  
Respect for Authority

**(June) = Review All,  
End of the Year  
Awards for each  
category**

Students will be encouraged to develop and sustain an on-going Essence of Commitment to the excellence of learning; to each other; to teachers and school, to parents, and to their community.

In addition, concrete life skills will be taught through the **Overcoming Obstacles** program, currently in place at TEACH Public Schools ([overcomingobstacles.org](http://overcomingobstacles.org)). The Overcoming Obstacles free curriculum is organized into elementary, middle school, and high school levels, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting. Additional modules include respect, teamwork, citizenship, college and career prep, addressing bullying, conflict resolution, problem solving, confidence building and time management. Students will engage in hands-on activities, writing prompts and group projects as part of the Overcoming Obstacles program, engaging in “real world” scenarios that result in meaningful lessons.

**Positive classroom mindsets** will be emphasized throughout every aspect of school life. We know that the mindsets teachers and students bring to the classroom setting deeply impact the learning environment by influencing expectations for learning, the quality of relationships between teachers and students in the class, and students’ development of resilience and motivation.<sup>43</sup> Deci and Ryan’s research on motivation highlights the importance of making sure students’ basic psychological needs are met through ensuring that all students have opportunities to: *belong and feel connected*,

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<sup>43</sup> Brooks, R., Brooks, S., Goldstein, S. *The Power of Mindsets: Nurturing Student Engagement, Motivation, and Resilience in Students*. George Mason University and the University of Utah School of Medicine. New York: Springer.



*feel competent, and exercise autonomy and self-determination.*<sup>44</sup> Dr. Robert Brooks and colleagues build upon Deci and Ryan's research to describe features of "positive classroom mindsets" that meet these basic psychological needs and best support teaching and learning at school, including: regarding mistakes as expected and necessary features of the learning process, recognizing the power of resilience and encouraging persistence, and viewing bullying and teasing as forces that work *against* a positive learning climate.<sup>45</sup>

We recognize that many of our students may have significant challenges outside of school. Consistent supportive and positive interactions with caring adults may empower students "to do more than they think they can and helps validate them as full members of the campus community, which in turn legitimates their presence and makes them more comfortable to reach out and become engaged in a variety of activities."<sup>46</sup>

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

School leadership will cultivate **an environment of respect, trust, and partnership** among students, parents, and teachers. TEACH LV will demonstrate a non-discriminatory policy and institute inclusive policies, practices, and pedagogies. The school will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

The Executive Director will be responsible for the ethical and visionary leadership of the instructional program at TEACH LV, overseeing instructional personnel in developing and implementing a successful educational program and establishing a strong and positive school culture. The Executive Director will also lead professional development, community relations with stakeholders, and legal and fiscal management.

TEACH LV is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. TEACH LV will develop a culture that fosters students' self-motivation, competence and the foundation of lifelong learning. This will be accomplished through social emotional learning opportunities provided in self-contained elementary grade classes and secondary level Advisory, where students review their affirmations and complete a lesson where the pillar of the month is taught, shared and discussed at daily morning meetings.

**Culturally Responsive Teaching** will be embedded throughout the TEACH LV learning environment, which values the diverse experiences and cultural backgrounds of students at the school and in the surrounding community. Attending to students' cultural knowledge and perspectives in addition to supporting and addressing their unique learning needs will allow teachers to teach to the whole child, with the recognition that culture is inextricable from students' thinking, learning, and experience.<sup>47</sup>

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<sup>44</sup> Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self determination of behavior. *Psychological Inquiry*, 11, 227-268.

<sup>45</sup> Brooks, R., Brooks, S., Goldstein, S., 2012.

<sup>46</sup> Kuh et.al., What matters most to student success: A review of the literature. 2006

<sup>47</sup> Gay, G., Culturally Responsive Teaching: Theory, Research and Practice (2010).



A cornerstone of Culturally Responsive Teaching (CRT) is that, rather than viewing cultural experiences and knowledge as barriers to learning, teaching values and builds upon students' foundations of cultural knowledge and experience to support their learning and achievement at school.<sup>48</sup> According to Hammond, CRT "leverages the brain's memory systems and information processing structures" through attuning teaching to students' familiar cultural learning styles and tools, and through building relationships of trust and care that enable teachers to challenge students and hold high expectations.<sup>49</sup> Cultural ways of learning and knowing, such as the use of music, metaphor, or recitation, are embedded directly within learning tasks, and teachers continually seek out and integrate cultural knowledge and information into the curriculum and learning tasks to best support and understand students. Importantly, researchers link CRT to the development of intrinsic motivation for learning, showing that CRT creates a learning environment that encourages participation and persistence through valuing students' cultural experiences and interests.<sup>50</sup>

CRT begins from the premise that culture is central to learning, recognizing that cultural ways of knowing and doing are embedded in individuals' processes for thinking, understanding, and communicating.<sup>51</sup> Thus, CRT guides teachers to learn about students, understand cultural practices and beliefs that may be different than their own, and work to help students draw upon the knowledge and experiences they bring to school as they seek to make sense of and master school-based content.

At TEACH LV, teachers will draw upon the framing principles and goals of CRT to guide the design of thematic units of study and PBL projects and activities. Through structured professional development during the summer before the school opens and throughout the school year and extensive collaborative planning time built into the weekly bell schedule, teachers will learn best practices from the Buck Institute (bie.org) and others as they collaboratively design PBL. In designing thematic curricula and units of study, teachers will attend to the three criteria outlined by Ladson-Billings:

- Academic success – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- Cultural competence – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students' lives, backgrounds, and beliefs.
- Critical consciousness – students must develop an awareness of social inequities and develop a broader social consciousness to support their development as citizens able to critique society and work towards a more socially just world.<sup>52</sup>

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<sup>48</sup> Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

<sup>49</sup> Hammond, Z. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.

<sup>50</sup> Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

<sup>51</sup> Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press, 2d ed. (2010). Ladson-Billings, G. (2005). *Beyond the big house: African American educators on teacher education*. New York: Teachers College Press.

<sup>52</sup> Ladson-Billings, G. 1995. Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*. 32;3: 465-491.

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

A primary tool in measuring and improving culture comes from student, parent, and staff surveys. Satisfaction goals will be established annually and success on these metrics will be an indicator of the success of the Executive Director and Board. Beyond survey goals, high parent participation in optional events and few student discipline referrals are other measures that experience tells us are closely tied to school culture.

*(4) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods.*

In addition to a positive schoolwide behavior system, through our MTSS program, our SST will utilize a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful throughout their school age years and beyond. The SST will lead efforts to support individual students' needs and provide differentiated behavioral support for students who need it. This includes identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems. Additionally, the Charter School will employ a well-qualified full-time Social Worker/Counselor to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

#### **SCHOOL STRUCTURE: STUDENT DISCIPLINE**

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

In creating the TEACH LV discipline policy, the Charter School has reviewed NRS Chapters 388A (the Charter School Act) and 392 (governing Pupils), and their accompanying regulations. In particular, the Charter School has taken note of the restorative justice provisions adopted by the Nevada Legislature in AB 168 (2019). The language that follows is consistent with those statutes and regulations.

In order to maintain a positive learning environment, TEACH LV will implement a comprehensive set of student discipline policies. The TEACH LV student discipline policy and procedures for suspension and expulsion include positive behavioral interventions.

TEACH LV's policies will implement a system of Positive Behavior Interventions & Supports ("PBIS") to improve school climate, increase student engagement, and improve academic outcomes for all students. The principal, teachers and Charter School staff will explicitly teach the skills which students need. All staff will be trained in how to create a safe, respectful and responsible environment at school during professional development in the summer and throughout the school year. The collective goal is to create an atmosphere where high expectations are set for student behavior and thinking. The ultimate goal is to build positive relationships with students and to expand upon these relationships to enhance the safe, and progressive atmosphere of mutual respect and harmony.

To promote accountability, TEACH LV's discipline and involuntary disenrollment policies will be distributed in the Charter School's student handbook and describe the Charter School's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, and more. Each family will receive a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year. Teachers will also review these policies with their students at the beginning of each school year. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook.

In addition to a positive schoolwide behavior system, through our MTSS program, our SST will utilize a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful throughout their school years and beyond. The SST will lead efforts to support individual students' needs and provide differentiated behavioral support for students who need it. This includes identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems. Additionally, the Charter School will employ a well-qualified full-time Social Worker/Counselor to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

One fundamental tenet of TEACH LV's policy will be that all principles of due process be protected and safeguarded. The disciplinary policy will not be discriminatory or arbitrary; teachers and staff will receive comprehensive training on our policies and procedures to ensure consistent and fair implementation (see section on Professional Development). The involvement of the Executive Director in more serious punishments (including all in-school and out-of-school suspensions and expulsions) will ensure consistency across student situations. When necessary, the Charter School will liaise with its legal counsel to ensure that all punishments are procedurally and substantively sound. No punishment will be arbitrary, capricious, discriminatorily-applied, or Constitutionally disproportionate to the offense.

Similarly, TEACH LV will ensure that the process for investigating incidents requiring disciplinary action will be investigated fairly and thoroughly.

The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modifying the same to ensure strict compliance with the law, as well as the implementation of best practices from all over the country.

In terms of specifics, TEACH LV's disciplinary policy cannot be recited here in all of its detail, but some basic principles are worth reciting:

Corporal punishment will not be used as a disciplinary measure against any student. Corporal punishment means the intentional infliction of physical pain upon or the physical restraint of a pupil for disciplinary purposes. However, for purposes of the Policy, corporal punishment does not include the use of reasonable and necessary force: (a) to quell a disturbance that threatens physical injury to any person or the destruction of property; (b) to obtain possession of a weapon or other dangerous object within a pupil's control; (c) for the purpose of self-defense or the defense of

another person; and (d) to escort a disruptive pupil who refuses to go voluntarily with the proper authorities.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion will be implemented, as listed herein. Generally speaking, for those offenses and others, the most appropriate disciplinary action will be the one which is the least extreme (i.e., the one which will have the least impact on the child's education), but which will legally and practically resolve the disciplinary issue and prevent future misconduct.

Except in cases where immediate removal is warranted (e.g., possession of a firearm), no student will be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the intent to remove the student. Whenever possible, that notice will be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The notice will inform the family about the School's basis for removing the pupil, and his or her right to request a hearing to challenge the involuntary removal. (By law, the notice should give (1) "notice of the charges," and (2) "an explanation of the evidence.") If a parent, guardian, or educational rights holder requests a hearing, the Charter School will utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and will not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

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

In extreme cases and in accordance with AB 168, students may receive in-school suspension as well as suspensions that prevent the student from entering the school for a specified period of time. Students may be temporarily excluded from school/class for up to three days by the Executive Director. A voluntary re-entry meeting with the Executive Director will be offered to the parents/legal guardians at the time the student returns to the classroom. Longer periods of suspension need to be approved by the Board.

Pursuant to NRS 392.4655, TEACH LV recognizes that suspension or expulsion from the school is the most severe disciplinary procedure that can be imposed on a child and will only consider it after all other disciplinary measures and procedures have been exhausted. Children, under parent/legal guardian representation, must be given due process in all disciplinary situations. A parent/legal guardian has the right to a conference with the Executive Director regarding the reason(s) for suspending their child. Due process gives a parent/legal guardian the right to appeal the Executive Director's decision to the Board. All appeals must be made in writing to the Executive Director, and addressed to TEACH LV at the official address of record. The Board of Directors will review the determination in accordance with the procedure that is formally adopted by the Board (and described below).

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

TEACH LV will comply with Assembly Bill 168, and a plan of action will be developed prior to suspending and/or expelling a student whenever possible (i.e., when safety and security are not compromised). Echoing NRS 392.466, the Charter School will never suspend or expel a child if the Executive Director believes that a restorative justice plan may be successful. TEACH LV's approach to culture and discipline is proactive, positive, and restorative. It is not punitive. Setting aside violent or criminal behaviors that warrant immediate suspension/expulsion in order to protect the safety of our community (e.g., "possession of a firearm or dangerous weapon"), our discipline plan outlines many opportunities for students to own their accountability and make amends.

TEACH LV will work with all staff to use restorative justice practices that reduce conflict, minimize strife, and repair damage by returning to order when harm has occurred. The key elements of restorative justice are accountability and responsibility. The overarching goals of restorative justice are to decrease suspensions, improve attendance, increase academic development, and create and maintain a healthy, safe school climate. This in turn fosters an environment of care, and addresses undesired conduct in an inclusive manner that fosters order and strengthens relationships. At TEACH LV, restorative justice practices will be used to build community and restore relationships when harm has occurred. Restorative justice practices will be used to support and compliment PBIS and other current school climate initiatives to positively impact school culture, discipline, and academic needs.

When appropriate and/or necessary, plans of action will be developed individually and will include the three key elements of restoration, reintegration, and support. TEACH LV will utilize templates that the SPCSA has provided. Once a significant or repeated discipline offense is identified, TEACH LV will convene the SST to ensure the plan is developed with input from teachers, administrators, support personnel and the parents/guardians. Specific disciplinary concerns will have provisions included, which may include a behavior plan. Many of the components in the action plan can be addressed during tiered MTSS behavior support.

Individual plans of action could include one or more of the following restorative justice tools, all of which TEACH LV intends to put into place at one time or another, as circumstances dictate:

- Circle Sharing
- "Respect" Contracts
- Mediations
- Student (a/k/a Peer) Trials
- Attacking the root causes of misbehavior
- Condemnation of Actions, not Students
- Recommended Parent/Legal Guardian Shadowing. (This may particularly be useful as a last step prior to suspension/expulsion for significant misbehavior. The parent/legal guardian will be encouraged to accompany the child to school, and remain with the student during class, lunch, enrichment, etc. for a designated time determined by the Executive Director.)

Those are in addition to the more traditional forms of interventions for students who do not live up to their responsibilities and who violate the school rules, such as (roughly in order of escalating action):

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter

- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

Indeed, there are a variety of other alternatives to suspension or expulsion that will be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes;
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward;
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future; and
- Targeted support for students with attendance-related concerns

Notwithstanding the foregoing, as the statutes recognize, if a student were in possession of a firearm or a dangerous weapon without prior approval, or other “extraordinary” circumstances were presented, the student will be immediately removed from school and is subject to a mandatory expulsion or placement in an appropriate, alternate school. (That is true even for those under age 11, who are otherwise all-but-immune from suspension and expulsion actions.) An explanation for the school’s actions and a description of pending proceedings will be provided to the student and parent/guardian as soon as possible.

#### *(4) Who will be responsible for implementing the school’s discipline policy?*

The Executive Director, as the instructional leader of TEACH LV, is ultimately responsible for culture and discipline. Student behavior will be monitored by the Executive Director and other administrative team members, including via data recorded in Campus Infinite.

That said, a common expectation of the entire TEACH LV team—including staff, administration, and teachers—is to embrace our positive, consistent discipline policy that is aligned with PBIS and MTSS programs. Teachers will practice these principles every day in their classrooms.

#### *(5) Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?*

Teachers, administration, and office staff will be responsible for various aspects of documentation and communication. Data that needs to be entered into the SIS will be done directly by the Executive Director or their designee. Discipline data will be reviewed on an individual student basis during the monthly data meetings and at the campus wide level as a measure of the success of our program. Analyzing data will allow best practices to be shared and areas for growth identified and addressed.

The Executive Director will report data to the SPCSA and the TEACH LV Board. The Board will review such data each semester (or more frequently than that, if the Board requests more frequent briefings because, for example, there are trends or behaviors it wants to watch).

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

TEACH LV recognizes that a parent grievance policy is both necessary and helpful, and we are committed to resolving disputes before the conflict escalates to that level whenever possible.

The TEACH LV Board will adopt a formal process after the approval of our charter. We expect the process to include the following components.

- 1) Filing a grievance should be convenient for a parent; forms will be readily available in English and Spanish.
- 2) The Executive Director will first attempt to resolve the grievance. If the parent is not satisfied, then it is escalated to the Board. (If the grievance concerned the Executive Director him/herself, then it may jump straight to the Board.) Response timelines will be clearly stated and shall be as quick as is reasonable.
- 3) The parent may (of course) speak to the Board during the public comment section of any public meeting. That said, many grievances may be subject to legal requirements that the meeting be closed (e.g., if a teacher or other Charter School employee's character, misconduct or competence were at issue) or not constitute a meeting whatsoever (e.g., an expulsion proceeding), in which case the parent would be heard in that proceeding.
- 4) The Board may appoint a sub-committee to investigate the grievance. In that case, the committee will bring their recommendation to the full Board for formal action.
- 5) The decision of the Board will be final (subject to whatever legal rights the parent may have to appeal to the courts).

**SUSPENSION/EXPULSION APPEAL RIGHTS AND PROCEDURES**

A suspended student and his/her parent/guardian may submit a suspension appeal to the Executive Director within ten (10) business days of the notice of suspension. The Executive Director shall review the written appeal and make a final determination of whether the student committed the offense(s) serving as the basis of the suspension and whether the sanction is appropriate, and will then submit his/her written determination to the student's parents/guardians within three (3) business days of considering the appeal. Following due consideration of the facts and safety of students, a decision by the Executive Director regarding student suspension will be considered final.

If a parent/guardian disagrees with that decision, the expelled student and his/her parent/guardian will have the right to appeal the Executive Director's decision to the Board of Directors within five (5) business days of notification of the decision. The parent/guardian must submit an appeal request in writing to Board of Directors, along with any additional evidence that the parent/guardian wishes to submit to the Board of Directors. The Board of Directors will hold a hearing to review and vote on the appeal as soon as possible (which may be before or after its next scheduled meeting if that is relatively imminent). At the hearing, the pupil and parent(s)/guardian(s) of the pupil may attend the appeal hearing, present evidence and documents in support of pupil's appeal, and be represented by legal counsel. The pupil and parent/guardian shall be provided reasonable accommodations and language supports, as necessary. The Board of Directors shall consider the testimony and evidence presented at the hearing by the School and the family. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.



The Board of Directors may vote upon and issue its decision immediately, or deliver the same, within three (3) business days of the decision, by the most expedient means of communication identified by the parent/guardian or student at the hearing (telephone, e-mail, etc.) as well as in writing, by certified mail. The neutral and impartial Board of Directors' decision will be final. Expulsion will cause the student to be terminated from enrollment at TEACH LV for the entire term of the expulsion. In the event that the Board of Directors reverses the expulsion, the pupil shall be immediately reinstated.

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

### **TEACH LV Dress Code**

TEACH LV adheres to a strict student dress code. Students at TEACH LV are required to wear School Uniforms. This policy is designed to permit students to focus their attention away from fashion and style, and on to academics and those aspects of their personalities that are truly important. Cleanliness and good grooming are encouraged at all times. A neat and attractive appearance encourages a child to do his/her best schoolwork, to maintain a high standard of academic achievement, and good relations with fellow students, teachers, and staff.

Core Truths:

- Wearing the School Uniform is less expensive than wearing regular school clothing
- Wearing the School Uniform eliminates label competition
- Wearing the School Uniform helps to create an environment conducive to learning
- Wearing the School Uniform enhances student achievement
- Wearing the School Uniform encourages positive behavior
- Wearing the School Uniform promotes a sense of school and community pride
- Wearing the School Uniform increases campus safety and security

TEACH LV uniform may be purchased at the school site or at most department stores or clothing outlets. Every student is required to wear the School Uniform everyday

### **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE**

*(1) As Attachment 3, provide the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.*

TEACH LV's school calendar will closely mirror that of the local Clark County School District. TEACH LV does not anticipate seeking an alternative calendar, so the typical benchmarks will apply:

- 180+ instructional days (including waivers)
- 3+ contingency days added at the end of the year
- Maximum of 5 early dismissal days
- Instructional minutes aligned with or exceeding the requirements in NAC 387.131.

A draft school calendar is included in Attachment 3.

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



Please see Attachment 3, Academic Schedule to see our draft bell schedules for elementary, middle, and high school grade levels, complete with total number of instructional minutes for core subjects, length of school day, and start and dismissal times.

The school's day and weekly schedule that provides extended learning time will be optimal for all learners, including at-risk learners, providing extra time to master standards, participate in small group instruction and remediation, and intervention and support through MTSS and Learning Lab.

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

Our goal is 95% attendance across all grade levels and student subgroups. Establishing a culture of trust and support with both our students and parents is paramount to achieving that goal. We expect parents to notify us by 8:00am if their student will be absent and submit the written documentation explaining why the student needed to miss school that day. We will stress our expectations while working with families to understand obstacles that they may be facing. As supporting and advocating for our parents is one of our core supporting objectives, we will work with parents to overcome those obstacles. Teachers will initially collect attendance data each day; it will then be compiled and verified by the campus registrar. Parent outreach and other necessary follow-up will occur as soon as possible.

## **4. Operations Plan**

### **BOARD GOVERNANCE**

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

TEACH LV is a Nevada Non-Profit Public Benefit Corporation and will apply for a 501(c)(3) tax exempt designation from the IRS upon approval of its charter. The Charter School is governed by the TEACH LV Board of Directors ("Board" or "Board of Directors") in accordance with the Board's adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School. It will maintain active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

- Hire and evaluate the Executive Director.
- Approve all contractual agreements and purchases over \$50,000. The Executive Director approves all invoices and purchases for \$5,000 or less. The CFO/COO (CMO) will approve invoices and purchases for \$20,000 or less.
- Approve and monitor the implementation of general policies of TEACH LV.
- Develop and monitor an operational business plan that focuses on student achievement.
- Approve and monitor TEACH LV's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of TEACH LV and the establishment of investment procedures.
- Contract with an external auditor (via delegation to a Board-appointed Audit Committee) to produce an annual financial audit according to generally accepted accounting practices.
- Regularly review progress of both student and staff performance. Develop, review, or revise TEACH LV's accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the Nevada Corporations Code.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which TEACH LV is established.

The implementation of the Board's decisions is carried out by the Charter School Executive Director.

The Executive Director will be responsible for developing and evaluating the curriculum and educational program, strategic planning, community relations and reporting to the Board.

The Executive Director of TEACH LV will provide instructional leadership of the Charter School, including consistent implementation of standards-aligned curriculum and assessments and is responsible for accomplishing the mission and vision of the school. The Executive Director will lead recruitment, hiring, evaluation, coaching, and as needed, discipline and dismissal of all teachers and school site staff, in collaboration with office staff. The Executive Director will:

- monitor progress of individual, classroom, grade level, subgroup, and school-wide achievement, and identify areas in need of improvement. Executive Director
- ensure compliance with all state and federal laws and regulations, maintain a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of trust and confidence within the community.

(2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2020-21 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board. NAC 388A.130(4):*

A proposed sponsor may not accept an application from a committee to form a charter school whose membership includes:

- (a) A potential contractor of the proposed charter school;
- (b) A potential lessor of a facility that the proposed charter school may lease;
- (c) A representative of an educational management organization with which the proposed charter school may contract;
- (d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or
- (e) Two or more persons who are related by blood or marriage to each other.

See *Attachment 4*, Board Member Template, for Board summaries and resumes that highlight the Board members unique qualifications to serve the target community.

The Board of Directors will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved. These individuals possess outstanding leadership and analytical skills. They represent a diverse field of professions and ethnic backgrounds.

The Board shall have at least three (3) and no more than nine (9) directors. The membership will meet the following minimum qualifications, in accordance with the statutory requirements of NRS 388A.320:

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

These requirements ensure that the Directors of the governing board will contribute to the wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter school.

And, as mentioned above, these requirements also ensure that there is parental, educator and community involvement voices providing input in the governance and operation of the school.

In addition, no person on the Board may be an “interested person” as specified in the bylaws. All directors shall have full voting rights, including any representative appointed by the Authorizer as consistent with Title 20 of the United States Code 47604(b). If the Authorizer appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of directors.

TEACH LV’s Committee to Form possesses qualities and experience necessary to plan and develop a successful charter school. Their qualifications and experience are explained in the table below.

(3) Provide, as Attachment 5, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

See Attachment 5.

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

Additional board members are currently being recruited and 2 or 4 will be added pending approval of the TEACH LV application, including at least one member with a background in banking/accounting/finance.

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

TEACH LV’s Board of Directors recognizes that integrity and honesty are imperative in the operation of the Charter School. The Bylaws govern the Board. In addition, the Code of Ethics and Conflict of Interest Policy defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to handle potential and real conflicts of interest. The Code of Ethics and Conflicts of Interest Policy outlines the procedures as to how the Board should respond to a conflict of interest or ethical violation. These procedures dictate how a Board member should abstain from voting or discussion if a conflict exists, and/or an investigation by non-interested parties, and/or possible dismissal from the Board if a member acts in an unethical manner.

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

See Attachment 6 for Bylaws, Code of Ethics, and Conflict of Interest policy.

(6) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.*

Incorporated into the Board Bylaws by reference in Article VII, Section 29 is the Conflict of Interest Policy, as can be reviewed in *Attachment 6*. The Conflict of Interest policy is designed to protect TEACH LV when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of the Board of Directors. The Conflict of Interest policy sets forth the requirement that all potential and actual conflicts be disclosed and the affected Board Members recuse themselves from any action or discussion. The Conflicts of Interest policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

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

All directors, except for the representative appointed by the Authorizer, shall be designated by the existing Board of Directors through the process detailed here in the application per the application guide:

The term of each director shall be two (2) years. Terms shall be staggered so that not all directors' terms expire in a single year.

As each director's term expires, the Board and administration will endeavor to provide at least two nominees for the expired position, one of which may be the director whose term is expiring. Current Board members and school administration will nominate new Board candidates. Each candidate will complete an application form.

The Board will complete a Capability Matrix and use it to identify gaps in current Board capabilities. The Board will consider candidates' capacities to fill in these gaps when it deliberates on whom to select.

Appointment of a new director to the Board or reappointment of an existing director will be determined by a simple majority vote of the directors whose terms are not expiring. Expansion of the Board to add more directors may be approved by a simple majority of the existing Board, so long as no change contradicts any provision of the charters that created the schools operated by TEACH LV.

Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. As specified in the bylaws, the Board Chairman will appoint a committee to designate qualified candidates for election to the Board of Directors.

Directors shall serve for a term of two (2) years, renewable by mutual consent of the Director and the Board.

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

The Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities, including compliance with the Brown Act, Conflicts of Interest, and fiscal and academic oversight.

Each year, the Board will participate in training on fiscal oversight and legal compliance issues (Nevada Open Meeting Law, Conflicts of Interest, any changes in relevant laws, etc.).

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

CMO will coordinate with the Executive Director and back office to provide monthly board reports on fiscal, academic, operations and governance goals and outcomes. These reports will be modified by the demands of the board. Examples attached.

CMO will also support the Executive Director by providing and monitoring an operations dashboard with weekly leadership meetings to check in on milestones.

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

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

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

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

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

1. Addressing the situation directly with the other person(s) involved;
2. Enlisting the assistance of a site-based administrator to assist in resolution;
3. Preparing a written grievance for the Executive Director, who then reviews and acts as appropriate;
4. Preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board Meeting and will make the ultimate resolution.

The Board will be expected to refer any member of the school community with a grievance to the adopted Grievance Policy to avoid micromanagement of the school.

(12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

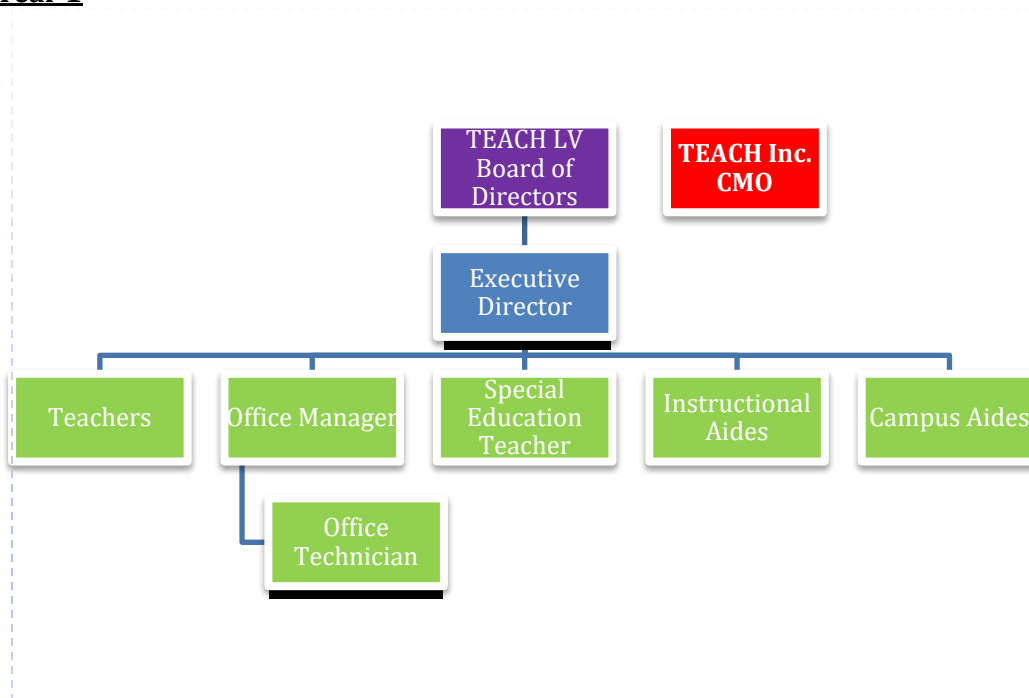
Goal	Purpose	Outcome Measure
Board members are engaged and dedicated to the long term viability of TEACH LV.	Provide leadership and guidance during the schools infancy so that it can sustain.	Attending and actively participating in all board meetings and participating on a committee.
Board members will leverage their networks to support TEACH LV by implementing a fundraising campaign	Bring additional resources and spread the good word of TEACH LV	Board members will bring at least one outside donor, prospective board member or new student/family each year.

### LEADERSHIP TEAM

(1) Describe the proposed organizational model; include the following information:

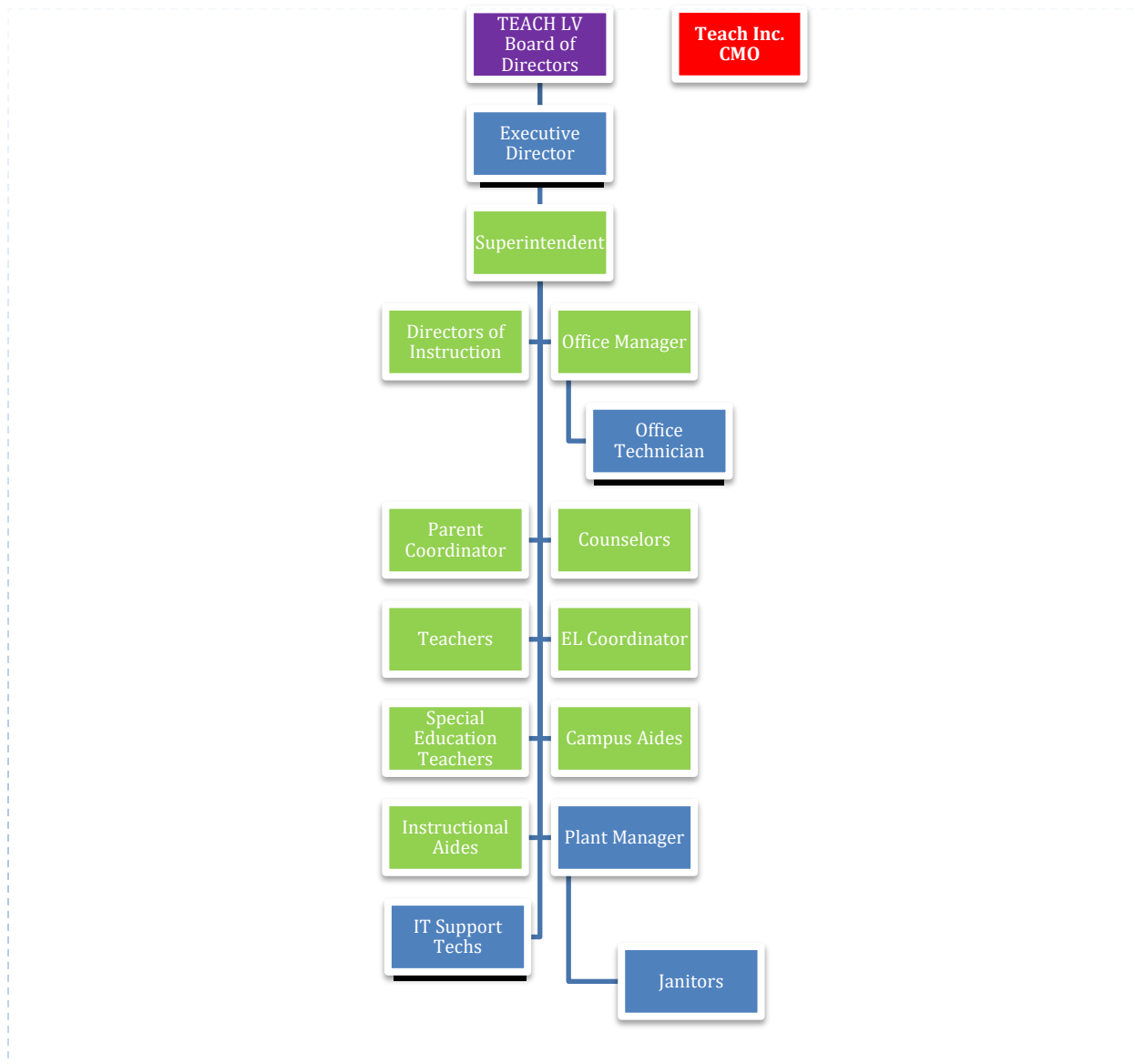
(a) Organizational charts for year one and one for when the school is at full capacity

#### Year 1



#### Full Capacity





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

Please see *Attachment 7*.

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

Please see *Attachment 8*.

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

Please see *Attachment 9*.

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- (a) School leadership, operations, and governance;
- (b) Curriculum, instruction, and assessment;
- (c) At-risk students and students with special needs;
- (d) Performance management; and
- (e) Parent and community engagement.

**Dr. Pimienta**

**1. School leadership, operations, and governance;**

- a. Dr. Maria Pimienta is currently an Assistant Superintendent of K-12 Instruction and Human Resources. She has a long professional history having worked in various administrative and instructional positions throughout her tenure. She began as an English teacher for the Los Angeles Unified School District. She was a teacher for 5 years. Since that time she served as a teacher on special assignment, then high school assistant principal for 3 years, followed by k-8 principal of a school of 1,800 students for the Santa Ana Unified School District where she improved attendance by 4% and decreased suspensions by 17%. Dr. Pimienta also led secondary schools. She was middle school principal in Lynwood Unified School District for two years where she turned her school into a model PBIS school in two years and helped raise the 6<sup>th</sup> grade math and English scores to be the highest in the school district by year 2.
- b. Dr. Pimienta has extensive experience in capital improvements knowing how they contribute to academic achievement. She was charged with coordinating and leading the turnaround of two different schools.
- c. Dr. Pimienta also coordinated a 4 million dollar School Improvement Grant (SIG Grant) using VAPA as a catalyst for a State recognized change.

**2. Curriculum, instruction, and assessment;**

- a. In her professional tenure Dr. Pimienta ensured high quality curriculum design and delivery. She helped develop, implement and evaluate all curriculum and matters related to the instructional program. In addition, she coordinated curriculum development with instructional staff and parents. Dr. Pimienta provides for an ongoing process of assessing student needs. Participates with staff and other principals to plan and design appropriate staff development. Demonstrates leadership and support of the educational and administrative philosophies of the District.
- b. Dr. Pimienta worked with staff at her schools to develop a "Lesson Study" model where peer evaluation and input were at the heart of Professional Development.
- c. Dr. Pimienta worked with District leadership to develop assessments based on competency that were aligned with District and College standards so that students could be prepared to enter Colleges at a College entry level.
- d. Dr. Pimienta was one of the principals who help write and create "Circuitos", which was recognized and given a 1.5 million dollar grant by the Bill and Melinda Gates Foundation to become 1 of 15 "super schools" nationwide, based on a creative concept of a "school without walls".

**3. At-risk students and students with special needs;**

- a. Dr. Pimienta's work with trauma informed practices included a coordination of services in developing an effective and meaningful MTSS which could be accessed by

every teacher and service provider to students. Dr. Pimienta ensured that there was extensive training for teachers and staff to know when and who to contact to ensure that ALL students would be delivered social/emotional and academic services.

- b. Dr. Pimienta's work in implementing trauma informed practices resulted in her school becoming a school for Kaiser Permanente as a RISE school, where students could be trained in trauma informed best practices.
- c. Dr. Pimienta's teacher background has given her an extensive knowledge base for knowing how to implement Universal Designs for Learning.

#### **4. Performance management;**

- a. Dr. Pimienta has an extensive knowledge of how data can be used to inform instruction, and knows how to engage in "compelling conversations" to help teachers and administrators realize how to improve their practices through questions that lead to a personal understanding of how to improve their instructional practices.
- b. Dr. Pimienta has shown how "walk-throughs" can be invaluable for observations, and the reporting out of effective instructional practices.
- c. Dr. Pimienta's weekly e-newsletter was shared with other schools. In it she would provide examples of academic best practices, and well as data that would speak to the progress of academic and social/emotional and academic achievement. Dr. Pimienta also has extensive experience conducting "data reflections" which included department chairs, teachers, and curriculum specialists desegregated the data.

#### **5. Parent and community engagement;**

- a. Dr. Pimienta conducted weekly meetings with students' parents and had them trained in all aspects of school culture from A-G classes, grades, attendance, trauma informed practices, and services provided for in the MTSS, in coordination with IEPs, 504 plans, etc.
- b. Dr. Pimienta's quarterly meeting would routinely be attended by hundreds of parents when prior to her leadership, very few parents cared to attend a meeting. This kind of attendance was also seen in his LCAP, and any meeting where parent involvement was considered important.

#### **Dr. Carranza**

- A) Dr. Carranza has a wealth of experience and knowledge leading schools and organizations. He has over 20 years of experience in public education. In his tenure he has been a teacher, college professor, dean, assistant principal, high school principal and now his current role as superintendent. His current role enables him to have a pivotal role in operations and governance.
- B) Dr. Carranza has a vast experience in curriculum. His approach of students having access to the same rigorous, relevant courses with real-world applications results in students learning how to craft arguments and support their reasoning, apply mathematics concepts to project-based real world scenarios, and complete investigations, experimentations, and research through science and social science courses. He has always worked closely with other administrators to ensure consistency.
- C) Dr. Carranza has immense experience with at risk students. When at risk students or students did not actively engage as a school leader and now as a superintendent assures they receive support. He established a Multi-Tiered System of Supports (MTSS) that is designed to proactively address issues/challenges and engage high risk students in school through a personalized approach to intervention. Tier I is designed to focus on positive

behavioral supports. All communication, including home visits, are supportive in nature: What can we learn about needs? How can we address challenges? How can we minimize barriers to learning? Tier II is designed to formally focus on school and community resources to address barriers to learning and school participation. This stage is formal and supportive in nature. Tier III is designed to address issues of non-compliance through a formal letter, meeting, and contract that reinforces the terms of the master agreement. This is the stage of accountability.

- D) Dr. Carranza experience in performance management include: leadership, administration and working with the governing board, including the annual LCAP assessment of goals and state Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.
- E) Dr. Carranza has always worked very well with all stakeholders. He has meetings that include parents, teachers, and students. He goes over school leadership and go over the vision, curriculum, expectations, etc. This will enable families and teachers to gain insight into the needs and interests of the students which will then help determine on what pathway the students will embark and what they must accomplish for success.

### **Matt Brown**

Mr. Brown is currently the CFO/COO of TEACH Public Schools. In this role, Mr. Brown is responsible for developing and managing the budget, financial systems and operations for TEACH Public School and all of the schools under it's CMO. He has led the growth of the organization from a single site charter school of about 300 students to a three school K-12 CMO with over 1000 students and growing. During his tenure at TEACH, Mr. Brown has increased the annual authorizer oversight scores every year and secured 5 year renewals for each of TEACH's existing schools. Mr. Brown also secured over \$30 million dollars of private bond funds for the purchase of TEACH's school facilities. Mr. Brown has served in a variety of roles in schools during his career including teacher and various directors overseeing and supporting teachers, administrators and staff. Mr. Brown has also served on several charter school boards in California. Mr. Brown has also provided training and consultation to many other charter school and nonprofit boards on topics such as opening meeting laws, nonprofit corporate governance, private facilities acquisition and various legal topics.

Mr. Brown started his education career as a middle school history teacher at Alliance for College Ready Public Schools. During his 4 years teaching, Mr. Brown's students consistently performed the highest amongst the 8 middle schools in the CMO and significantly higher than the local district schools serving similar student populations. Mr. Brown led the schools move from a strictly blended learning model to a project based learning model. Mr. Brown has conducted training to teachers and administrators on implementing project based learning at their schools. Mr. Brown also created a project based common core curriculum while consulting for the Constitutional Rights Foundation that has been used across the United States.

Mr. Brown started his legal career as an advocate for special needs students as a legal fellow at legal services agencies in both Michigan and Minnesota, representing students in administrative hearings and attending IEP meetings to ensure schools meeting their obligations. This work has guided Mr. Brown in his work as both a teacher and administrator to provide the best possible services to special needs students, including building partnerships with Dignity Health Hope Street project to serve TEACH students in Los Angeles.

Mr. Brown is responsible for the performance management of all TEACH Public Schools and has created and implemented most of the systems in this application, including various operations and academic dashboards/reports.

Mr. Brown oversees the Parent Coordinators at TEACH Public Schools and has helped implement a system of engagement events/process to increase stakeholder input via short survey and organize events for both current TEACH families and community at large.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10).

The Executive Director will be responsible for school leader coaching and training. Please see *Attachment 10-12* for existing competencies and evaluations.

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

Please see the *Human Resources* section for explicit details regarding recruiting, hiring, development, and retention of a highly effective staff.

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

Please see *Attachment 7: Leadership Job Descriptions* for more comprehensive details on school leadership roles in providing instructional guidance and school culture guidance.

## STAFFING

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

### *Proposed New School*

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>EMO/CMO Organization Positions</b>						
Executive Director	1	1	1	1	1	1
CFO/COO	1	1	1	1	1	1
Superintendent	1	1	1	1	1	1
Director of Operations, Data & IT	1	1	1	1	1	1
Assistant Superintendent	1	1	1	1	1	1
Director of Development & Special Projects	1	1	1	1	1	1
Director of Facilities & Maintenance	1	1	1	1	1	1
Business Operations Manager	2	2	2	2	2	2
Family Support Coordinator	1	1	1	1	1	1
IT Support Technicians	3	3	3	3	3	3

<b>Total Back-Office FTEs</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>
<b>School Staff</b>						
Executive Directors	1	1	1	1	1	1
CFO/COO						
Director of Data, Instruction & Assessment		1	1	2	2	2
Office Manager	1	1	1	1	1	1
Campus Aid	1	2	2	2	2	2
Janitor/Maintenance	1	1	1	1	1	1
Classroom Teachers	12	16	21	26	31	39
Special Education Teachers	1	1	2	2	3	4
EL Coordinator				1	1	1
Counselor			1			
Plant Manager				1	1	1
College Counselor						1
Teacher Aides and Assistants				2	4	6
School Operations Support Staff	1	1	1	1	1	1
Superintendent		1	1	1	1	1
Parent Coordinator		1	1	1	1	1
Director of Operations & IT			1	1	1	1
<b>Total FTEs at School</b>	<b>20</b>	<b>27</b>	<b>35</b>	<b>45</b>	<b>53</b>	<b>65</b>

Add as many other lines as is necessary to capture all employees your school will hire.

## HUMAN RESOURCES

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

### Teacher Recruitment

Teachers who are qualified to deliver the instructional program will be recruited through various search methods, such as EdJoin, Craigslist, CCSA, Teach for America, at local universities, at community organizations, the TEACH LV website and word of mouth. Recruitment will be both local and global as necessary to find teachers appropriate for the school's instructional approach (project-based learning, technology integration, etc.). All teachers and other instructional staff (including teaching aides) will meet federal and state requirements.

Selection of teachers will be based on their teaching experience, credentials, and ability to demonstrate effective instructional capabilities in the classroom. The TEACH LV administrative leadership team (Executive Director) will review the qualifications of candidates that wish to apply for employment at the school. Individuals who wish to apply for a position will be required to submit a resume and a TEACH LV employment application. The administrative leadership team will review all submissions and determine which candidates are best suited for the school based on their qualifications. TEACH LV'S administrative leadership team will conduct interviews with candidates and notify each person of their status once a decision is made. Candidates who are offered employment will receive written notice from TEACH LV

Teachers will be selected by the Executive Director. Selection will be based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher

candidates will demonstrate how they provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. TEACH LV will recruit ESSA-compliant teachers holding a CLAD or BCLAD credentials with experience in scaffolding techniques and performance-based instruction. Teachers will need to be well versed in SDAIE and English Language Development (ELD) techniques.

### **New Teacher Support Plan**

New teachers at TEACH LV will receive an abundance of support. Support will begin the day they are hired. All new teachers will be onboarded with the Executive Director who will meet one on one with every employee hired. The employee will be walked through expectations, questions, the "TEACH Way", benefits, responsibilities, etc. Teachers will attend a two week intensive Summer Institute that is filled with professional development, team building activities, curriculum planning, technology training, etc. The summer institute will be facilitated by the Executive Director and school leadership team. The last day of summer institute will be celebrated with a luncheon where the Executive Director will go over the support they will receive throughout the school year.

### **New Teacher Support Timeline**

#### **Summer**

- Contact staff members to serve as mentors for your new teachers. Encourage the mentors to contact the new teachers prior to the start of school.
- Ensure that adequate furniture and materials have been ordered for the new teachers.
- Encourage new teachers to visit the school, set up classrooms, and form a management plan for their students.

#### **August**

- Provide a welcome and orientation for new teachers. (Summer Institute)
- Set expectations for mentor/protégé relationship.
- Celebrate and recognize the importance of the mentor/protégé relationship.
- Take new teachers on a tour of the neighborhood in your school.
- Share parent and student relationship building suggestions. Help them start off on the right path!
- Help new teachers identify priorities for professional development. Some new teachers may need assistance with certification efforts (BTSA, EL certification, etc).
- Touch base with new teachers during the first week of school to see how things are going.
- Find something positive on which to compliment the new teacher.

#### **September**

- Explain standardized testing information with new teachers.
- Visit in the new teacher's classroom and conduct an informal observation for the purpose of giving feedback and to identify any problems early in the year.
- Provide release time for the new teacher and the mentor to observe in each other's classroom.
- Discuss assessment issues, progress reports, grading, etc.
- Remember to be aware of the phases new teachers go through and provide support and encouragement during



### **October**

- Find ways to incorporate new teachers into the larger school community. Utilize their strengths without adding extra responsibilities.
- Explain conferencing procedures and expectations to new teachers.
- Provide release time for mentor and protégé to meet.
- Observe in new teacher's classroom.
- Review routine classroom procedures and discipline plan.

### **November**

- Schedule a meeting to touch base with the new teachers. Encourage new teachers to share a success story with you.
- Discuss the Curriculum & Planning Standard (CP) with new teachers.
- Review lesson planning models.
- Help new teachers identify new priorities for professional development. Review procedures for staff development.
- Remember that many new teachers are feeling overwhelmed during this time of year. Provide additional support, when applicable.

### **December**

- Provide more release time for the mentor teacher and new teacher to meet and/or observe other classrooms.
- Meet with new teachers and discuss assessment issues. Suggest some professional articles to read on assessment.

### **January**

- Revisit classroom management strategies. Some new teachers need some fresh ideas or need to refocus their management efforts.
- Provide release time for the mentor and protégé.

### **February**

- Discuss the Standards-Based Instruction Standard (SBI) with new teachers.
- Share some instructional strategies with new teachers.
- Visit in new teacher's classroom.
- Provide release time for mentor and protégé to look at instructional planning and implementation.

### **March**

- Explain standardized testing information with new teachers.
- Revisit conferencing tips.

### **April**

- Help new teachers understand the importance and benefits of examining student work samples for "next-step" instructional planning.
- Provide new teachers with suggestions for closing out the school year successfully.

### **May**

- Set aside time to reflect with new teachers. It is important for the beginning teacher to self-assess their areas of strength and areas for growth.
- Help new teacher assess new priorities for professional development.

- CELEBRATE the accomplishments of first-year teachers.
- RECOGNIZE mentors.

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

Similar to our student recruitment efforts, we will ensure that we promote staff opportunities in low income communities and throughout the immediate neighborhood of our campus. We will promote job openings through our students, families, and stakeholders, and will advertise in English and Spanish as appropriate. Ultimately, the most qualified candidate, regardless of race or economic background, will earn any open position.

(3) List the proposed school's salary ranges and employment benefits for each employee, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Our teacher salary range will be \$42,00 - \$50,000. Additionally, TEACH will offer retention bonuses to retain high performing teachers (based on test scores, survey data and annual performance reviews of \$500 - \$1500. Medical benefits \$4764 annually per FTE.

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

In Y1, there will be projected 325 students for 13 teachers for a 1:25 teacher student ratio. The additional school staff (Executive Director, Office Manager, Campus Aide, Janitor/Maintenance and School Operations Support Staff) will create a 1:18 total adult to student ratio. By year 6, the teacher-student ratio will be 1:22 with a 1:16 total adult to student ratio.

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

Selection of teachers and staff will be based on their relevant experience, and for teachers/instructional personnel, their credentials (as required) and ability to demonstrate effective instructional capabilities in the classroom. TEACH LV's administrative leadership team, led by the Executive Director, will review the qualifications of candidates that wish to apply for employment at the school. Individuals who wish to apply for a position are required to submit a resume and a TEACH LV employment application. The administrative leadership team will reviews all submissions and determine which candidates are best suited for the school based on their qualifications. TEACH LV's administrative leadership team will conduct interviews with candidates and notify each person of their status once a decision is made. Candidates who are offered employment receive written notice from the Executive Director or his/her designee.

Teachers will be selected by the Executive Director, based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates demonstrate how they provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. TEACH LV will recruit ESSA-compliant teachers holding CLAD or BCLAD credentials with experience in scaffolding techniques and performance-based instruction. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques.

(6) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 11, as well as any supporting protocols or documentation.

TEACH LV is committed to supporting its staff and teachers by providing continuous meaningful opportunities for professional growth and development. We believe that one of the best methods for professional development will consist of learning from others facing similar situations. We will foster a collaborative school environment where teachers are given a chance to interact and collaborate regularly, including a PLC format. In grade level teams and whole school sessions, teachers will engage in collaboration including lesson plan development, student achievement strategies based on data, and general student-related discussions between teachers. All teachers will be encouraged to seek assistance from TEACH LV administrative team and coworkers or other teachers throughout the year. Administrators will foster an open-door atmosphere of collaborative teamwork wherein all staff members help identify and use best practices. Administrators also monitor and mentor teachers to ensure they are properly supported and have sufficient resources. Support will include ensuring that all new teachers complete their induction requirements. At TEACH LV, new teachers will receive support from the start. After new teachers are hired and placed, new teachers will attend a new teacher meeting in August. The purpose of the new teacher meeting/orientation is to:

- Facilitate introduction and welcome to the site
- Offer site orientation to highlight available resources, procedures, and policies
- Assign in-building mentors
- Provide needed resources such as information for clearing their credential through LACOE
- Clearly articulate expectations for teachers

At the beginning of the year the administration will split up the list of new teachers evenly so every new teacher has an administrator as a mentor. The administration will use this list of new teachers completing BTSA and meet with them on a monthly basis. During a one on one meeting, the new teacher goes over their progress and any support needed. In the spring semester all teachers completing BTSA will attend another new teacher meeting. The purpose of this meeting will serve more as a check in. Teachers completing their induction program will receive support from the start and throughout the year, including financial reimbursement for completed BTSA course work. We will prepare teachers to be reflective educators, dependent on research, data collection, and data analysis as they make professional decisions. Most importantly, we will support teachers in utilizing regular self-assessments of their teaching practice on the Continuum of Teaching Practice. Teachers will also be informed about and encouraged to attend outside professional development opportunities. TEACH LV will create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

TEACH LV will offer two weeks of formal professional development and training for all faculty each summer, along with five pupil-free days throughout the school year for close analysis of student benchmark data. Summer PD will include:

- Mission and vision of TEACH LV and review of the charter application
- Building the school culture through TEACH LV's Essence of Commitment and Overcoming Obstacles characterized, and restorative justice practices
- Strategic Design for Student Achievement process (including backwards design/McTighe and Wiggins, and Marzano)
- Project-Based Learning
- Data-driven decision-making, including training on the school's data management systems

- Integrating technology and blended learning in the classroom
- Culturally responsive pedagogy
- Differentiated instruction, including strategies for meeting the needs of EL and special education students
- Meeting the needs of English learners and EL strategies; Integrated ELD Implementation Support
- Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs including Disability Awareness, and Compliance with the Americans with Disabilities Act
- Professional Learning Communities
- Teacher evaluation: the evaluation rubric, teacher expectations
- Assessment: standardized tests (CAASPP, WIDA, etc.), benchmark assessments
- School Operations
- Health & Safety Policies and Procedures
- PBIS
- SIS Gradebook Training; Norming Collaboration
- Teaching the WHOLE Child
- Non-negotiables
- Professional Environment; Relaxed and Positive Energy; Proactive vs. Reactive
- Mindshift: Focus on the positive Kickboard
- AVID: Using WICOR to increase rigor and engagement during instruction
- Analysis of CAASPP data

Specific topics addressed during the professional development and collaboration time will include reinforcement of those topics introduced during the Summer Training, as well as new topics selected based on the specific and current needs of the staff, students and school community.

The Nevada Standards for the Teaching Profession play a pivotal role in the training and success of our teachers. The Nevada Standards for the Teaching Profession serve as a common language for teachers. Effective teaching requires educators to successfully implement the California Standards for the Teaching Profession in their daily instruction. At TEACH LV, the Nevada Standards for the Teaching Profession serve as the foundation for reflection and formulation of professional goals. All teachers will receive a Goals and Standard Choice template that they will fill out and collaborate with their designated administrator throughout the year. (See *Attachment 11*.) The Goals and Standard Choice template is based on the six standards of the Nevada Standards for the Teaching Profession. The template is customized for each standard. The teacher will focus on one standard for the year and the administrator goes in and looks for what elements and indicators are evidenced. The elements represent the key components of each standard. The elements are listed as a guide to assist in defining and developing goals & objectives. The administrator and teacher will go over this in their monthly one on one meeting. The purpose of this is for the administrator guide, monitor, and assess the progress of the teacher and his/her goals.

Administrators and teachers will continually seek to develop themselves as professional educators and human beings. Individuals and teams of teachers will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will their findings during professional development days with their grade levels or schoolwide sessions. Peer relationships will include coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational

issues. TEACH LV administrators will facilitate peer relationships by creation of an atmosphere of equality and where collaborative teamwork is prioritized. The project based curriculum will force teachers to work on an interdisciplinary level with common planning time, shared assignments, and joint extracurricular activity supervision. Problems and weaknesses will be openly recognized, and there will be a candid search for improvements. The values of serving students, professional development, and self-renewal is central to TEACH LV's culture. TEACH LV will implement a professional development system that is focused and designed to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students.

Please see *Attachment 11* for additional material.

*(7) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation. If your proposed school is a single-site school/not part of a network of schools, the board should provide their plans in response to these prompts.*

CMO will work with the Executive Director and Board to create a development and evaluation plan.

#### **ASSESS (Weeks 1-4)**

- Create the Executive Director Support and Evaluation Committee ("Committee"); the CMO Executive Director, Superintendent and CFO/COO will participate in the Committee
- ED takes Self-Evaluation
- Committee shares the ED Self-Evaluation with the Board
- Board members take ED Evaluation
- Direct reports take ED Evaluation
- ED Evaluation Report automatically compiled

#### **ALIGN (Weeks 5-8)**

- Committee shares the ED Evaluation Report with the Board
- Committee meets and creates ED memo, summarizing results and proposing goals
- Committee finalizes the ED memo by sharing it with the full Board for approval
- Committee shares the ED Memo with the ED and collaborates on setting ED goals

#### **ACCELERATE (Weeks 10-12)**

- ED drafts goals for next year and review with committee
- Committee presents ED goals to Board for approval

The Executive Director will spend the next 12 months pursuing the goals, reporting out at Board and Committee meetings, using a consistent dashboard, and receiving regular support and check-ins from the ED Support and Evaluation Committee.

Please see *Attachment 12, Leadership Evaluation Tools*, for more details.

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

TEACH LV is committed to promoting from within wherever possible and providing a growth ladder for our valued employees. Notably, the founding Executive Director of TEACH LV currently serves as the Assistant Superintendent of TEACH Public Schools in Los Angeles. Our

comprehensive professional development program and PLC structure facilitates ample leadership opportunities for teachers to lead professional development and coaching of their peers. As teachers grow within the school they will be offered opportunities to serve as a grade level or department lead, or join the administrative team. Where feasible, when the school leader indicates an intention to leave, we will endeavor to name a suitable replacement within enough time to ensure sufficient training and a seamless transition. While we will consider internal applicants favorably, in order to ensure that TEACH LV secures the best possible school leader, an open search will be conducted with the position posted publicly. On occasion, of course, an unexpected transition needs to be made more quickly. Typically, the next-most junior position will step into the role temporarily while a formal search is conducted, though as needed, TEACH Public Schools may be asked to provide personnel to assist with a transition or turnover given the familiarity with the model.

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

Please see *Attachment 7, Leadership Job Descriptions* for the responsibilities of the leadership team. The Executive Director will be responsible for leading payroll, benefits, and employee relations. Key HR responsibilities will be managed by Executive Director.

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

The school and organization has a tier plan to address unsatisfactory leadership or teacher performance. The first tier is to have an informal meeting to sit down and remind the employee about his/her expectations and responsibilities at work and outline any concerns if needed. The second tier is to meet with the employee and put them on an improvement plan with metrics and timelines. The meeting is followed up with a conference recap via email with everything in writing including a copy of the signed improvement plan the employee will be on. The employee will have a follow up meeting two weeks after and then a month after that is performance is up to par. A third tier is an employee that needs immediate attention and a possible termination. We first assess the situation and gather all information and meet with all parties needed. We meet with general counsel if needed. Last, we meet with the employee and go over the severity of the situation.

Teacher and leadership turnover is addressed by having an exit survey where employees answer questions about the organization's effectiveness, support, areas where we can improve, etc. We gather data and look at any ways the organization can improve as a whole. Teachers and leadership that needs assistance at any time are provided with support to assure they don't suffer from burnout or disconnect from the organization. We have many ways we show value and appreciation for our employees. We have employee of the month, monthly luncheons for staff, teacher appreciation week that include goodie bags, massages, and food. Throughout the year we have team building activities for staff and check ins individually.

(11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

TEACH LV will contract with back office for payroll and a vendor for benefits administration (health, dental, vision, etc.) The TEACH, Inc. CMO will provide support for talent management, employee discipline, etc.

#### **STUDENT RECRUITMENT AND ENROLLMENT**

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

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of R 131. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

The mission of TEACH LV is to serve at-risk students across Clark County. In identifying possible campus locations, TEACH Inc. utilized Opportunity 180's "Priority Footprint Map" and other available resources to identify locations with a high number of students who are zoned to low performing schools.

TEACH will continue community outreach and build on the interest forms we have already received from families in/around zip code 89130. We will embrace the opportunity to become part of the community, offer many invitations for parents and community members to provide feedback, and truly listen to their priorities and concerns. There will be dozens of marketing and community outreach efforts that will both inform the public about our school and offer opportunities for feedback. TEACH will continue with social media posting that communicate our desire to serve students with disabilities, low achieving students and students at risk. We will share our philosophy of "teaching the whole child" and not merely academics and standardized tests. We will share our history of serving these very students in south central Los Angeles. Materials will be available in English and Spanish. We will go door to door and church to church and business to business in the low income communities we wish to serve.

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

The enrollment window for the first year of operations will be January 1, 2021 to February 15, 2021. For subsequent years, the enrollment window will be from October 1<sup>st</sup>, to November 15<sup>th</sup>. The lottery will begin two weeks after registration closes.

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



TEACH LV projects 25 students per cohort with higher total enrollment numbers in grades K, 1, 6 & 7 in year 1. TEACH LV hopes to re-enroll 90% of our students each year.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

CMO has experience in this area and receives annual trainings on this topic. CMO will support Executive Director and Office Manager in getting property trained and supported in practice.

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

TEACH LV anticipates a diverse enrollment, 95% FRPL, 24.4% EL, 13.7% Students with IEPs, 32% Hispanic/Latino, 17% Black, 1% Asian Pacific Islander, 1% Native American and 63% White.<sup>53</sup> We will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of the District. TEACH LV will conduct orientation meetings prior to the opening of each school year to inform interested parents and students about what the school has to offer. Outreach meetings will be held at the school site and other locations throughout the community. Identified targeted outreach includes:

Kristine Purcell Preschool	8517 Copper Mine Ave, Las Vegas, NV 89129
Seton Academy West	3801 N Campbell Rd, Las Vegas, NV 89129
Shenker Academy	9001 Hillpointe Rd, Las Vegas, NV 89134
Shadow Hills Preschool	7851 Vegas Dr, Las Vegas, NV 89128
Crossroads Christian Academy	124 N Tenaya Way, Las Vegas, NV 89145
The HILLS Preschool	6565 Smoke Ranch Rd, Las Vegas, NV 89108
Kid's Cooperative	4316 N Decatur Blvd, Las Vegas, NV 89130
Kinder Prep Academy	5695 N Rainbow Blvd, Las Vegas, NV 89130
Kidz Preschool - Ann Road	4645 W Ann Rd #104, North Las Vegas, NV 89031
Little Round-Up Preschool	3700 Vegas Dr, Las Vegas, NV 89108
All Saints' Day School	4201 W Washington Ave, Las Vegas, NV 89107
Andre Agassi Boys & Girls Clubs of Southern Nevada	800 N M.L.K. Blvd, Las Vegas, NV 89106
Mountain Crest Community Service Center	4701 N Durango Dr, Las Vegas, NV 89129
Silver Mesa Recreation Center	4025 Allen Ln, North Las Vegas, NV 89032

<sup>53</sup> Please note demographics, pulled from <https://www.census.gov/>, add up to 114% because Hispanic Ethnicity is also counted in the Race demographics.

Desert Horizons Park	3750 Simmons Street,, North Las Vegas, NV 89032
Lubertha Johnson Park	2201 Concord St, Las Vegas, NV 89106
Mirabelli Community Center	6200 Hargrove Ave, Las Vegas, NV 89107
Pearson Community Center	1625 W Carey Ave, North Las Vegas, NV 89032
Building Resilience Community Center	1240 W Owens Ave Suite#3, Las Vegas, NV 89106
Marble Manor Community Center	1666 N M.L.K. Blvd, Las Vegas, NV 89106
Doolittle Community Center	1950 N J St, Las Vegas, NV 89106
Pinnacle Community Services	4118 Warren Rock St, North Las Vegas, NV 89032
Agape Family Enrichment Center	3620 N Rancho Dr #107, Las Vegas, NV 89130
Vegas Stars Cheerleading Program	4920 W Cheyenne Ave Suite 100, Las Vegas, NV 89130
Las Vegas Youth Basketball, Inc.	960 W Owens Ave, Las Vegas, NV 89106
Turning Points Inc.	1245, 1221 N Decatur Blvd ste 1a, Las Vegas, NV 89108
Kyler's Kicks Lounge	1200 S 4th St, Las Vegas, NV 89104
The Springs Church	4161 N Rancho Dr #110, Las Vegas, NV 89130
Holy Spirit Lutheran Church	6670 W Cheyenne Ave, Las Vegas, NV 89108
Canyon Ridge Christian Church	6200 W Lone Mountain Rd, Las Vegas, NV 89130
Abundant Grace Church	2690 N Decatur Blvd, Las Vegas, NV 89108
Grace Point Church	3794 W Ann Rd, North Las Vegas, NV 89031
Lev HaShem	3644 N Rancho Dr #102, Las Vegas, NV 89130
Bet Yossef Community Center	8551 Vegas Dr, Las Vegas, NV 89128
Beth Eloheinu Messianic Congregation	4601 W Lake Mead Blvd, Las Vegas, NV 89108
Chabad of Summerlin	2640 Regatta Dr, Las Vegas, NV 89128
Masjid Ibrahim	3788 N Jones Blvd, Las Vegas, NV 89108
Soccer Shots of Northwest Las Vegas	Painted Shadows Way, Las Vegas, NV 89149
Angel's Reunited Youth Support Group	4515 Sunset Crater Ct, North Las Vegas, NV 89031
National Youth Sports - Summerlin/North Las Vegas	624 N Rainbow Blvd, Las Vegas, NV 89107
Middle School Football League	2475 W Cheyenne Ave, North Las Vegas, NV 89032

TEACH LV plans to partner with a number of organizations throughout the community on programs for our students; these relationships will also help to notify the community about TEACH LV and the opportunity to enroll in our Charter School.

Open houses and school tours will be conducted monthly during open enrollment as well.

TEACH LV's promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) will be easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area.

Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students will be subjected to the admission procedures detailed below.

TEACH LV will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. TEACH LV will also document the efforts made to achieve racial and ethnic balance in accordance with the charter application and standards of charter legislation.

Meeting	Location	Date
Meeting with Parents and community	TEACH LV	December through March monthly (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local elementary schools	Local elementary schools	January, February, March: Review posted available dates and provide flyers, information and presence.
Community Organizations	Neighboring organization: <ul style="list-style-type: none"> <li>• Local Libraries</li> <li>• Parks &amp; Rec programs</li> <li>• After-School programs</li> <li>• Organizations including faith-based organizations</li> <li>• Local Businesses including laundromats, health clinics, shops, restaurants</li> </ul>	January, February, March: Review posted available dates and provide flyers, information and presence.
Residents within the 89130, 89108, 89032, 891707 and 89129 zip code surrounding the school location	Mailings, door-to-door contacts (canvassing)	January, February, March: Review posted available dates and provide flyers, information and presence.

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

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

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
K	75	67	67	67	69	67
1	50	67	67	67	70	69
2	25	44	67	67	70	69
3	25	23	44	67	70	69
4	25	23	23	48	70	69
5	25	23	23	24	46	69
6	48	45	45	47	46	69
7	48	45	45	46	46	69
8		45	45	46	46	69
9			63	70	70	69
10				70	70	69
11					70	69
12						69
Total	321	382	489	619	743	895

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

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
K	75	75	75	75	75	75
1	50	75	75	75	75	75
2	25	50	75	75	75	75
3	25	25	50	75	75	75
4	25	25	25	50	75	75
5	25	25	25	25	50	75
6	50	50	50	50	50	75
7	50	50	50	50	50	75
8		50	50	50	50	75
9			75	75	75	75
10				75	75	75
11					75	75
12						75
Total	325	425	550	675	800	975

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

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
K	78	78	78	78	78	78
1	52	78	78	78	78	78

2	26	52	78	78	78	78
3	26	26	52	78	78	78
4	26	26	26	52	78	78
5	26	26	26	26	52	78
6	52	52	52	52	52	78
7	52	52	52	52	52	78
8		52	52	52	52	78
9			78	78	52	78
10				78	78	78
11					78	78
12					78	78
Total	338	442	572	702	834	1014

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

CMO currently operates K-12 model in Los Angeles and has experience. CMO Assistant Superintendent has principal experience K-12 and will be a strong partner with CMO staff, which has substantial firsthand experience in rapid growth charter schools.

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

Please see *Attachment 13*.

#### **INCUBATION YEAR DEVELOPMENT**

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

Please see *Attachment 14*.

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program and why that organization was chosen.

The selected school leader has two years of experience working with TEACH Public Schools and strong track record for leadership (Please see Attachment 8). TEACH LV will be applying for a Year 0 grant from Opportunity 180 for \$100,000 to compensate these individuals. Additional fundraising will occur following charter approval. The school leader will attend local trainings during the incubation period.

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

Executive Director and Office Manager paid for by Year 0 Grant. CMO staff will provide ongoing support paid for under the CMO agreement.

## SERVICES

(1) Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

TEACH LV plans to provide bus pick up and drop off service from designated locations for students who need transportation. TEACH is targeting the North Las Vegas community for recruitment and plans to provide multiple pick up and drop off locations within North Las Vegas. TEACH's transportation plan will also target economically disadvantaged students to ensure they have access to school. TEACH will also honor IEP students that has transportation as an accommodation. TEACH first fundraising priority will be to secure 1-2 buses to transport students from the surrounding communities.

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

TEACH LV will form its own School Food Authority and participate in the National School Lunch Program. TEACH will produce an RFP to procure a vended meal contract with a local service provider. The CMO has worked with several providers in the past, including Better 4 You, which operates in both Los Angeles and Las Vegas. TEACH Inc. operates a SFA and has operated at a surplus every year given the meal reimbursement rates. The TEACH LV SFA will also be self-sustaining. CMO has successfully applied and received a \$100,000 NSLP Equipment Assistance Grants to improve the meal program. CMO would assist in submitting a grant application for TEACH LV (pending program continuing)

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

TEACH LV has a multi-leveled plan for maintaining the facility:

- On-Site, TEACH LV will have Custodian(s)/Campus Aides. Their role is to maintain the cleanliness of the facility during the school day.
- TEACH LV will contract with a janitorial company to provide a cleaning service 5 nights a week which will include annual floor work.

- The CMO will assist in the identification of facility maintenance staff and procure vendor services as needed service providers such as; janitorial, HVAC, locks/doors, plumbing, pest control, landscaping, etc.

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

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

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

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

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

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

(e) *Purchasing processes*

Please see fiscal policy in *Attachment18, Budget Narrative* for TEACH LV Procurement and Purchasing procedures.

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

TEACH LV will employ Campus Aides as onsite security who works in conjunction with the Executive Director, Superintendent (when hired) and Office Manager to implement the Emergency Management Plan. The school's administration and Campus Aide will have primary responsibility over proper implementation of the Emergency Management Plan. A training will be provided to all staff members (licensed and non-licensed) on emergency protocols with monthly drills conducted to ensure compliance. TEACH LV will also create a system whereby all non-school personnel must check in with the front office when arriving on campus.

(2) *Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal*

computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

TEACH LV plans to contract with a third party educational technology support company. This service will include firewall set-up/maintenance, server set-up/maintenance, computer installations, computer imaging, configuration of wireless system and continual IT support. The contract with the company will ensure that data will be protected and that proper mechanisms are in place to limit access to student and staff data.

Internet Service will be provided through a secure and reliable Internet Service Provider protected by an enterprise router. Local area networking will be provided by managed switches and wireless access points throughout the building. Each teacher and office staff member will be provided with a computer to utilize. In addition, at least one computer lab and one laptop cart will be available for student use. TEACH LV will develop an Acceptable Use Policy for all students and staff that will cover acceptable.

Lastly, TEACH LV plans to apply for E-Rate funding provided by the Federal Communications Commission (FCC) to support TEACH LV's technology plan for all students and staff at our campus(es). By applying for these funds, it will allow TEACH LV to add additional upgraded hardware allowing internet access to be available within our school at optimal speeds for student academic activities. In addition, this will also allow for an Internet Service Provider to partner with us to gain access to fiber internet at maximum speeds possible while being budget friendly.

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

The CMO (CFO/COO and Director of Operations, Data & IT) will oversee the management of student information via the school office staff (Office Manager and Office Technician(s)). The CMO have experience using Infinite Campus and will attend trainings to stay abreast of Nevada's specific reporting requirements. The CFO/COO will ensure that all office staff is trained and will monitor for data is accuracy.

In addition, continuous professional development will occur from the CFO/COO & Director of Operations, Data and IT to the Administrative Staff and Office Staff to ensure data integrity is complied regularly while sharing best practices on data workflow procedures. This will allow for staff to maintain a high level of confidence in our data to provide to our authorizer for state accountability reporting.

Lastly, the school office staff and TEACH CMO staff attend trainings hosted by the SPCSA.

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



TEACH LV will require all staff to complete FERPA training to ensure that all personnel understand their role in the protection of data that are defined as personally identifiable information (PII). PII data are elements of data that can be used to distinguish or trace a person's identity and the school determine there are PII public elements and PII protected data elements. For the purposes of PII public elements consider those items that can be readily found are publicly listed in telephone books, websites, or other such directory listings. Examples of PII data may include, but are not limited to:

- Student first and last name
- Address (physical and mailing)
- telephone number
- e-mail, etc.

However, examples of PII protected data may include the following:

- social security number
- usernames and passwords
- passport numbers
- academic transcripts
- mother's maiden name, etc.

TEACH LV practices ways to safeguard protected PII data by:

- limiting the collection of only necessary protected PII data
- limiting the use of protected PII data by staff
- protecting the storage of protected PII data digitally and in locked fireproof file cabinets
- shredding unnecessary paperwork containing protected PII data
- encrypting the exchange of protected PI data files with passwords
- protecting information on portals using Secure Socket Layer (SSL).

In addition, TEACH LV complies with NRS 388(5) to ensure that any and all school service providers as defined in NRS 388(3) and NRS 388(4) provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security pursuant to NRS 388(7). Strict compliance with this statute is enforced by the Executive Director prior to purchasing any school service. Finally, staff are required to disclose any compromise to public or protected PII incidents within 24 hours.

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

Please see *Attachment 15*.

## **FACILITIES**

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

- (a) The desired location of the school facility;

As a public charter school, TEACH LV is open to all residents in the state of Nevada. However, the school's identified community will primarily focus on serving families in 4624 – 4660 N. Rancho Dr. Las Vegas, NV 89130. TEACH LV has a draft agreement with Red Hook. Please see *Attachment 16*, Facility Proof of Commitment for details.

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

2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
12	16	21	26	31	39

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

TEACH LV will require necessary classroom space to accommodate Special Education pullouts and for the anticipated amount of ELL students. As the ELL population increases, the necessary classroom space required will be taken into account when identifying/securing a school facility.

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

The Board of Directors is seeking a facility that will accommodate a front office with room for administrative offices, a resource room/teacher's lounge (for printers, laminating machines, etc.), a multi-purpose room (cafeteria, gym), a computer lab, and space for a library.

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

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

As a facility has already been identified this is not applicable.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

Please see *Attachment 16* for TEACH LV's draft lease agreement with Red Hook.

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

TEACH Inc. (CMO) has successfully acquired private facilities for all three of its Los Angeles schools. CMO has successfully purchased facilities through the private bond market, securing over 40 million dollars in bond funding. Its 2019 issuance received the lowest interest rate for any non-

rated charter school bonds ever issued in California and was oversubscribed by 4x, demonstrating the quality of the CMO's credit.

The CMO has managed build outs/ renovations and numerous other facilities related projects for its facilities over the past decade. The Superintendent, CFO/COO and Director of Facilities will all bring expertise in this area to support TEACH LV.

The CMO has worked successfully with Red Hook Capital Partners on all its facilities acquisitions. Please see *Attachment 16* for more details.

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

The property is currently zoned for charter school use. CMO plans to submit permits to the city for the buildout of new buildings (phase 2) for a later date as enrollment increases beyond current facility capacity in year 4.

Please see *Attachment 16* for more details.

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

The property is currently zoned for charter school use. The property currently acts as a school site for Explore Academy charter school and service 476 students. Explore Academy will be moving out of the space following the 20-21 school year.

## **ONGOING OPERATIONS**

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

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

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

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

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Please see *Attachment 17*.

## 5. Financial Plan

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

See *Attachment 18, Budget Narrative* for the TEACH LV Fiscal Policies and Procedures and Procurement and Purchasing Procedures. TEACH LV will contract for accounting services and payroll processing.

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

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*
  - *How the projected number of students in each applicable subgroup was determined*
  - *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
  - *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

Please see *Attachment 18*.

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

Please see *Attachment 19*.

(4) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

The annual audit will take place after the close of each fiscal year. TEACH LV will follow GAAP standards with the goal of earning an unqualified audit. The TEACH LV Board of Directors will be select the auditor annually, through a competitive RFP process. The auditor will retain complete freedom and direction over audit procedures. TEACH LV will provide the auditor with all necessary documents to ensure TEACH LV has complied with GAAP standards and all other regulatory requirements for public schools in Nevada.

TEACH LV will contract with a back-office provider to ensure compliance with all rules, regulations, and reporting guidelines for public schools in Nevada. TEACH LV Financial Policies and Procedures has been drafted (see *Attachment 24*) to detail the internal instructional controls necessary in procurement, purchasing, and all transactional approvals. Additionally, TEACH LV Board of Directors will attend workshops and trainings provided by the State Public Charter School Authority and other public agencies to ensure compliance with all regulations, including any newly legislated requirements.

The annual audit will be completed in accordance with all required deadlines, and a copy of the auditor's findings will be forwarded to the authorizer and any other mandated recipients. The independent fiscal audit of TEACH LV will be public record, and a copy of each year's audit will be maintained in the school's office and provided to the public upon request.

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

## 6. Addendum

*Please complete the following addendum if you are either:*

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

### **LEADERSHIP FOR EXPANSION**

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

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

TEACH LV will primarily use traditional recruitment and networking to bring in talent. TEACH Public Schools (The CMO) have deep connections in the K-12 education community in Southern California including other large CMOs, colleges & universities. The CMO traditionally promoted both from within and hired strong leaders from outside the organization to bring new perspectives and experiences. Additionally, if desired, the CMO will provide in-house leadership training and mentorship and support the TEACH LV school leaders to pursue outside professional development.

As discussed previously, Dr. Maria Pimienta is the proposed school leader.

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

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

TEACH LV does not plan to have a regional director so this question is not applicable. The TEACH LV Executive Director will perform the duties of a "regional director."

### **SCALE STRATEGY**

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

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

TEACH LV is replicating a small K-12 model that will eventually serve approximately 1000 students. Once approved, the governing board and CMO will negotiate a final lease to secure a facility that - while currently can hold about 550 students - can be built out to serve over 1200 students. The



school leader and CMO will work to hire and training staff in the “TEACH Way”. Additionally, the school leader and CMO will work to build community relationships and recruit students.

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

While TEACH LV doesn’t operate schools in other states, its CMO partner TEACH Inc. operates 3 schools in Los Angeles, CA. The scaling in Los Angeles had some unique challenges due to the charter approval timelines in Los Angeles and the lack of facilities. TEACH has opened schools within 3 months of charter approval. Additionally, due to the high cost of real estate, TEACH schools have been forced to move several times around the city before growing large enough to secure a permanent school site. This makes student recruiting extremely challenging. We believe these difficult experience will add TEACH LV in managing its facility and recruiting students.

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

As part of the services contract, CMO is responsible for developing the academic model and ensuring curricular alignment with both TEACH LV and the TEACH Public Schools model, providing much of the professional development, and providing data analysis and reporting. These are the three primary factors that will ensure the fundamental features are identified (academic model), taught (PD), and monitored (data reporting). Additionally, the Executive Director is a former Assistant Superintendent with TEACH Public School and has a history of implementing the TEACH model.

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

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

TEACH Public Schools will assist in the development and implementation of the entire academic program as outlined in the charter application. This program will be rooted in the proven Eagle academic model with specific attention to college/career readiness and social emotional growth. TEACH Public Schools will also recommend policies and procedures relating to student recruitment, student admissions, student records, student discipline, school year requirements, school day requirements, special education, student testing, extracurricular programs, and community partnerships.

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

The Executive Director will coordinate with the CMO to share reporting data with the CMO board and other stakeholders as needed.

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



The draft services agreement will be the primary tool used to evaluate TEACH Public Schools. However, Academic, Operational and Fiscal data/benchmarks that are used to evaluate the school generally will also be used to evaluate the CMO.

For additional information, please see *Attachment 21*.

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

TEACH LV and TEACH Public Schools will not share any employees.

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

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Responsible along with Executive Director for setting and reaching performance goals	Board sets goals with input from CMO & ED	Responsible along with CMO for setting and reaching performance goals.
Curriculum	Ensures curriculum is aligned with state standards and TEACH model	Accountable to SPCSA and oversees CMO and school leader on curricular choices	School leaders selects curriculum with input from CMO & Board
Professional Development	CMO provides school ED PD and supports ED with staff PD. CMO also provides board training/development	Responsible for leaders development and boards development. Holds CMO accountable for providing PD.	Accountable for providing PD for all staff.
Data Management and Interim Assessments	CMO provides data reports and suggestions to ED and Board based on data analysis	Board evaluates data and holds CMO & ED accountable for results	ED leads the implementation at the school level ensures use of data informed instruction
Promotion Criteria	Consults with ED on school standards and state requirements	Accountable to SPCSA and school families	ED evaluates and promotes staff
Culture	CMO provides guidance and support for ED and board in creating positive culture "TEACH Way"	Board evaluates based on survey data and other metrics and holds CMO & ED accountable for results	ED leads implementation

Budgeting, Finance, and Accounting	CMO works with ED to develop and implement budgets that will allow the school to sustain and growth into the future. Will support on audits, financing.	Board will review and approve budgets. Will review monthly reports to ensure school is on budget.	ED will work with CMO and Board to develop and implement budget.
Student Recruitment	CMO will support student recruitment efforts marketing and hosting events, overall strategy and goals	Accountable for legal requirements and oversight and approval of policies	Responsible for student recruitment and retention results. Proposing and implementing policies to the board.
School Staff Recruitment and Hiring	Responsible for advertising positions and initial screening of candidate. Provide support throughout hiring process.	Hire and fire the ED. Ensures laws and regulations are followed.	Responsible for ensuring school is fully staffed with qualified individuals.
HR Services (payroll, benefits, etc.)	Will consult train school staff on HR services for school level processes (timeclock, legal support, employee handbook, biding benefits, etc.)	Ensures laws are followed approves any contract over 50k.	Consults with CMO and implements site based procedures (timeclock, attendance, ect.)
Development/ Fundraising	Consults with board as needed	Responsible for fundraising efforts	Supports and implements fundraising plans.
Community Relations	Consults & supports in community outreach strategy and implementation of events	Responsible for community relations with local governance, politicians and community leaders.	Responsible for stakeholder relationships and involvement
IT	Collaborates with ED on IT purchases IT purchases and submit E-rate application. Support in facility related IT projects.	Ensures IT needs fit within approved budget.	Ensures technology is used appropriately and is maintained. Ensures instruction is implemented effectively using technology. Collaborates with CMO on IT purchases.
Facilities Management	Consults with Board and ED on facilities management	Approves any purchases over 50k and receives reports from ED and CMO.	Responsible for managing facilities and overseeing site based facilities staff.
Vendor Management / Procurement	Consults with ED and Board and approves purchases orders under 50k	Approves contracts over 50k. Approves policies. Ensures policies are implemented.	Manages relationships with vendors and coordinates contracts with CMO and board as needed based on monetary

			threshold. Makes Purchase requests.
Student Support Services	Consults with the ED on support programs	Informed via reports	Accountable for successful implementation of all support programs.
Other operational services, if applicable	Not applicable at this time.	Not applicable at this time.	Not applicable at this time.

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

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

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

Please see *Attachment 22*.

### **SCHOOL MANAGEMENT CONTRACTS**

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

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

As we are a CMO applicant this question is not applicable.

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

The CMO reports directly to the Governing Board and will be formally reviewed annually against the school performance goals established by the Board. The Board establishes policies, procedures, and a budget that the CMO must operate within; ongoing communication and reporting during regularly schedule Board meetings will be the primary source for interim monitoring of progress toward goals. The Services Contract will be negotiated “at arm’s length” and the Board will retain its own counsel for review of said contract.

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

The CMO has worked with the committee to form on submitting a charter application in Nevada over the last two years. This work has included attending numerous trainings, networking and

community engagement events coordinated by the Nevada State Public Charter School Authority, Opportunity 180, Charter School Association of Nevada and the National Alliance For Public Charter Schools. TEACH has obtained commitments from parents and educators in Las Vegas to serve on both the committee to form and TEACH LV's nonprofit board of directors. Additionally, TEACH has worked with its facilities partners to obtain access to a school ready site for its TK-12 Las Vegas home. The CMO has help establish the non-profit entity TEACH LV and apply and receive a \$20,000 start-up grant. The CMO has also conducted community engagement and student recruitment. The CMO will continue this work during the incubation year to ensure the schools opening is a success.

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

The CEO & President of TEACH Public Schools, Mrs. Mildred S. Cunningham was/is a founding board member of TEACH LV. Mrs. Cunningham has included a letter of resignation from the board of TEACH LV (Please see *Attachment 4*) to avoid any conflicts of interest. Mrs. Cunningham has never voted on any agreement between TEACH LV and TEACH Public Schools and has never received any payment or consideration from TEACH LV.

TEACH Public Schools and TEACH LV both will adhere to the anti-kickback provisions of the entities Procurement and Purchasing Procedure.

The board of directors will adhere to the conflicts of interest and code of conduct policies prohibiting conflicts of interest. The board will receive regular training on how to spot and avoid potential conflicts of interest.

(5) Please provide the following in Attachment 23:

- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO/EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

Please see *Attachment 23*.

(6) Provide, as Attachment 24, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

Please see *Attachment 24*.

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

Please see *Attachment 24*.

(8) Complete the CMO/EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template for each of the EMO's schools.

Please see *Attachment 24*.

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

Please see *Attachment 24*.

## CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

*This section applies to experienced CMO applicants.*

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

- (a) To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?

TEACH LV is a separate non-profit with its own board with a majority of Nevada residents. TEACH Inc.'s (CMO) mission and vision is the same as TEACH LV. CMO will participate in board meetings and other stakeholder events for community input to adjust services based on community needs.

- (b) Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?

A new non-profit corporation with a separate board will govern TEACH LV.

- (c) If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The current TEACH Inc. board will not govern the charter school.

- (d) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

No relationship will exist beyond the service contract.



**Attachment 1:**  
Letters of Community Support and Partnership

- A. Constance Turner Jackson Letter of Support
- B. Girls Athletic Leadership School Letter of Support
- C. LVNBA TEACH LV Partnership Letter
- D. NV Rise Letter of Support
- E. Opportunity180 Letter of Support
- F. Pastor Marcos Gamboa Letter of Support
- G. Bank of Nevada Letter of Support

## Constance Turner Jackson

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September 20, 2020

Dear Nevada State Public Charter School Authority,

In full support of the TEACH Las Vegas Charter School's application for approval to open Fall 2021 at 4624-4660 N. Rancho Dr., Las Vegas, NV 89130, I submit this letter for your consideration.

I rarely submit letters of support or recommendation unless I am secure in knowing that the applicant is uniquely qualified, tenacious and prepared to meet the demands required. I have reviewed aspects of their application and spoken with one of the current chartering Board of Directors and have concluded that TEACH is ready and supported!

As a former advisor, K-12 Curriculum Director and Interim Executive Director of the Explore Knowledge Academy Charter School (EKA) in Las Vegas from 2005-2009 and its board member in 2010, I am acutely aware of what is needed to provide a secure environment, technology-rich and equitable curriculum that meets the diverse needs of its students and their families. TEACH has this covered.

I believe that TEACH Las Vegas Charter School's focus on technology, critical thinking, college readiness and community engagement is exactly what is needed for our students who have been underserved by the traditional school model. TEACH Las Vegas vows to not only serve its students but seek out those who have fallen through the cracks in traditional school settings. I have witnessed the positive and invaluable impact that charter schools make in the lives of students...especially



those that had been underserved or just didn't fit in. TEACH can meet those needs as well.

At EKA I learned that charter schools **can** increase the academic achievement of its students, which only benefits the district in which it is located. I learned that a qualified staff of diverse and caring professionals is required, and I have confidence and faith that TEACH will hire only the best and brightest to teach and guide its students to success, too. (I must admit that I hired several of my Delta sorority sisters to ensure our students were treated equitably, but I also made sure our staff was as diverse as our student population.)

I have assisted in the writing of charter renewals for EKA and was also on the team that drafted the initial charter for Silver Sands Montessori Charter School, also in Las Vegas, so I am aware of the rigors involved and confident that TEACH Las Vegas will follow through on all aspects of their charter. I also know that the NSPCSA will assist them as they grow. I believe that if TEACH Las Vegas has what I believe to be a strong charter, then their team is well aware of all they need to be successful, along with the backing of TEACH in California.

For all the reasons stated and more, I highly support TEACH Las Vegas Charter School and believe that TEACH will provide an excellent educational opportunity to the families of Las Vegas and increase academic performance in the Clark County School District through its vigorous curriculum. I wish them the best and pray you will support them as I do.

Respectfully,


**Constance Turner Jackson** (formerly Ewing)

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09/14/2020

Dear Nevada State Public Charter School Authority,

I am writing express support for the TEACH Las Vegas charter school. I have interacted with the Executive Director of TEACH through my partnership with Opportunity 180 and appreciate the school's efforts to learn more about our community and how to bring their innovative school model with a strong emphasis on diversity and equity for students underserved by traditional schools. TEACH not only serves these students, but seeks them out.

As a fellow charter school operator, I am keenly aware of the need for high quality schools in Clark County and believe that the implementation of TEACH Las Vegas will provide a great educational option to the families of Las Vegas and increase the academic achievement of our county.

Sincerely,

Jennifer McCloskey, Executive Director  
Girls Athletic Leadership School



September 14, 2020

Dear Nevada State Public Charter School Authority,

On behalf of the Las Vegas Chapter of the National Bar Association (“LVNBA”), I am writing to express my support for the approval of TEACH Las Vegas charter school (“TEACH”) to be opened in the Fall of 2021 at 4624 – 4660 N. Rancho Dr. Las Vegas, NV 89130. I believe that TEACH will be a great asset to our children, families and local community.

The LVNBA is an active affiliate of the National Bar Association, which was formally organized in 1925. The National Bar Association is the oldest and largest association of predominantly African-American lawyers, judges, law professors, and other legal professionals. Our mission is to:

- Promote education, professionalism, and the pursuit of equal opportunity and justice for all.
- Advance the science of jurisprudence through education, scholarly analysis and commentary, and professional leadership and development.
- Improve the administration of justice, preserve the independence of the judiciary, and uphold the honor and integrity of the legal profession.
- Promote social dialogue among the members of the bar.
- Advance policy that improves health care, economic and education opportunities, and use of the franchise guaranteed by the Constitution of the United States.
- Protect civil and political rights of the citizens and residents of the United States.

We believe that TEACH’s focus on technology, critical thinking, college readiness and community engagement are especially relevant today. TEACH also has a strong track record of diversity and equity impacting those students underserved by traditional schools. TEACH not only serves these students, but seeks them out.

On behalf of the LVNBA, I highly support TEACH Las Vegas and believe that the implementation of the school will provide a great educational option to the families of Las Vegas and increase the academic achievement of our district.

Sincerely,

  
Augusta Massey, Esq.

President, Las Vegas Chapter of the National Bar Association



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Dear Nevada State Public Charter School Authority,

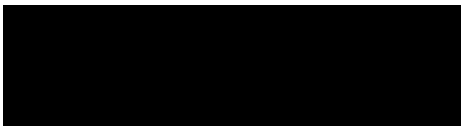
I am writing to express my support for the approval of TEACH Las Vegas charter school to be opened in the Fall of 2021 at 4624 – 4660 N. Rancho Dr. Las Vegas, NV 89130. I believe that TEACH will be a great asset to our children, families and local community.

Having opened a school recently in southern Nevada, I know first-hand the impact more options will have on our families. The mission of TEACH has aligns with our mission to provide a high quality education to students who have historically been denied access to a quality education.

We believe that TEACH's focus on technology, critical thinking, college readiness and community engagement are especially relevant today. TEACH also has a strong track record of diversity and equity impacting those students underserved by traditional schools. TEACH not only serves these students, but seeks them out.

On behalf of Nevada Rise Academy, I highly support TEACH Las Vegas and believe that the implementation of the school will provide a great educational option to the families of Las Vegas and increase the academic achievement of our district.

Rising Together



Justin Brecht  
Executive Director

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Nevada Rise Academy Charter School  
2525 Emerson Avenue, Las Vegas, NV 89121  
702-336-7060 ▪ [jbrecht@nevadarise.org](mailto:jbrecht@nevadarise.org)



September 16, 2020

State Public Charter School Authority  
2080 East Flamingo Road, Suite 230  
Las Vegas, NV 89119

Dear Nevada Authority Board Members:

I am writing to express our organization's support of the **TEACH Las Vegas** application for authorization under the State Public School Charter Authority.

We believe they have a solid history of service to students and strong community relationships in Los Angeles. We have also seen evidence, through our visit to their Los Angeles campuses, their monthly visits to Las Vegas and local community engagement efforts, they have a strong vision to replicate a public charter school that is grounded in community values, relationships, and high expectations for student success.

Opportunity 180 is committed to increasing the number of high-quality public school seats in neighborhoods of greatest need. TEACH and their approach to planning for the launch of this school show great promise.

Sincerely,



**Jana Wilcox Lavin**  
Executive Director, Opportunity 180





Pastor Marcos Gamboa  
Centro Cristiano El Shaddai  
2075 N. Lamb Blvd 89115

September 14, 2020

Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of TEACH Las Vegas charter school to be opened in the Fall of 2021 at 4624 – 4660 N. Rancho Dr. Las Vegas, NV 89130. I believe that TEACH will be a great asset to our children, families, and local community.

Our community needs the support of institutions like Teach to be able to offer options to the families of our community. For a long time, Hispanic families have not been taken into account, so we believe that options like this will be a great benefit to our children. We want to offer our full support to this school because we know that it will collaborate in forming successful students who have better academic opportunities.

We believe that TEACH's focus on technology, critical thinking, college readiness, and community engagement are especially relevant today. TEACH also has a strong track record of diversity and equity impacting those students underserved by traditional schools. TEACH not only serves these students, but seeks them out.

On behalf of Pastor Marcos Gamboa, we highly support TEACH Las Vegas and believe that the implementation of the school will provide a great educational option to the families of Las Vegas and increase the academic achievement of our district.

Sincerely,



Pastor Marcos Gamboa



Headquarters Office  
2700 West Sahara Avenue  
Las Vegas, NV 89102  
T 702-248-4200

September 8, 2020

Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of TEACH Las Vegas charter school to be opened in the Fall of 2021 at 4624 – 4660 N. Rancho Dr. Las Vegas, NV 89130. I believe that TEACH will be a great asset to our children, families and local community.

Bank of Nevada employs over 300 individuals in the state of Nevada and serves the business community. We are strong supporters of school choice!

We believe that TEACH's focus on technology, critical thinking, college readiness and community engagement are especially relevant today. TEACH also has a strong track record of diversity and equity impacting those students underserved by traditional schools. TEACH not only serves these students, but seeks them out.

On behalf of Bank of Nevada, I highly support TEACH Las Vegas and believe that the implementation of the school will provide a great educational option to the families of Las Vegas and increase the academic achievement of our district.

Sincerely,



John Guedry  
Chief Executive Officer



Attachment 2:  
Draft MOU  
(Not Applicable)





Attachment 3:  
Annual Academic Schedule

TEACH Las Vegas 2021-2022 Academic Calendar

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 0  
PD Days: 0

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 17  
PD Days: 0

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Instructional Days: 20  
PD Days: 1

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 19  
PD Days: 1

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days: 17  
PD Days: 0

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: 13  
PD Days: 0

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Instructional Days: 18  
PD Days: 1

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Instructional Days: 18  
PD Days: 0

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Instructional Days: 21  
PD Days: 1

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Instructional Days: 14  
PD Days: 1

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 18  
PD Days: 0

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Instructional Days: 0  
PD Days: 0

Calendar Key	
	Staff Development (No School)
	Regular Instructional Days
	1st Day of Semester
	Parent-Teacher Conferences
	Last Day of School Year
	Holidays
<b></b>	Early Dismissal Day

175 Days of Instruction  
5 Staff Development Days

Important Dates

July		
August		January 4
August 9		January 5
September		January 17
September 6		February 7
September 13		February 21
October		March 11
October 4		March 14
October 8		April 8
October 13		April 18
October 29		April 19
November		April 25
November 11		May 25
November 12		
November 24		
November 25-26		
December		May 26
December 17		

January	
January 4	
January 5	
January 17	
February	
February 7	
February 21	
March	
March 11	
March 14	
April	
April 8	
April 18	
April 19	
April 25	
May	
May 25	
June	

# SAMPLE ELEMENTARY SCHOOL (K-5) DAILY SCHEDULE

## Regular Instructional Day

Start	End	Class Period	Schedule Specifics	Instructional Minutes
8:10 AM	8:30 AM	0 Period	Morning Recess	20
8:35 AM	9:25 AM	1st Period	Instruction Begins	50
9:30 AM	10:20 AM	2nd Period		50
10:25 AM	11:15 AM	3rd Period	KG Lunch 10:30-10:55 KG Recess 11:00-11:15	50
11:20 AM	12:10 PM	4th Period	1st Grade Lunch 11:05-11:30 1st Grade Recess 11:35-11:50	50
12:15 PM	1:05 PM	5th Period	2nd Grade Lunch 11:40-12:05 2nd Grade Recess 12:10-12:25	50
1:10 PM	2:00 PM	6th Period	3rd-5th Grade Lunch 12:15-12:40 3rd-5th Grade Recess 12:45-1:00	50
2:05 PM	2:55 PM	7th Period	KG & 2nd Grade Dismissal 2:45pm 1st & 3rd Grade Dismissal 2:55pm	50
3:05 PM	3:45 PM	Clubs		Total: 410

## SAMPLE MIDDLE SCHOOL (6-8) DAILY SCHEDULE

### Regular Instructional Day

Start	End	Monday/Wednesday	Tuesday/Thursday	Instructional Minutes
8:30 AM	8:45 AM	Advisory	Advisory	15
8:45 AM	8:50 AM	Passing Period	Passing Period	
8:50 AM	10:15 AM	English	English Intensive (Designated	85
10:15 AM	10:20 AM	Passing Period	Passing Period	
10:20 AM	11:45 AM	Math	Math Intensive	85
11:45 AM	12:15 PM	Lunch	Lunch	
12:15 PM	12:45 PM	Independent	Independent	30
12:45 PM	2:10 PM	Science	Social Studies	85
2:10 PM	2:15 PM	Passing Period	Passing Period	
2:15 PM	3:40 PM	PE/Health	Elective	85
3:40 PM	3:45 PM	Passing Period	Passing Period	
3:45 PM	4:15 PM	Intervention/Designated ELD	Intervention/Designated ELD	30
4:15 PM	5:00 PM	After-School Enrichment/Tutoring		<b>Total: 415</b>

136 Regular	56440
44 Short	13596
180 Total	70036
State Minimum	54000
Extra Time	16036

# **SAMPLE HIGH SCHOOL (9-12) DAILY SCHEDULE**

## Regular Instructional Day

Start	End	Monday/Wednesday	Tuesday/Thursday	Instructional Minutes
8:30 AM	8:45 AM	Advisory	Advisory	15
8:45 AM	8:50 AM	Passing Period	Passing Period	
8:50 AM	10:15 AM	English	Science	85
10:15 AM	10:20 AM	Passing Period	Passing Period	
10:20 AM	11:45 AM	Spanish	History	85
11:45 AM	12:15 PM	Lunch	Lunch	
12:15 PM	1:40 PM	Math	College Readiness	85
1:40 PM	1:45 PM	Passing Period	Passing Period	
1:45 PM	3:10 PM	Elective 1	Elective 2	85
3:10 AM	3:15 PM	Passing Period	Passing Period	
3:15 PM	4:15 PM	Office Hours/Designated ELD	Office Hours/Designated ELD	60
4:15 PM	5:00 PM	After-School Enrichment/Tutoring		<b>Total: 415</b>

136 Regular	56440
44 Short	13596
180 Total	70036
State Minimum	54000
Extra Time	16036



Attachment 4:

- A. Board Member Template (please see separately attached Excel sheet)
- B. Mrs. Cunningham Letter of Resignation

*Mildred S. Cunningham*

4711- 4711 Avenue Los Angeles, California 90043

September 29, 2020

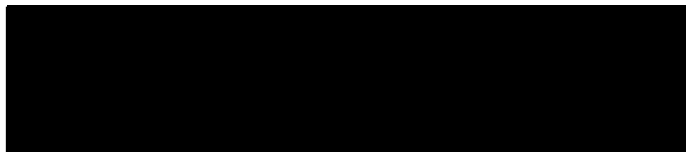
Board of Directors

TEACH Public Schools  
10600 South Western Avenue  
Los Angeles, California 90047

Ladies and Gentlemen:

As proud Co-Founder and CEO of TEACH Public Schools California, it is in consideration of Conflict of Interest, I respectfully relinquish the position of President of the Board of Directors, TEACH Public Schools Las Vegas. Effective Immediately.

I appreciate the consideration and continue well wishes in support. Thank you so kindly.

A large black rectangular redaction box covering the signature area.

Mildred S. Cunningham, CEO





Attachment 5:

- A. Board Member Information Sheets
- B. Board Resumes
- C. Board Bios

## 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

**TEACH LAS VEGAS**

2. Full name

**Trishawn Deon Allison**

Home Address

Business Name and Address

**educational career, I was the Director of a childcare center for over 10 years that serviced the community. I managed the teaching staff, determined how resources and materials should be allocated, ensured a safe educational environment, developed curricula in coordination with teachers, communicated with parents and upheld the centers reputation.**

## 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).  
**X Does not apply to me. Yes**

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

**I have chosen to sit on the initial board for Teach Las Vegas based on the fact that I have been a part of/with the Teach organization since its original inception. I have always been a proponent of the "TEACH WAY"; empowering our future leaders. I know first-hand what they embody as a whole and I wanted to play a more vital role in the spread of that.**

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

**My understanding is that charter school board chairs play a very important role in the initial construction of the organization as well as govern the body of the schools existence. We would steer the organization toward a sustainable future.**

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.

**Although I don't have previous experience as a public charter school board member, I have owned and operated Allison House Foundation & Allison Wonderland Childcare as its CEO. They both play an intricate role in servicing the community. I will be an effective board member because I will focus on what's best for the students, their achievements and implementing policies that will ensure their success. I will advocate for TEACH.**

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

**As an original TEACH parent that has been with this organization from inception, I know what parents want and expect from the school that is and will be educating their child/children. When it comes to making sound decisions, speaking on and knowing what's best for TEACH...I am overly-qualified for that role.**

## Start-Up Charter School Board Member Information

### School Mission and Program

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

**TEACH Las Vegas is committed to providing students with the tools for personal and academic success in a safe, technology-focused learning environment. Their beliefs are vital to what we are experiencing in these times within education. A well-formed educational system is what not just most but all families need to continue the progression within the community.**

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

**Technology Integration, College Readiness, Project Based Learning, Character Development, Teaching the whole child (socially, emotionally, academically).**

3. What do you believe to be the characteristics of a successful school? A few characteristics but not limited to:

- **Effective & quality school leadership that collaborates with high levels of communication**
- **A supportive learning & teaching environment**
- **High standards and expectations for students**
- **Ongoing evaluations**
- **Secured & Organized**
- **Has goals and direction**
- **And have curriculum, instruction and assessment aligned with state standards**

4. How will you know that the school is succeeding (or not) in its mission? You are able to measure the Charter's success through (not limited to):

- **How well students are prepared to accomplish their current and future academic and personal goals**
- **Student Attendance Rates**
- **Parent Engagement**
- **Waitlist for enrollment**
- **The student's academic performance**
- **Graduation & College rates**
- **Literacy**

## Start-Up Charter School Board Member Information

### Governance

1. Describe the role that the board will play in the school's operation.

**The board is responsible for but not limited to, ensuring that the academic program of TEACH Las Vegas is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization. Determine the mission and purpose of TEACH and keep it clearly in focus, select, support and review the performance of the CEO, ensure effective organizational planning, ensure adequate resources and manage resources effectively, ensure legal and ethical integrity, maintain accountability and manage resources effectively.**

2. How will you know if the school is successful at the end of the first year of operation?

1. Academic Data on standardized tests,
2. State Star Ranking,
3. Parent, Student & Staff satisfaction via survey
4. Meeting Enrollment & Budget Projections,
5. Financially Viable with Cash Reserves,
6. Clean Independent Audits

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

- How well students are prepared to accomplish their current and future academic and personal goals
- Student Attendance Rates
- Parent Engagement
- Waitlist for enrollment
- The student's academic performance
- Graduation & College rates
- Literacy

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

**The board will have to be very involved with the evolution of TEACH Las Vegas; making sure that TEACH gets frequent teacher feedback, making sure there is data-driven instruction, intensified tutoring, and maintaining high expectations.**

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

## Start-Up Charter School Board Member Information

If the Board has reasonable cause to believe an TLV Director has failed to comply with this Code, it shall inform that TLV Director of the basis for such belief and afford the TLV Director an opportunity to explain the alleged failure.

(b) If, after hearing the TLV Director's response and after making further investigation as warranted by the circumstances, including conducting a hearing on point, the Board determines that the TLV Director has breached this Code, it shall take appropriate corrective and/or disciplinary action. At any such hearing, the breaching TLV Director may testify, bring witnesses on his/her behalf, introduce documentary and other evidence, and make a closing argument. No corrective and/or disciplinary action may issue except upon a two-thirds (2/3) vote of the Board Members, excluding the breaching TLV Director in question. Corrective and/or disciplinary action may include removal from the relevant Board, Committee, or Subcommittee. Any corrective and/or disciplinary action shall be recorded in the minutes of the meeting of the Board.

### 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, Trishawn Deon Allison, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority

### **Start-Up Charter School Board Member Information**

as a prospective board member for TEACH PUBLIC SCHOOLS LAS VEGAS 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, TEACH Public Schools Las Vegas,  
(name of charter school)  
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
  - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
  - Submit accountability and progress reports throughout the academic year;
  - Conduct and report on required examinations of students;
  - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
  - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
  - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
  - Submit reports regarding student truancy, transiency, attendance and dropout rates;
  - Submit reports of weapons and violence incidence;
  - Describe suspensions and expulsions; and
  - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

### Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to

## Start-Up Charter School Board Member Information

disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

\_\_\_\_\_  
Signature of Certifying Charter School Official      Name Printed

\_\_\_\_\_  
Title      Date

Subscribed and sworn to before me

This \_\_\_\_\_ day of \_\_\_\_\_  
date      month      year

(Notary Public Seal)

**Start-Up Charter School Board Member Information**



Signature

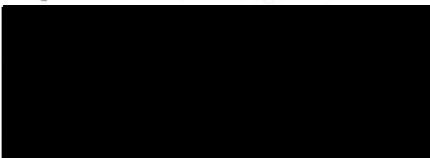
Date



## Start-Up Charter School Board Member Information

### Notarized Statement

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



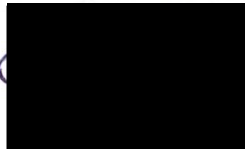
TRISHAWN Allison  
\_\_\_\_\_  
School Official      Name Printed

BOARD of Director  
\_\_\_\_\_  
Title

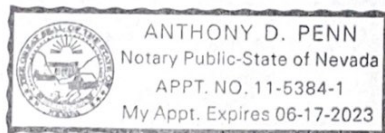
September 21, 2020  
\_\_\_\_\_  
Date

Subscribed and sworn to before me

This 21 day of September 2020  
date                      month                      year



(Notary Public Seal)



## 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).**

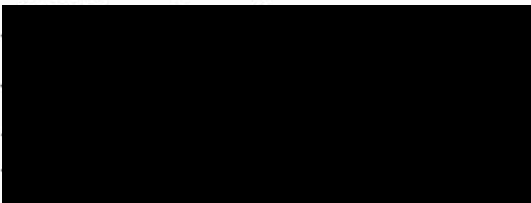
**All forms must be signed by hand.**

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 TEACH Las Vegas
2. Full name Daniel Horn  
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.

**In my educational career, I have worked in various roles including elementary teacher, assistant principal and principal in both traditional school district settings and in charter schools. I currently work as an instructional leadership coach for The Achievement Network, an education non-profit that partners with schools and district leaders throughout the country to understand quality tier I instruction and use of student data in support of student learning. This experience helps me understand the demands of school and district leaders in supporting quality instruction. I also have intimate knowledge of how materials and resources should be used. This allows me to provide adequate oversight over the charter leaders to ensure we are serving students appropriately.**

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



## Start-Up Charter School Board Member Information

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 am excited about the opportunity for Teach Public Schools to expand into Las Vegas. I have noticed that there are not many options for families in the North Las Vegas communities for school choices that focus on providing educational experiences that focus on the whole child. TEACH's mission and vision for education matches with my vision for quality education for all students.**

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

**My understanding is that as a board member of a public charter school monitors the policies and procedures of the charter organization to ensure that they follow the laws of the state and educational best practices. The board supervises and evaluates the effectiveness of the superintendent of schools, oversees use of funds, and ensures students are being treated appropriately.**

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 do not have any experience previously on a charter board but I do have experience as a school leader as mentioned above. In these experiences, I have been in countless board meetings where I have been able to see the inner workings of a charter board.**

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

**I would bring knowledge and experience with instruction that would be an asset to the charter organization. I also would bring expertise of educational leadership and the role that leaders play in supporting student learning and equitable outcomes for students.**

### School Mission and Program

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

#### Mission

TEACH Las Vegas is committed to providing students with the tools for personal and academic success in a safe, technologically-focused learning environment.

#### Vision

TEACH Las Vegas strives to foster a community of critical thinkers and life-long learners who use technology to transform our world.

School-wide learner outcomes include:

- (1) Prepare students for academic success in high school; as well as, post-secondary education,
- (2) Prepare students to be responsible and active participants in their community, and
- (3) Enable students to become life-long learners.

Staff and teachers will work relentlessly to make sure through our classroom instructions, positive relationship building, and with our character pillar education our students upon graduating from TEACH Las Vegas:

## Start-Up Charter School Board Member Information

1. **Think Critically:** Students will apply tools (analyzing data, science inquiry, and reasoning skills) to formulate ideas and solve problems.
  - Students formulate problems and come up with hypotheses.
  - Students identify information needed to solve problems.
  - Students evaluate and critically analyze multiple sources of information.
  - Students recognize and understand the need for academic, personal, and career growth.
2. **Work Collaboratively:** Students will work in cooperative situations and create solutions to challenges presented to them.
  - Students participate in solution-driven group activities in a variety of educational and social settings
  - Students collaborate with other peers to complete assignments and solve problems effectively
3. **Communicate Effectively:** Students will clearly convey information to people clearly and simply and is able to organize their data and findings.
  - Students demonstrate ability to read, comprehend, and articulate complex texts.
  - Students relay information and data in meaningful ways.
  - Students listen to others and provide constructive and appropriate feedback to their peers.
  - Students demonstrate ability to appropriately use technology in a variety of forms.
4. **Be Civic Minded:** Students will show concern for others and the community they serve.
  - Student demonstrate responsible work ethics by understanding deadlines and due dates.
  - Students demonstrate academic integrity and honesty.
  - Student accepts personal responsibility and keeps accountable in all circumstances.

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

**Technology Integration, College Readiness, Project Based Learning, Character Development, Teaching the whole child (socially, emotionally, academically)**

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

**I believe strong instructional leadership with a focus on using high quality curriculum materials and data is important to ensure students' needs are met. A successful school is one in which students, family and staff feel safe and students are learning and meeting the expectations of the state standards as measured by various assessments. This excellence in learning prepares students to excel beyond their k-12 education.**

4. How will you know that the school is succeeding (or not) in its mission?

**Feedback from the stakeholders will be an important measure through surveys to hear what is working and not working in the educational programming. I would also want to monitor closely student learning data, not just the end of year state mandated assessments, to see if we are accomplishing our goals or on track to accomplish those goals.**

### Governance

1. Describe the role that the board will play in the school's operation.

**The board will support with providing oversight on the operations of the set up for the school to ensure compliance with laws and ordinances for the city. We will also**



## Start-Up Charter School Board Member Information

evaluate, hire and retain a superintendent to oversee the day to day operations of the school, ensure the school has appropriate resources to be successful and manage those resources, plan effectively as an organization, determine a monitor the programs and resources used to support instruction, and use my talent and resources to connect other outside organizations to the benefit of TEACH Las Vegas's mission.

2. How will you know if the school is successful at the end of the first year of operation?

The first year of a new school is a challenging endeavor. This first year, I would consider it a success if the school is 90% enrolled, parents have more favorable view of the school than unfavorable, and student performance is beginning to trend upward. Realistically it takes 3-5 years to build the systems and structures of a successful school. I would be looking for signs that the school is on the right track through feedback from families, continued enrollment and retention of students and beginning to see success in student learning data.

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

In 3 years I would want to see 98 to 100% enrollment at each grade level with an 80% plus student retention rate from year to year. I would also be looking to see student performance data to ensure that data is outperforming other similar schools in the surrounding area. This data would also be important to know if there are performance variances between demographic and racial groups. I would look to see if the school is closing or widening those achievement gaps compared to the other schools in the city and surrounding area. At this point, I would also be looking to see that we might be able to expand to add more programs and larger offering as families see the benefit of the program being offered.

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

Regular conversations with the leadership of the school to monitor their vision for setting up the school year, regularly check in on the construction of the facilities, and frequent parent surveying to hear from stake holders how the school year is going so far. Supporting the leadership in connecting with local community members to support recruitment of new students would be another support from the board.

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 refer back to the TEACH LV Code of Conduct which reads:

*If the Board has reasonable cause to believe an TLV Director has failed to comply with this Code, it shall inform that TLV Director of the basis for such belief and afford the TLV Director an opportunity to explain the alleged failure.*

*(b) If, after hearing the TLV Director's response and after making further investigation as warranted by the circumstances, including conducting a hearing on point, the Board determines that the TLV Director has breached this Code, it shall take appropriate corrective and/or disciplinary action. At any such hearing, the breaching TLV Director*



## Start-Up Charter School Board Member Information

*may testify, bring witnesses on his/her behalf, introduce documentary and other evidence, and make a closing argument. No corrective and/or disciplinary action may issue except upon a two-thirds (2/3) vote of the Board Members, excluding the breaching TLV Director in question. Corrective and/or disciplinary action may include removal from the relevant Board, Committee, or Subcommittee. Any corrective and/or disciplinary action shall be recorded in the minutes of the meeting of the Board.*

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.  
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

## Start-Up Charter School Board Member Information

☐ 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, Daniel Horn, 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 TEACH Las Vegas Charter School is true and correct in every respect.

\_\_\_\_\_  
Signature

9-14-20  
Date



## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

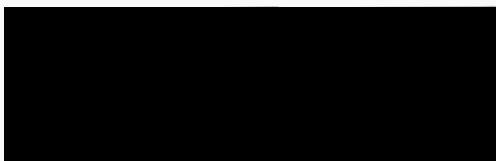
1. The charter school herein named, TEACH Public Schools Las Vegas, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school 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

Daniel Horn

Name Printed

Managing Director / AIVet

Title

09/14/20

Date

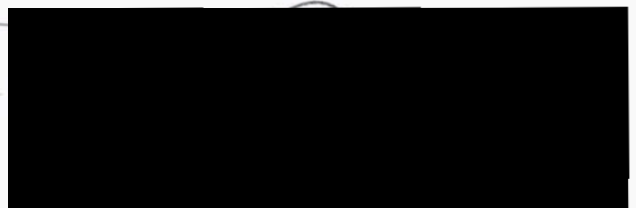
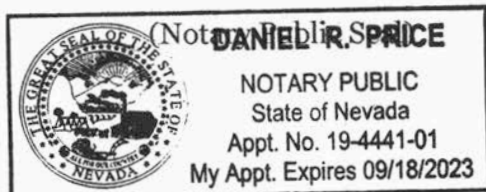
Subscribed and sworn to before me

This 14<sup>th</sup> day of September, 2020.

date

month

year



## 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 TEACH Public Schools, Las Vegas
2. Full name Crislove Igeleke  
Home Address [REDACTED]  
Business Name and Address [REDACTED]  
Phone Number [REDACTED]  
[REDACTED]
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
☐ Does not apply to me. ☒ Yes
6. Why do you wish to serve on the board of the proposed charter school?  
***I understand the value of being able to interpret and apply the law in the educational context and being a board member allows me to do just that. I am***

## Start-Up Charter School Board Member Information

*passionate about creating positive impact in the lives of youth and have always been very community driven. I understand that the role of a board member can be demanding but know it can also provide great rewards for the public good. Serving on the board of TEACH is significant to me because I am a product of the Nevada public education system and for years as an educational surrogate parent, I advocated for rights of special needs students in the foster care system. I realize how impactful certain institutional practices can be in the trajectory of a child's life. I have always been passionate about working with children, and I find it especially important to utilizing my legal background and platform to give back and support quality well-rounded education.*

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

*I believe the appropriate role of a public charter school board member is to serve as a governing agent to ensure the health and vitality of a school. The board should work with the Executive Director and maintain proper oversight so that all required compliance, reporting is done and that student outcomes are properly established and properly tracked. The board members would also be responsible for approving budgets including third party contracts and ensuring that the best interest of the school is kept at the forefront of all decision-making. The board members should continue to evaluate the school's progress in accomplishing its mission and goals and engaging the students teachers and community stakeholders.*

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

*I have experience serving on multiple boards including the Child Advocacy Association, Black Law Students Association, Public Interest Law Association, Nevada Supreme Court Access to Justice, Nevada Nonprofit Professionals Network, and Las Vegas National Bar Association. Additionally, I have served as a legal advisor to a number of nonprofit boards over the years on various legal issues and compliance. I believe I will be able to bring my experience in working with those organizations to TEACH, in order to assist the other members in carrying out the mission of this school. I will work with the board to maintain oversight of operations and thoroughly evaluate strategic plans and programs. I will help to hold executive leadership accountable and work to obtain the resources necessary to achieve academic proficiency and meet the various needs of all students. I will always put forward my best effort while encouraging those around me to do the same. My experience will enable me to readily understand and undertake the duties this position entails. I will provide legal insight to make well-informed decisions and provide a clear and thorough analysis of all potential risks, precautionary measures, and best*



## Start-Up Charter School Board Member Information

*practices. I admire the educational framework and vision of TEACH schools, and hope to continue strengthening their reputation in the Las Vegas Community that I am proud to call home.*

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

*I will bring my experiences as a community member, mother of a school aged child, former educator, and lawyer to the table to support the board in meeting its goals and maintain compliance. I will bring my work ethic and steadfast determination to ensure that the mission is kept at the forefront of all matters. My time management and preparation skills will be utilized to assist the board in working effectively and make the best use of meeting time. I will also bring my critical thinking and analytical skills to adequately monitor finances, evaluate ongoing challenges, and help negotiate contracts. I will contribute my innovative skills to persistently execute tasks and challenges by creatively finding solutions where others may see dead ends. I will bring my collaboration and team player mentality to work with the board and executive staff spreading positivity, enthusiasm, and motivation.*

### School Mission and Program

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

**Mission:** *TEACH Las Vegas is committed to providing students with the tools for personal and academic success in a safe, technologically-focused learning environment.*

**Vision :** *TEACH Las Vegas strives to foster a community of critical thinkers and life-long learners who use technology to transform our world.*

*School-wide learner outcomes include:*

- (1) Prepare students for academic success in high school; as well as, post-secondary education,*
- (2) Prepare students to be responsible and active participants in their community, and*
- (3) Enable students to become life-long learners.*

*Staff and teachers will work relentlessly to make sure through our classroom instructions, positive relationship building, and with our character pillar education our students upon graduating from TEACH Las Vegas:*

1. **Think Critically:** *Students will apply tools (analyzing data, science inquiry, and reasoning skills) to formulate ideas and solve problems.*
  - *Students formulate problems and come up with hypotheses.*
  - *Students identify information needed to solve problems.*
  - *Students evaluate and critically analyze multiple sources of information.*
  - *Students recognize and understand the need for academic, personal, and career growth.*

## Start-Up Charter School Board Member Information

2. **Work Collaboratively:** *Students will work in cooperative situations and create solutions to challenges presented to them.*
    - *Students participate in solution-driven group activities in a variety of educational and social settings*
    - *Students collaborate with other peers to complete assignments and solve problems effectively*
  3. **Communicate Effectively:** *Students will clearly convey information to people clearly and simply and is able to organize their data and findings.*
    - *Students demonstrate ability to read, comprehend, and articulate complex texts.*
    - *Students relay information and data in meaningful ways.*
    - *Students listen to others and provide constructive and appropriate feedback to their peers.*
    - *Students demonstrate ability to appropriately use technology in a variety of forms.*
  4. **Be Civic Minded:** *Students will show concern for others and the community they serve.*
    - *Student demonstrate responsible work ethics by understanding deadlines and due dates.*
    - *Students demonstrate academic integrity and honesty.*
    - *Student accepts personal responsibility and keeps accountable in all circumstances.*
- 
2. What is your understanding of the school's proposed educational program?  
*My understanding is that the schools' proposed education programs will include Technology Integration, College Readiness, Project Based Learning, Character Development, Teaching the whole child, including socially, emotionally, and academically.*
  3. What do you believe to be the characteristics of a successful school?  
*I believe that the characteristics of a successful school include included adapting and continuing to modify as necessary to meet the needs of its students as well as having a clear and shared focus, goals and direction; High standards and expectations for students and ongoing evaluation; Effective school leadership; High levels of collaboration and communication; Curriculum, instruction and assessment aligned with state standards; Focus on professional development; Supportive learning and teaching environment; High level of family and community involvement.*
  4. How will you know that the school is succeeding (or not) in its mission?  
*We will use the following measures to evaluate the school's success in achieving its mission:*



## Start-Up Charter School Board Member Information

- *Student/parent, teacher, staff retention & satisfaction*
- *Student Attendance Rates*
- *Parent Engagement*
- *Student academic performance*
- *Rates of students performing at grade level by subject area*
- *Rates of proficiency on state assessments*
- *Graduation and college-going rates*
- *Technological Literacy*
- *Waitlist for enrollment*

### Governance

1. Describe the role that the board will play in the school's operation.

***The TEACH Board will be responsible for ensuring that the academic program of TEACH Public School (TEACH) is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.***

- *Believe in and be an active advocate and ambassador for the*
- *values, mission, and vision of TEACH.*
- *Work with fellow board members to fulfill the obligations of board*
- *membership.* <sup>[1]</sup><sub>SEP</sub>
- *Behave in ways that clearly contribute to the effective operations of*
- *the Board of Trustees:*
- *Regularly attend meetings and contribute time to ensuring ongoing*
- *understanding of the operations are met.*
- *Keep informed about the organization and its issues by reviewing*
- *materials, participating in discussions, and asking strategic questions.*
- *Actively participate in one or more fundraising event(s) annually.*
- *Use personal and professional contacts and expertise for the benefit of*
- *TEACH.*
- *Serve as a committee or task force chair or member.*
- *Give an annual financial contribution and support capital campaigns at a*
- *level that is personally meaningful.*
- *Inform the Board of Trustees of TEACH of any potential conflicts of interest,*
- *whether real or perceived, and abide by the decision of the board related to*
- *the situation.*

2. How will you know if the school is successful at the end of the first year of operation?

1. *Academic Data on standardized tests,*
2. *State Star Ranking,*
3. *Parent, Student & Staff satisfaction via survey*

## Start-Up Charter School Board Member Information

4. **Meeting Enrollment & Budget Projections,**
5. **Financially Viable with Cash Reserves,**
6. **Clean Independent Audits**
3. How will you know at the end of three years if the school is successful?  
***The ways in which I plan to measure the schools' success at the end of year three, is by looking to the annual measurements as noted above and identifying consistent growth from year to year. Additionally, I would also evaluate the overall performance of the school as it relates to other local charter schools.***
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
***The steps that we will need to take include consistently evaluating our mission and our strategic goals to ensure benchmarks are being met and overall academic performance continues to increase. We should also be able to assess ongoing feedback from staff and teachers to ensure that the objectives are being carried out at all levels.***
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?  
***Situations of unethical behavior will be handled in accordance with the TEACH LV Code of Conduct:***

***If the Board has reasonable cause to believe an TLV Director has failed to comply with this Code, it shall inform that TLV Director of the basis for such belief and afford the TLV Director an opportunity to explain the alleged failure.***

***(b) If, after hearing the TLV Director's response and after making further investigation as warranted by the circumstances, including conducting a hearing on point, the Board determines that the TLV Director has breached this Code, it shall take appropriate corrective and/or disciplinary action. At any such hearing, the breaching TLV Director may testify, bring witnesses on his/her behalf, introduce documentary and other evidence, and make a closing argument. No corrective and/or disciplinary action may issue except upon a two-thirds (2/3) vote of the Board Members, excluding the breaching TLV Director in question. Corrective and/or disciplinary action may include removal from the relevant Board, Committee, or Subcommittee. Any corrective and/or disciplinary action shall be recorded in the minutes of the meeting of the Board.***

### 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

## Start-Up Charter School Board Member Information

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.  
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
☐ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated

## 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

### Certification

I, Crislove Igeleke , 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 TEACH, Las Vegas Charter School is true and correct in every respect.

\_\_\_\_\_  
Signature

09/22/20

\_\_\_\_\_  
Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, TEACH Public Schools, Las Vegas  
(name of charter school)  
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
  - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
  - Submit accountability and progress reports throughout the academic year;
  - Conduct and report on required examinations of students;
  - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
  - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
  - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
  - Submit reports regarding student truancy, transiency, attendance and dropout rates;
  - Submit reports of weapons and violence incidence;
  - Describe suspensions and expulsions; and
  - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

### Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to

## Start-Up Charter School Board Member Information

disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

\_\_\_\_\_  
Signature of Certifying Charter School Official

\_\_\_\_\_  
Name Printed

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Subscribed and sworn to before me

This \_\_\_\_\_ day of \_\_\_\_\_  
date month year

(Notary Public Seal)

## Start-Up Charter School Board Member Information

disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Redacted Signature]

Signature of Certifying Charter School Official

Cristove Igeleke

Name Printed

Treasurer & Director

Title

09/22/20

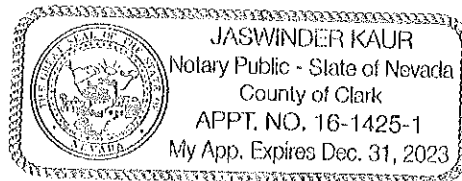
Date

Subscribed and sworn to before me

This 22 day of Sept. 2020  
date month year

(Notary Public Seal)

[Redacted Notary Seal]





## Start-Up Charter School Board Member Information

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

### Certification

I, James V. Sinclair, 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 TEACH Las Vegas Charter School is true and correct in every respect.

9/17/2020

Date

## 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 TEACH Las Vegas
2. Full name James V. Sinclair  
Home Address [REDACTED]  
Business Name and Address Not applicable.  
Phone Number [REDACTED]  
E-mail address [REDACTED]
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.  
Current credentialed teacher in Las Vegas. Please see resume.
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 believe in the need for high quality school choice options in Las Vegas and the TEACH Public

## Start-Up Charter School Board Member Information

Schools model, mission and vision.

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

A public charter school board member will:

- Ensure that the academic program of TEACH Las Vegas is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.
- Determine the mission and purpose of TEACH and keep it clearly in focus
- Create and/or review the mission statement which:
  - Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
  - Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.
- Understand and support the mission statement.
- Select the Executive Director:
  - Reach consensus on the Executive Directors job description.
  - Undertake a careful search process to find the most qualified individual.
  - Oversee and approve contract negotiation and renewal.
- Support and review the performance of the Executive Director:
  - Provide frequent and constructive feedback.
  - Assist when board members overstep prerogatives or misunderstand their roles.
  - Compliment for exceptional accomplishments.
  - Provide for an annual written performance review with a process agreed upon with the Executive Director well in advance.
- Ensure adequate resources
  - Approve fundraising targets and goals.
  - Assist in carrying out the development plan.
  - Make an annual gift at a level that is personally meaningful.
- Manage resources effectively
  - Approve the annual budget.
  - Monitor budget implementation through periodic financial reports.
  - Approve accounting and personnel policies.
  - Provide for an independent annual audit by a qualified CPA.
  - Ensure the full board has the proper training to be effective stewards of public funding.
  - Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school.
- Determine, monitor and strengthen the programs and services
  - Assure programs and services are consistent with the mission and the charter.
  - Approve measurable organizational outcomes.
  - Approve annual, attainable board and management level goals.
  - Monitor progress in achieving the outcomes and goals.
  - Assess the quality of the program and services.
- Enhance TEACH Las Vegas' public standing
  - Serve as ambassadors, advocates and community representatives of the organization.
  - Ensure that no board member represents her/himself as speaking on behalf of the

## Start-Up Charter School Board Member Information

- board unless specifically authorized to do so.
  - Provide for a written annual report and public presentation that details TEACH's mission, programs, financial condition, and progress made towards charter promises.
  - Approve goals of an annual public relations program.
  - Ensure legal and ethical integrity and maintain accountability
    - Establish policies to guide the organization's board members and staff.
    - Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
    - Adhere to the provisions of the organization's bylaws and articles of incorporation.
    - Adhere to local, state and federal laws and regulations that apply to the organization.
    - Ensure compliance with all federal state and local government regulations.
  - Recruit and orient new board members and assess board performance
    - Define board membership needs in terms of skill, experience and diversity.
    - Cultivate, check the credentials of, and recruit prospective nominees.
    - Provide for new board member orientation.
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 am a respected teacher and passionate leaders with a distinguished 28-years of teaching experience spanning from elementary to high school, skilled at building top-performing teams focused on impeccable service delivery and accountability for goal achievement. I interact with a network of cross-functional professionals to achieve maximum motivation, collaboration and efficiency in curriculum development, WASC accreditation, Department Chair and extra-curricular activities. Additionally, I am bi-lingual in Spanish.

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

My experience as a public school teacher and instructional leader will be my greatest asset to the board.

### School Mission and Program

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

#### Mission

TEACH Las Vegas is committed to providing students with the tools for personal and academic success in a safe, technologically-focused learning environment.

#### Vision

TEACH Las Vegas strives to foster a community of critical thinkers and life-long learners who use technology to transform our world.

School-wide learner outcomes include:

- (1) Prepare students for academic success in high school; as well as, post-secondary education,
- (2) Prepare students to be responsible and active participants in their community, and

## Start-Up Charter School Board Member Information

(3) Enable students to become life-long learners.

Staff and teachers will work relentlessly to make sure through our classroom instructions, positive relationship building, and with our character pillar education our students upon graduating from TEACH Las Vegas:

1. **Think Critically:** Students will apply tools (analyzing data, science inquiry, and reasoning skills) to formulate ideas and solve problems.
  - Students formulate problems and come up with hypotheses.
  - Students identify information needed to solve problems.
  - Students evaluate and critically analyze multiple sources of information.
  - Students recognize and understand the need for academic, personal, and career growth.
2. **Work Collaboratively:** Students will work in cooperative situations and create solutions to challenges presented to them.
  - Students participate in solution-driven group activities in a variety of educational and social settings
  - Students collaborate with other peers to complete assignments and solve problems effectively
3. **Communicate Effectively:** Students will clearly convey information to people clearly and simply and is able to organize their data and findings.
  - Students demonstrate ability to read, comprehend, and articulate complex texts.
  - Students relay information and data in meaningful ways.
  - Students listen to others and provide constructive and appropriate feedback to their peers.
  - Students demonstrate ability to appropriately use technology in a variety of forms.
4. **Be Civic Minded:** Students will show concern for others and the community they serve.
  - Student demonstrate responsible work ethics by understanding deadlines and due dates.
  - Students demonstrate academic integrity and honesty.
  - Student accepts personal responsibility and keeps accountable in all circumstances.

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

Technology Integration, College Readiness, Project Based Learning, Character Development, Teaching the whole child (socially, emotionally, academically).

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

- A clear and shared focus, goals and direction
- High standards and expectations for students and ongoing evaluation
- Effective school leadership
- High levels of collaboration and communication
- Curriculum, instruction and assessment aligned with state standards
- Focus on professional development
- Supportive learning and teaching environment

## Start-Up Charter School Board Member Information

- High level of family and community involvement
4. How will you know that the school is succeeding (or not) in its mission?
    - Student/parent, teacher, staff retention & satisfaction
    - Student Attendance Rates
    - Parent Engagement
    - Student academic performance
    - Rates of students performing at grade level by subject area
    - Rates of proficiency on state assessments
    - Graduation and college-going rates
    - Technological Literacy
    - Waitlist for enrollment

### Governance

1. Describe the role that the board will play in the school's operation.

Previously answered above. To provide oversight and support to the school leadership and stakeholders.

2. How will you know if the school is successful at the end of the first year of operation?
  - Academic Data on standardized tests,
  - State Star Ranking,
  - Parent, Student & Staff satisfaction via survey
  - Meeting Enrollment & Budget Projections,
  - Financially Viable with Cash Reserves,
  - Clean Independent Audits

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

In addition to the items above, TEACH Las Vegas would have a 90% student/employee retention rate, and be in the process of securing its facilities via private purchase.

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

To ensure TEACH Las Vegas is successful, the board will have an open dialogue with the school leader and stakeholders, and proactively bring in resources/networks/community to support the school.

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 follow the TEACH Las Vegas Code of Conduct Policy:

If the Board has reasonable cause to believe an TLV Director has failed to comply with this Code, it shall inform that TLV Director of the basis for such belief and afford the TLV Director an



## Start-Up Charter School Board Member Information

opportunity to explain the alleged failure.

(b) If, after hearing the TLV Director's response and after making further investigation as warranted by the circumstances, including conducting a hearing on point, the Board determines that the TLV Director has breached this Code, it shall take appropriate corrective and/or disciplinary action. At any such hearing, the breaching TLV Director may testify, bring witnesses on his/her behalf, introduce documentary and other evidence, and make a closing argument. No corrective and/or disciplinary action may issue except upon a two-thirds (2/3) vote of the Board Members, excluding the breaching TLV Director in question. Corrective and/or disciplinary action may include removal from the relevant Board, Committee, or Subcommittee. Any corrective and/or disciplinary action shall be recorded in the minutes of the meeting of the Board.

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.  
☒ I / we do not know any such persons. ☐ Yes



## Start-Up Charter School Board Member Information

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, James V. Sinclair, 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 TEACH Las Vegas Charter School is true and correct in every respect.

9/17/2020

Signature

Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, TEACH Las Vegas,  
(name of charter school)  
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
  - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
  - Submit accountability and progress reports throughout the academic year;
  - Conduct and report on required examinations of students;
  - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
  - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
  - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
  - Submit reports regarding student truancy, transiency, attendance and dropout rates;
  - Submit reports of weapons and violence incidence;
  - Describe suspensions and expulsions; and
  - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

### Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to

## Start-Up Charter School Board Member Information

disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

\_\_\_\_\_  
Signature of Certifying Charter School Official      Name Printed

\_\_\_\_\_  
Title      Date

Subscribed and sworn to before me

This \_\_\_\_\_ day of \_\_\_\_\_  
date      month      year

(Notary Public Seal)

## Start-Up Charter School Board Member Information

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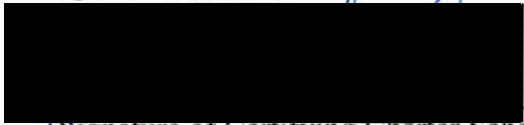
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## Start-Up Charter School Board Member Information

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James V. Sinclair

Signature of Certifying Charter School Official

Name Printed

Vice President

Title

September 17, 2020

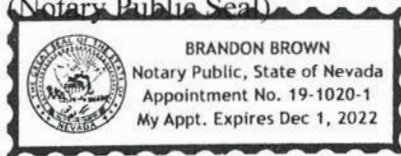
Date

State of Nevada County of Clark  
Subscribed and sworn to before me

This 17<sup>th</sup> day of September 2020  
date month year



(Notary Public Seal)



RISHAWN ALLISON

### **Objective**

Community Relations specialist seeking position in which my training and experiences can help increase the client base and growth of the company.

### **Experience**

#### ***CEO & Owner, Pretty Behavvor***

**May 2017-Present**

Conducts retail activities of business operating online and in-person. Performs duties such as preparing business strategies, buying merchandise, managing inventory, branding and marketing, managing business website, fulfilling and shipping online orders, balancing financial records, amongst other things.

#### ***Director, Allison Wonderland Child Care***

**September 2007-May 2017**

Responsible for the daily operations of a daycare center. Ensured safe and educational environment for young children, managed teaching staff, developed curricula in coordination with teachers, communicated with parents, and upheld the center's reputation.

### **Education**

University of Phoenix

***Bachelor of Science Psychology***, September 2018

3.5 GPA; Graduated with Honors

Apollo College

***Associates of Arts Psychology***, May 2013

3.7 GPA; Graduated with Honors

### **Volunteer and Leadership**

- Scheduled educational outings for pre-school students; assisted with audits for charter school;
- Assisted elderly in community through regular nursing home visits with children;
- Collected goods for Goodwill and donated annually;

### **Skills**

Leadership, effective, communication, teamwork, adaptiveness, creative, responsible, multi-tasks, proficient, works well under pressure.



# DANIEL LESLIE HORN

## EDUCATION

### **Master's in Educational Administration Principalship**

**University of Texas, Austin, TX, 2012-2014**

**GPA: 4.0/4.0**

### **Bachelor of Arts Degree, Spanish, Minor in Linguistics**

**Brigham Young University, Provo, UT, 2003-2004, 2006-2009**

**GPA: 3.2/4.0**

**Major GPA: 3.43/4.0**

## WORK EXPERIENCE

### **Managing Direct/Director of School Support:** Achievement Network, Las

Vegas, NV 2018 - Present

- Manage Directors of School Support in their partnership with School Leaders
- Onboard new staff and Lead Team Development for Directors of School Support
- Partner with and coach school leaders to strengthen instruction and increase student achievement
- Support literacy and math professional development
- Support teacher and leader data usage to inform planning and instruction
- Develop a strong network of partner schools
- Develop school and district level leadership teams through regular professional development and coaching

### **Principal:** Wayside Altamira Academy, Austin TX 2015 to Present

- Founding principal of a PreK through 5 Internationale Baccalaureate campus
- Established campus PTA, Cub Scouts Troop, and other campus programs
- Created and established campus systems and processes for IB, Bilingual Education, Social and Emotional Learning, Restorative Discipline, and Math Stories
- 504 Coordinator
- Campus Testing Coordinator

### **Assistant Principal/Interim Principal:** University of Texas Elementary School, Austin, TX 2013-2015

- Assist the principal in all campus leadership duties
- Campus and District Testing Coordinator
- Manage and evaluate instructional staff
- Lead Math department
- LPAC Coordinator
- Organize Middle School Transition Program
- Develop campus behavior plan
- Organized and lead self-directed teacher professional development system

### **Instructional Coach:** Oak Meadows Elementary, Austin, TX 2012- 2013

- Lead teachers in targeted professional development
- Perform regular classroom observations and provide feedback and coaching
- Analyze, organize and lead data meetings
- Help develop and provide support for Professional Growth Plans
- Perform other administrative tasks as assigned

### **Bilingual Teacher:** Oak Meadows Elementary, Austin, TX 2009-2012



- Fifth Grade Team Leader
- School representative for TRC science collaborative
- CIT team member
- Project Based Learning Trained
- Science Fair Coordinator

**Seminar Leader:** Texas Teaching Fellows, Austin, TX 2011-2012

- Provide high quality instruction to first year teachers
- Collect and grade work products
- Ensure the success of 10 middle school teachers
- Manage first year teachers through the successful completion of their certification program
- Evaluate teacher effectiveness

**Fellow Observer/ Selector:** Texas Teaching Fellows, Austin, TX 2011

- Interview prospective teachers
- Perform formal observations and evaluations of practice teaching
- Provide feedback to and coach student teachers

**OTHER  
LEADERSHIP  
EXPERIENCE**

**Lead Presenter,** Texas Elementary Principals and Supervisors Association, 2015 and 2015

**Lead Facilitator,** Standards Institute, Unbound Ed, 2019-Present

**Lead Presenter,** Texas Association of Bilingual Educators, 2016

**Raise Your Hand Texas Harvard Leadership Participant,** I was one of 15 Texas principals selected to participate in the Harvard Urban Education Leadership Training in June 2016.

**AWARDS AND  
HONORS**

- Member of Sigma Delta Pi Spanish Honor Society
- Oak Meadows Elementary Rookie of the Year
- Most Improved Q12 school wide data
- Redwood Award winner for excellence in leadership

**CERTIFICATIONS Bilingual Education Generalist 4-8, State of Texas  
Principal K-12, State of Texas**

**PROFESSIONAL REFERENCES** **Alejandro Góngora,** Assistant Director of Multilingual Education, Austin ISD

[REDACTED]

**Sarah Ledon,** Executive Director, Achievement Network

[REDACTED]

**Kelly Mullin,** Deputy Chief of Academics, KIPP Texas

[REDACTED]

**Dr. Dottie Hall,** Associate Clinical Professor at the University of Texas

[REDACTED]



## Crislove A. Igeleke, Esq.

**State Bar of Nevada**, Licensed Attorney

**Memberships:** National Bar Association, Las Vegas Chapter; Clark County Bar Association, American Bar Association, US Law Network, Claims and Litigation Management Alliance, Young Nonprofit Professionals Network

### EXPERIENCE

**Murchison & Cumming, LLP**, Las Vegas, NV

Attorney, October 2017-Present

- Provide legal representation in civil litigation cases involving breach of contract claims, business disputes, employment disputes, tort actions, fiduciary duties, general liability, trademark and cannabis; prepare pleadings, and transactional documents, conduct depositions and discovery; prepare and argue dispositive motions, advocate in mediations, arbitrations and settlement conferences; consult with clients, independently manage caseloads in preparation for trial

**Nevada Legal Services**, Las Vegas, NV

Community Development Attorney, May 2016-October 2017

- Provided legal assistance, presentations and representation to nonprofits, entrepreneurs, businesses and resident associations; Transactional drafting, counseling and advising on business formation and disputes, employment and labor law, local, federal and administrative regulations and compliance, zoning, 501c3, trademark, copyright, and other various contracts, interpreted statutes and ordinances, assisted with compliance, record sealing, wills and power of attorneys.

**U.S. District Court Magistrate Judge Ferenbach**, Las Vegas, NV

Legal Extern, September 2015-December 2015

- Researched, prepared orders, reviewed and summarized pleadings and briefs, and drafted memorandums for judge for hearings, orders, and mandatory employment settlement conferences

**Diamond Resorts International**, Las Vegas, NV

Legal Intern, May 2015-August 2015

- Conducted extensive research and drafted corporate governance documents, shareholder and investor documents, licensing documents, client agreements and dispute responses, demand letters, vendor agreements, partnership agreements, mergers and acquisitions, responded to client disputes, and sought resolutions to the same

**Thomas & Mack Legal Clinic, William S. Boyd School of Law**, Las Vegas, NV

Education Advocacy Clinic Student, January 2015-May 2015

- Advocated for the educational rights of children with disabilities in school disciplinary and other administrative proceedings, collaborated with parents, administrators and various disciplinary professionals, interviewed and prepared child clients to testify

Family Justice Research Assistant, January 2014-August 2015

- Conducted research, observed court proceedings, prepared memos, compiled and coded data focused on domestic violence and access to protective orders through self-help center and conducted surveys with previous inmates to evaluate and assess the impact of collateral consequences

**United States Senate Majority Leader Harry Reid**

Legal Extern, Las Vegas, NV, August 2014-December 2014

- Served as a liaison to the Senator, drafted correspondence, communicated with federal agencies, managed Immigration casework, and worked to resolve constituent issues relating to visas, deportations, permanent status, passports and citizenship

Legislative Intern, Washington, DC, August 2010-December 2010

- Conducted legislative research, drafted correspondence and addressed constituent concerns, prepared hearing materials, attended briefings, compiled summarized press clips

**Nevada Systems of Higher Education**, Las Vegas, NV

Legal Intern, May 2014-August 2014

- Assisted legal counsel with research, analysis of law and policy, contracts, legal memos and briefs, pleadings, and proposed orders

**Clark County School District**, Las Vegas, NV

Teacher, April 2011-August 2013

- Provided educational instruction, lesson planning, mentorship, strategic goal setting, assessments and administrative assistance

**Lincoln University**, Lincoln University, PA

Academic Advisor, Student Life Staff, Tutor and Mentor, August 2008-December 2010

- Overseen and advised incoming freshmen and students on academic probation, prepared transitional material, training and lesson plans, mentorship and guidance to foster relationships and conduct ongoing programming for students in various concentrations

### EDUCATION

**William S. Boyd School of Law, University of Nevada, Las Vegas**, Las Vegas, NV

Juris Doctor, Highest Pro Bono Honors, December 2015

Recognitions: Service to Community and Law School Scholar, Public Interest Law Association Grant Recipient, Las Vegas National Bar Association Scholar, NBLSA Service Award for Youth Mentorship and Leadership, NBLSA National Chapter of the Year Award

Member: LVNBA Volunteer Income Tax Assistance, La Voz: Youth Mentor

Competitions: Negotiation, Clark County Moot Court, BLSA Regional Frederick Douglass Moot Court

ADR: Negotiations, Mediation Advocacy, Systems Design and International Arbitration

**Lincoln University**, PA

Bachelor of Science, Magna Cum Laude, December 2010 Political Science and International Relations

Academic Scholarship & Dean's List consecutive semesters; Student Athlete Committee; Cheerleading Team; Horace Bond Honors Society; French Club; Pi Sigma Alpha Political Science Honors Society; Thurgood Marshall Law Society; Study Abroad: Universidad Salamanca, Spain

## **COMMUNITY SERVICE**

**Pro Bono Attorney of the year (NLS2019 Champions of Justice Awards)**, Las Vegas, Nevada November 2019  
**Pro Bono Honor Roll** (Legal Aid Center of Southern Nevada) Las Vegas, Nevada, 2017-2019  
**Huellas High School, College and Law School Mentorship Program**, Mentor, Las Vegas, NV October 2019-Present  
**Pro Bono Representation (Nevada Legal Services & LACSN)**, Las Vegas Nevada December 2017- Present  
**Ask a Lawyer, (LACSN)** Las Vegas, NV August 2018- Present  
**Get Outdoors Nevada**, Las Vegas, NV May 2018-Present  
**Nevada Homeless Alliance: Homeless Assistance Connect**, Las Vegas, NV, November 2016-Present  
**Three Square Food Bank**, Las Vegas, NV, March 2014-Present  
**Educational Surrogate Parent-Legal Aid Center of Southern Nevada**, Las Vegas, NV, January 2014-October 2018  
**Youth Justice and Safety Workshop**, North Las Vegas Nevada, April 2019  
**BLSA Western Regional Convention Attorney Panelist**, January 2019  
**Best Buddies Friendship Walk**, Las Vegas, NV, April 2018  
**Shade Tree Shelter**, Las Vegas, NV, November 2017  
**Homeless Assistance Pop Up Legal Clinic**, Las Vegas, NV August 2017-November 2017  
**Criminal Record Sealing Clinic**, Las Vegas, NV August 2017-November 2017  
**What's the Law: Community Presentation NSBDC**, Henderson, NV and North Las Vegas, January 2017-November 2017  
**Shade Tree Hero Walk**, Las Vegas, NV, March 2017  
**Convoy of Hope**, Las Vegas, NV, November 2016  
**Homeless Assistance Project: Ask-A-Lawyer**, Henderson, NV, August 2014-May 2016  
**Nevada Legal Services Tenants' Rights Clinic**, North Las Vegas, NV, January 2015-May 2015  
**Adopt a School Intro. To Law-Andre Agassi College Preparatory Academy**, Las Vegas, NV, April 2014-May 2015  
**Helping Hands of Vegas Valley**, Las Vegas, NV, January 2015  
**Disaster Relief Hygiene Kit Build-Clean the World/Sands Cares**, Las Vegas, NV, September 2014  
**Kid's Court-Thomas and Mack Legal Clinic**, Las Vegas, NV, May 2014-August 2014  
**Nevada Reading Week-Paradise Elementary School**, Las Vegas, NV, April 2014  
**Youth Essay Writing Workshop-National Bar Association**, North Las Vegas, NV, February 2014

## **Legal Classes/Seminars**

**"Public Interest in the Legal Community"** Panelist, Public Interest Law Association, UNLV William S. Boyd School of Law, 2015  
**"Business Entities and Formation"** Nevada Small Business Development Center/Henderson Business Resource Center, 2016  
**"Criminal Record Sealing"** Clark County Law Library/ Nevada Legal Services, 2016  
**"Starting and Protecting Your Business"** Hispanic Chamber of Commerce, 2016  
**"Hiring and Firing Employees"** City of Las Vegas, Development Services/Nevada Small Business Development Center, 2017  
**"What's the Law? Protect Your Business Identity (trademarks, copyright, IP)"** City of Las Vegas, Development Services/Nevada Small Business Development Center/ Henderson Business Resource Center, 2017  
**"Contracting and Independent Contractors"** Henderson Business Resource Center/Nevada Small Business Development Center, 2017  
**"Estate Planning and Powers of Attorney"** Cora Coleman Senior Center/Nevada Legal Services, 2017  
**"Human Resources: Employee vs. Independent Contractor"** Legal Aid Center of Southern Nevada, 2018  
**"Board of Directors: Fiduciary Duties of Officers and Directors"** Young Nonprofit Professionals Network, 2018  
**"Navigating the Legal Profession"** Young Lawyers Panelists, BLSA National Convention, UNLV William S. Boyd School of Law, 2019  
**"Human Resources: Labor Laws (State and Federal)"** Legal Aid Center of Southern Nevada, Las Vegas, NV 2019

## **Published Works**

**Domestic Violence and the Politics of Self Help**, Elizabeth MacDowell, 22 Wm. & Mary J. Women & L. 203 (2016).  
**Nuances of Defending Cases Involving Transportation Network Companies**, 14, US Law, Fall (2019).

## **BOARD INVOLVEMENT**

**TEACH Public Schools**, Las Vegas, NV  
*Director & Treasurer*, August 2020-Present  
**National Bar Association-Las Vegas Chapter**, Las Vegas, NV  
*Community Outreach Committee Chair*, November 2019-Present  
**JC Medical Supplies, Inc.**, Las Vegas, NV  
*Secretary*, January 2018 -Present  
**Young Nonprofit Professionals Network- Southern Nevada Chapter**, Las Vegas, NV  
*Board Member*, January 2017-January 2019  
**Nevada Supreme Court**, Las Vegas, NV  
*Access to Justice Commission Liaison*, August 2014-December 2015  
**BLSA William S. Boyd School of Law, Nevada Chapter**, Las Vegas, NV  
*Vice President of Operations & Philanthropy*, August 2014-August 2015  
**Public Interest Law Association**, Las Vegas, NV  
*Vice President of Community Involvement*, August 2014-August 2015  
**Child Advocacy Law Association**, Las Vegas, NV  
*Treasurer*, August 2014-August 2015

# JAMES V. SINCLAIR, JD

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## BACKGROUND

Respected teacher with a distinguished 28-years of teaching experience spanning from elementary to high school. Passionate leader, skilled at building top-performing teams focused on impeccable service delivery and accountability for goal achievement. Interacts with a network of cross-functional professionals to achieve maximum motivation, collaboration and efficiency in curriculum development, WASC accreditation, Department Chair and extra-curricular activities. He is bi-lingual in Spanish.

## SELECTED ACCOMPLISHMENTS

~ *WASC accreditation coordinator* ~  
~ *Expert in pathway and program development* ~  
~ *Teacher of the Year 2005-2006 and 2016-2017* ~

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## PROFESSIONAL EXPERIENCE

<b>TEACHER</b> Compton Unified School District, CA	2008-Present
<ul style="list-style-type: none"><li>• Taught Math classes in Algebra, Geometry, and Algebra II to at risk and recently incarcerated students.</li><li>• WASC Coordinator</li></ul>	
<b>TEACHER</b> Alvord Unified School District, CA	2007-2008
<ul style="list-style-type: none"><li>• Taught Math classes in Algebra, Pre-Algebra to middle school students in low socioeconomic area.</li></ul>	
<b>TEACHER</b> Hacienda La Puente Unified School District, CA	2002-2007
<ul style="list-style-type: none"><li>• Developed curriculum and pacing guides for various Math courses</li><li>• Taught Math in Algebra and CAHSEE Interventions</li></ul>	
<b>TEACHER</b> Fullerton Elementary School District	1991-2002
<ul style="list-style-type: none"><li>• Taught various elementary grade levels in multiple subjects</li></ul>	

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## Education

Masters in Curriculum and Instruction, University of Phoenix, CA	2008
Juris Doctor, Southwestern University, School of Law, Los Angeles, CA	1983
Bachelors, Political Science, UCLA, Los Angeles, CA	1978

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## Credentials

Teaching Credentialing Program, Chapman University, CA	1994
Professional Clear: Multiple Subject, CA	Current
Supplementary Authorization, Mathematics, CA	Current
CLAD	Current
CPR and First Aid	Current
Provisional Middle School/High School Mathematics, Clark County, NV	Current

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## Professional Memberships

Parent Teacher Association	1991-Present
National Education Association	1995-Present
Association for Supervision and Curriculum Development	1995-Present
Kiwanis International	2001-Present



#### **TEACH Las Vegas Board Bios**

##### **Trishawn Allen, Board Chair**

Trishawn Allison is current CEO & Owner of *Pretty Behavyyor*. A community relations specialist, innovator, and entrepreneur, Allison is skilled in balancing financial records, managing inventory, and branding and marketing. Allison has 10 years of experience as Director for a respected child care center, *Allison Wonderland Child Care*, where she was responsible for daily operations, ensuring a safe educational environment, managed teaching staff, developed curricula in coordination with teachers, communicated with parents, and upheld the center's reputation. Additionally, Allison has assisted with audits and scheduled educational outings for young students. Allison holds a Bachelor of Science degree in Psychology from the University of Pheonix, and an Associates of Arts Psychology from Apollo College.

##### **Dan Horn, Secretary**

**Dan Horn** is a Senior Director of School Support for Nevada for The Achievement Network. Prior to joining ANet, Dan worked as a charter school principal in Austin, Texas. Dan started his career as a bilingual elementary teacher in Austin, Texas after receiving a Bachelor's Degree in Spanish from Brigham Young University. Dan also studied educational administration at the University of Texas. Dan has experience working in both traditional public school districts and in charter school districts.

##### **Crislove Igeleke, Treasurer**

Crislove A. Igeleke is an attorney practicing in general liability litigation and business law. She has represented a broad array of clients from national franchises, corporations, and TV personalities to nonprofits, small business startups and individuals. She has worked to resolve trademark disputes before the United States Patent and Trademark Office and in Federal Court. Through effective case evaluation, and strategic negotiation, she takes pride in reaching positive case resolutions for her clients.

In earlier years, Ms. Igeleke focused primarily on transactional law, guiding and consulting clients in formation, contracts, and compliance as a trusted business advisor. She taught various legal education courses and trainings to business owners, entrepreneurs, and nonprofit boards through partnerships with the United States Small Business Development Center, University of Nevada, Las Vegas and the City of Las Vegas and Henderson. She earned her bachelor's degree Political Science and International Relations, Magna Cum Laude from Lincoln University (PA) and obtained her Juris Doctorate from William S. Boyd School of Law with Highest Pro Bono Honors. During law school, she worked in legal clinics, as a research assistant, and special education advocate. Additionally, she served as the Vice President of the Black Law Students Association, and the Public Interest

Liaison to the Nevada Supreme Court's Access to Justice Commission, externed in Federal Court and different in-house counsel departments.

Crislove is passionate about giving back and regularly takes on pro bono cases assisting clients to seal their criminal records and prepare estate plan documents. Whether at work or in the community, Crislove brings her skillset, and determination to boldly and tirelessly advocate for others as a thoughtful, innate problem solver, prepared for any task she is met with. Crislove is actively involved as the Chair of the Community Partnership and Voter Initiatives Committee for the National Bar Association's Las Vegas Chapter. She was recently named the 2019 Nevada Legal Services Champions of Justice Pro Bono Attorney of the Year for her continued commitment to service.

James Sinclair, Vice President

Jame Sinclair is a respected teacher with a distinguished 28-years of teaching experience spanning from elementary to high school. A passionate leader, Sinclair is skilled at building top-performing teams focused on impeccable service delivery and accountability for goal achievement. He continually interacts with a network of cross-functional professionals to achieve maximum motivation, collaboration and efficiency in curriculum development, WASC accreditation, Department Chair and extra-curricular activities. He is bi-lingual in Spanish, and received his Juris Doctor from Southwester University, School of Law in Los Angeles California. He received his Bachelor's degree in Political Science from the UCLA, and his Masters in Curriculum and Instruction from the University of Phoenix, California. He holds current credentials in CPR and First Aid, and Provisional Middle School/High School Mathematics for Clark County, Nevada, among others. He is a member of the Parent Teacher Association, National Education Association, and Association for Supervision and Curriculum Development, as well as Kiwanis International.





**Attachment 6:**  
**Procedures for Identifying and Addressing Conflicts of Interest**

- A. Bylaw
- B. Code of Conduct
- C. Conflict of Interest Policy

**BYLAWS OF  
TEACH LAS VEGAS**  
(a Nevada Nonprofit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this Nevada non-profit corporation (the “Corporation”) operating a state public charter school is TEACH Las Vegas.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation (i) is initially 13 Sunrise, Irvine, CA 90263, but (ii) upon the school being chartered and open to students, shall be the main address of the school facility. The Board of Directors may change the location of the principal office from time to time.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The Corporation is organized exclusively for educational purposes consistent with (1) Section 501(c)(3) of the Internal Revenue Code (the “Code”) (or the corresponding section of any future federal tax code); and (2) the Charter Contract Agreement (the “Charter Contract”) to be entered into by and between the Corporation and its anticipated authorizer, sponsor, and regulator: the State Public Charter School Authority of the State of Nevada (the “Authorizer”). Without affecting or limiting the foregoing, the general purpose of this Corporation is to develop, manage, operate, guide, direct and promote one or more Nevada public charter schools.

Section 2. TAX MATTERS.

(a) The Corporation shall not carry on any other activities not permitted to be carried on by: (1) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (2) a corporation whose contributions are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

(b) The School is expressly authorized and permitted hereunder:

(1) to solicit, collect, receive, and administer charitable contributions and other funds, exclusively for such religious, charitable, educational and scientific organizations as permitted for organizations defined in Section 501(c)(3) of the Code, in particular, to make

distributions to other organizations that qualify as exempt organizations under Section 501(c)(3) of the Code;

(2) to take and to hold by devise, gift, purchase or lease for the above purposes, and to sell, convey, and dispose, of any property, real, personal or mixed, without limitation as to amount or value, except such limitations as may be provided in the school's Articles of Incorporation (the "*Articles*"), Charter Contract, these bylaws (the "*Bylaws*"), or imposed by applicable law (e.g., the Charter School Act); and

(3) to exercise generally any power which is consistent with the purposes described above, and which a non-profit corporation organized and existing under applicable local, state, and federal law may exercise.

Section 3. NON-DISCRIMINATION. The school shall not discriminate on the basis of race, religion, national origin, ethnicity, gender, age, disability, sexual orientation, military/veteran status, or any other class protected under applicable laws, including without limitation (i) in its employment practices; and (ii) in its student enrollment, education, treatment, disciplinary, and other practices.

#### **ARTICLE IV CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in Nevada Revised Statutes ("*NRS*") Chapter 82 of (the "*Nonprofit Corporation Law*") and NRS Chapter 388A (the "*Charter School Act*") shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 2. NO IMPAIRMENT. These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly and efficient manner, of the purposes of the school. These Bylaws shall not be construed so as to impair the operations of the school.

#### **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Corporation shall not operate for profit. This Corporation's assets are irrevocably dedicated to not-for-profit purposes as set forth herein. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation (except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its purposes). On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a

nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION WITHOUT MEMBERS. This Corporation shall have no “Members” within the meaning of the Nonprofit Corporation Law.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS.

(a) Subject to the provisions and limitations of the Nevada Nonprofit Corporation Law and any other applicable laws, and subject to any limitations or obligations set forth in applicable law, the Charter Contract, the Articles, or these Bylaws, the Corporation’s activities and affairs shall be supervised, directed, and overseen, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“*Board*”). Generally, the Board shall delegate the day-to-day management of the activities of the School to the School administration, so long as the affairs of the School are ultimately managed, and its powers are exercised, solely and exclusively under the Board’s jurisdiction.

(b) Each director shall perform all duties of Board, including duties on any Board Committee, in good faith, in a manner the director believes to be in the best interest of the school operated by the Corporation (as applicable), with such care as a reasonable person in a like position would use under similar circumstances, and in compliance with any code of conduct adopted by the Board from time to time. (The foregoing is not intended to create any stronger or additional fiduciary duties than already exists by virtue of the Nonprofit Corporation Law, Charter School Act, and other applicable laws and authorities.)

(c) In performing the duties of a director, each director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented, or prepared by: (1) one or more officers or employees of the school whom the director believes to be reliable and competent in the matters presented; (2) legal counsel, independent accountants, and other persons as to matters that the director believes are within that person’s professional or expert competence; and (3) a Board Committee on which the director does not serve, as to matters within its authority; but in each case, only when the director has no knowledge of facts that would cause such reliance to be unwarranted.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this Article, but subject to the same limitations, the Board of Directors shall have all power:

(a) To (1) supervise the conduct, management and control of the affairs and activities of the Corporation; (2) make policies, rules, and regulations not inconsistent with, but instead to uphold and enforce, applicable law, the Charter Contract, the Articles, and these Bylaws; (3) establish and approve all major educational activities, operational policies, and the schedule of major events and activities at the school, so as to cause the growth and development of the students’ academic performance and emotional well-being; (4) to ensure the ongoing evaluation of the

school, in part to ensure public accountability; and (5) to strive for a diverse student population, reflective of the local and regional community.

(b) To appoint and remove, at the pleasure of the Board of Directors, all directors, corporate officers, and agents; prescribe powers and duties for them as are consistent with the law, the Articles, and these Bylaws; fix their compensation; and require from them security for faithful service.

(c) To change the principal office or the principal business office in Nevada from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside Nevada; and designate a place in or outside of Nevada for holding any meetings.

(d) To supervise and approve the leasing, purchase, acquisition, improvement, sublease, mortgage, transfer in trust, pledge, encumbering of, conveyance of, or disposition of, in any lawful manner (including by exchange, lease, gift, devise, bequest, or otherwise), for and in the name of the Corporation, any and all (A) real property, (B) major personal property, and (C) rights or privileges deemed necessary or convenient for the conduct of the school's purpose and mission, as well as the of such property in accordance herewith;

(e) To (1) develop and approve an annual budget, (2) periodically monitor the school's income and expenses to adjust its financial plans accordingly, (3) ensure adequate funding for school operations, including fundraising and the pursuit of local, state, and federal grants (consistent with the school's mission), and (4) to submit a final budget to the Authorizer pursuant to applicable law;

(f) To cause an annual inspection or audit of the accounts of the school, as well as any other audits required by applicable law, made by an independent, licensed accountant selected by the Board, which audit shows in reasonable detail all of the assets, liabilities, revenues, and expenses of the school and its accurate financial condition;

(g) To borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities;

(h) To from time to time engage and terminate any EMO or CMO, vendor, or other service provider, in the Board's sole and absolute discretion.

### Section 3. DESIGNATED DIRECTORS AND TERMS.

(a) The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to these Bylaws.

(b) All directors shall have full voting rights, including any representative appointed by the Authorizer as consistent with Title 20 of the United States Code (the "*Education Code*"), Section 47604(b). If the Authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the Authorizer, shall be

designated by the existing Board of Directors at the Corporation's annual meeting of the Board of Directors.

(c) Each director shall hold office unless otherwise removed from office in accordance with these Bylaws and until a successor director has been designated and qualified, or until he/she resigns.

(d) Notwithstanding anything to the contrary contained in these Bylaws, the Board's membership shall adhere to the statutory requirements of NRS 388A.320, NAC 388A.525, and other applicable laws, at all times.

(e) All directors shall be devoted to the purpose and mission of the Corporation and any charter school campuses operated by the Corporation and shall represent the interests of the community.

(f) A director may take office only after complying with the provisions of applicable law, including NRS 388A.320(3) and 388A.323. If so required by the Charter School Law, the Corporation shall notify the Authorizer and the Nevada Department of Education within 10 days of the selection of a new director and provide the new director's resume and affidavit pursuant to NRS 388A.320(2). Directors shall also be fingerprinted according to the NRS 388A.323 procedure.

Section 4. RESTRICTION REGARDING INTERESTED DIRECTORS. No persons serving on the Board may be interested persons. An interested person is (a) any person compensated by the Corporation for material services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years from his/her election, and until a successor director has been designated and qualified. The initial board of directors may decide, in its reasonable discretion, to stagger the terms so approximately half of the directors are up for election each year. The President shall decide which slate of initial directors shall only serve a one (1)-year term to achieve such staggering.

Section 6. NOMINATIONS BY COMMITTEE. The President will appoint a committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointment or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by law, a list of all candidates nominated by committee.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Nevada Nonprofit Corporation Law, Charter School Law, or Nevada Code of Ethical Standards at NRS 281A.400 *et seq.* (the "*Nevada Ethical Code*"); (c) the increase of the authorized number of directors; or (d) the

failure of the directors, at any meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the President and the Secretary of the Board, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may appoint a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on prior, written notice to the Authorizer and Executive Director, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the Authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the Nevada Nonprofit Corporation Law, and (at all times while the Corporation is subject to the provisions of the Charter School Law) with NRS Chapter 241 (the "*Open Meeting Law*"). The representative appointed by the Authorizer may be removed without cause by the Authorizer or with the written consent of the Authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the Authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a meeting at a regular or special meeting of the Board, or (c) a sole remaining director. A vacancy in the seat of the representative of the Authorizer shall be filled by the Authorizer.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these Bylaws and the Open Meeting Law.

Section 14. MEETINGS; ANNUAL MEETINGS.

(a) All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the Nonprofit Corporation Law, and at all times while the Corporation is subject to the provisions of the Charter School Law, with the Open Meeting Law.

(b) The Board of Directors shall meet annually for the purpose of organization; appointment of officers; the election of directors; and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in compliance with the Nevada Nonprofit Corporation Law, and



at all times while the Corporation is subject to the provisions of the Charter School Law, with the Open Meeting Law.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors in compliance with the Nevada Nonprofit Corporation Law, and at all times while the Corporation is subject to the provisions of the Charter School Law, with the Open Meeting Law. Regular meetings shall be held no less often than once per quarter (or as otherwise required by NRS 388A.320 from time to time). Quarters are defined as July 1 – September 30, October 1 – December 31, January 1 – March 31, and April 1 – June 30. Prior to each regular meeting during any period the Corporation is subject to the Charter School Law, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting in accordance with the Open Meeting Law. Agenda items may be provided by directors via email, fax, or regular mail in accordance with the Open Meeting Law not less than 24 hours prior to the posting deadline.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors, if there is such an officer, or a majority of the Board of Directors in compliance with the Nevada Open Meeting Law. If a President of the Board has not been elected, then the school's Executive Director is authorized to call a special meeting in place of the President of the Board. The party calling a special meeting shall determine the place, date, and time thereof, subject to compliance with the Nevada Nonprofit Corporation Law, and at all times while the Corporation is subject to the provisions of the Charter School Law, with the Open Meeting Law.

Section 17. NOTICE OF MEETINGS.

(a) All notices for meetings of the Board of Directors shall be in compliance with the Nevada Nonprofit Corporation Law. During any period in which the Corporation is subject to the Charter School Law, regular and special meetings of the Board of Directors may be held only after three business days' notice is given to the public through the posting of an agenda in compliance with the Open Meeting Law. Any such notice shall be addressed or delivered to each director at the director's email or physical address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held, in each case in compliance with the Open Meeting Law.

(b) Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid or sent via email with no "undeliverable" (or similar) message returned. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(c) The notice of meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than

the business the general nature of which was set forth in the notice of the meeting, may be transacted at a meeting.

(d) If a director is unable to attend a Board meeting, the Board member shall contact the President or designated supervising employee prior to the meeting.

Section 18. CLOSED SESSIONS. Any director may request a Closed Session or non-Meeting session in advance of any special or regular meeting of the Board, for issues concerning personnel or other matters requiring confidentiality and which are permitted to be closed or held outside a public meeting under the Open Meeting Law. All persons except directors of the Board may be excluded from such Closed or Non-Meeting Sessions, at the President's discretion, to the extent consistent with applicable law. Following such meetings, an officer may provide a general description of the matters discussed to be provided as the minutes of said Closed or Non-Meeting Session, if appropriate. The Board may deliberate, but may not take formal action, in a Closed Session or non-Meeting session. Every director has a duty to maintain the confidentiality of all Board meetings and actions, which are not required by law to be open to the public, including discussions which take place during any Closed or Non-Meeting Sessions of the Board. Any director violating this confidence may be removed from the Board.

Section 19. PROTOCOL. The Board may follow Robert's Rules of Order in the conducting of meetings.

Section 20. PUBLIC COMMENT. At all times while the Corporation is subject to the Charter School Law, time shall be set aside at each meeting of the Board for public comment as provided by the Open Meeting Law, NRS 241.020(2)(d)(3). The speaker shall be asked to identify his or her name, address, and affiliations (if any). Public comment may be time limited and shall be stated as such on the Agenda for such public meeting.

Section 21. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 22. ELECTRONIC PARTICIPATION. To the extent permitted by applicable laws and regulations (including the Open Meeting Law, during any period the Corporation is subject to the Charter School Law), directors may participate in meetings by means of a conference telephone or video network or similar communications method, as long as all (i) persons participating in the meeting can hear each other and (ii) the President, exercising his/her reasonable discretion, can authenticate the identity of those Members; and participation in such a fashion shall constitute presence in person at such meeting.

Section 23. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and during any period the Corporation is subject to the Charter School Law, to the public in the

manner prescribed by the Open Meeting Law (which may require re-noticing the meeting with a three-day advance notice requirement).

Section 24. COMPENSATION AND REIMBURSEMENT. Directors shall receive no compensation for service as a director or officer. The Board may approve the reimbursement of a director's actual and necessary expenses incurred when conducting the Corporation's business as established by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 25. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and potentially non-directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors or any committee of the Board;
- (b) Amend, repeal, or adopt the Charter Contract or any Bylaws;
- (c) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- (d) Create any other committees of the Board of Directors or appoint the members of committees of the Board.

Any decision by a committee may be amended, repealed, superseded, and/or overruled by a decision of the full Board of Directors.

Section 26. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board of Directors' actions, and, during any period the Corporation is subject to the Charter School Law, the Open Meeting Law. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws and applicable laws and regulations. If the Board of Directors has not adopted rules, the committee may do so.

Section 27. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation. Notwithstanding any other provisions in these Bylaws, no director shall be subject to liability if:

- (a) he or she would not have been liable, for the same action or omission, if the school were a for-profit corporation, under NRS 78.138 and 78.139 (setting forth, among other

things, Nevada's business judgment rule, constituencies provision, reasonable-reliance provision, and the threshold for liability limitation set forth in NRS 78.138(7)); and/or

(b) he or she is immune from liability under traditional common-law precedents or statutory provisions, including, for example, NRS 41.0305 et seq. (codifying the doctrine of sovereign immunity).

Section 28. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. During any period the Corporation is subject to the Charter School Law, the Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("*FERPA*") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 29. CONFLICT OF INTEREST. The Board shall follow the Code of Ethical Standards set forth at NRS Chapter 281A and the conflict of interest policy adopted by the Board, as amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this Board of Directors of the Corporation shall be a President, a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also have one or more Vice-Presidents, one or more assistant secretaries and treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these Bylaws. The officers may, separately and in addition to the corporate duties set forth in this Article VIII, also have administrative or employment duties as set forth in any applicable separate contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. The same person may hold any number of offices.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation shall be chosen annually (or as vacancies arise) by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the President or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the Bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract (if any), the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by the President or any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board and Executive Director. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed

in these Bylaws for normal appointment to that office, provided, however, that such vacancies need not be filled on an annual basis.

Section 8. PRESIDENT.

(a) The President has general supervision, direction, and control of the affairs of the Board. The President shall preside at the Board of Directors' meetings, exercising his/her discretion in administering the proceedings. The President shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. The President shall possess the power to sign all certificates, contracts, or other instruments of the school that are approved by the Board of Directors.

(b) Unless otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Board Member who is not the President to enter into any contract or execute and deliver any instrument in the name of or on behalf of school. Such authority may be confined to specific instances. Unless so authorized, no director who is not the President shall have any power to bind the school by any contract or engagement, to pledge the school's credit, or to render it liable monetarily for any purpose or any amount (except for contracts having a monetary amount under the threshold of authority allocated by the Board of Directors to the Executive Director, if any, from time to time, which contracts the Executive Director may execute on the Corporation's behalf).

Section 9. SECRETARY.

(a) The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency (and, if special or emergency, how authorized); the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

(b) The Secretary shall keep or cause to be kept, at the principal office of the Corporation, a copy of the Charter Contract, Articles, and Bylaws, as amended to date.

(c) The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these Bylaws require to be given.

(d) There shall initially be no corporate seal of the Corporation, but should one be adopted, the Secretary shall keep the corporate seal, if any, in safe custody.

(e) The Secretary shall have such other powers and perform such other duties as the Board of Directors or the Bylaws may require.

Section 10. TREASURER. The Treasurer shall have general oversight responsibility for the preparation by the school's Chief Financial Officer (or similar executive employee) of, and shall cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The Treasurer shall cause the safeguarding of the assets of School. The Treasurer shall cause to be given to the 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. The Treasurer shall (i) oversee the depositing of all money

and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate; (ii) oversee the disbursement of the Corporation's funds as the Board may order; (iii) render to the Board, when requested, an account of all transactions and of the financial condition of the Corporation; and (iv) have such other powers and perform such other duties as the Board or the Bylaws may require. For the sake of clarity, the Treasurer may cause one or more of the actions above by issuing instructions to the Chief Financial Officer (or similar executive employee) to carry out the appropriate action.

Section 11. EXECUTIVE DIRECTOR. The Executive Director of the school is not an Officer of the Corporation. He/she shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's day-to-day activities, affairs, and administration as fully described in any applicable employment contract, agreement, or job specification. The Executive Director shall have such other powers and duties as the Board of Directors or the Bylaws may require from time to time.

## **ARTICLE IX LOANS AND CONTRACTS WITH MEMBERS, DIRECTORS, AND EMPLOYEES**

Section 1. CONFLICTS OF INTEREST; SELF-DEALING. The Board shall follow the Code of Ethical Standards set forth at NRS Chapter 281A and any conflict of interest policy adopted by the Board. Neither the Board nor any director shall engage in any transactions barred under the Board's conflict of interest policy in effect from time to time. The following transaction shall not be deemed a prohibited self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the school, if the transaction is approved or authorized by the independent directors in good faith and without unjustified favoritism, and results in a benefit to one or more directors or their families because they are part of a class of persons intended to be benefited by the program.

Section 2. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the Board; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the Corporation.

## **ARTICLE X INDEMNIFICATION; INSURANCE**

Provided none of the following will violate any applicable provision of the Code or cause the Corporation to lose its tax-exempt status under the Code:

### Section 1. INDEMNIFICATION.

(a) Indemnity. To the maximum extent permitted by applicable law, the Corporation shall indemnify all directors and other members of Board Committees, if such persons are made a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (an "*Action*"), by reason of the fact that he/she is or was a director or Board Committee member (an "*Indemnatee*"), against any and all claims, causes of action, liabilities, judgments, amounts, costs, fines, charges, obligations, losses, penalties, fees, and expenses, including attorneys' and experts' fees and costs,

and also amounts paid in settlement, if he/she acted in good faith and in a manner which he/she reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal Action, had no reasonable cause to believe his/her conduct was unlawful. The Corporation may not, however, indemnify an Indemnatee for: (i) an Action brought by the Corporation against him/her; or (ii) if it is proven that the Indemnatee's action or omission (A) constituted a breach of a fiduciary duty owed (if any) as a director or Committee member, and (B) the breach of such duty involved intentional misconduct, fraud or a knowing violation of law.

(b) Failure; Success. The termination of any Action by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the Indemnatee is liable or did not act in good faith and in a manner which he/she reasonably believed to be in or not opposed to the best interests of the Corporation, or that, with respect to any criminal Action, he/she had reasonable cause to believe that his/her conduct was unlawful. Conversely, to the extent that an Indemnatee has been successful on the merits or otherwise in defense of any Action, he/she shall be indemnified by the Corporation for the same.

(c) Defense (Procedure). Promptly after Indemnatee's receipt of notice of the commencement or threat of an Action, Indemnatee shall, if Indemnatee believes indemnification is owed hereunder, notify the Corporation in writing. That notice shall be addressed to the Executive Director and Board President and shall include documentation or information necessary to determine if indemnification is appropriate. Any delay in such notice shall not constitute a waiver or release by Indemnatee, except to the extent of any prejudice caused by such delay. Upon receiving such notice, the Corporation shall be entitled to assume the defense of such Action, with counsel approved by Indemnatee (not to be unreasonably withheld or delayed), upon the delivery to Indemnatee of written notice of the Corporation's election to do so. The Corporation's election to defend shall not constitute a waiver of its right to subsequently challenge whether indemnification was required. Indemnatee may hire independent counsel to monitor or appear in the Action, and the fees and costs associated with the same shall be paid by the Corporation if Indemnatee reasonably concludes there may be a conflict of interest between the Corporation and Indemnatee in the conduct of such defense. The Corporation shall not settle any Action that would impose any penalty or limitation on Indemnatee without Indemnatee's prior written consent. Neither the Corporation nor Indemnatee will unreasonably withhold its or his or her consent to any proposed settlement; provided, however, Indemnatee shall not be required to consent to any settlement of an Action to which he or she is party, unless such settlement is reasonably satisfactory to Indemnatee and releases Indemnatee from all potential indemnified sums.

(d) Advances. Expenses incurred in defending an Action may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding, as authorized by



the Board, upon receipt of an undertaking by or on behalf of the Indemnatee to repay such amount if it is ultimately determined by a court that he/she is not entitled to indemnification hereunder.

(e) Other Indemnity Sources. The indemnification in this Sub-Section: (i) does not exclude any other rights to which the Indemnatee seeking indemnification may be entitled under the Charter, Applicable Law, these Bylaws, or a vote of disinterested directors.

(f) Successors. All indemnification rights herein shall continue as to an Indemnatee who has ceased to be a director or Committee member, and shall inure to the benefit of his or her legal successors, heirs, executors and administrators.

(g) Amendments. No amendment to these Bylaws can retroactively limit or abridge the indemnification rights of Indemnitees for actions or omissions undertaken prior to such amendment going into effect.

(h) Subrogation. In the event of any payment hereunder by the Corporation, the Corporation shall be subrogated to the extent of such payment to all of the rights of recovery of Indemnatee, who shall execute all documents required and shall do all acts that may be necessary to secure such rights and to enable the Corporation to effectively bring an Action to enforce such rights.

Section 2. **INSURANCE**. The Corporation shall purchase and maintain insurance in reasonable amounts, and from a reasonable, licensed insurer, on behalf of any person who is or was an Indemnatee, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Sub-Section. The Corporation shall not be obligated to indemnify any Indemnatee for indemnifiable sums to the extent the insurer has already paid such sums directly to Indemnatee. Notwithstanding the foregoing, the Corporation shall have no obligation to obtain or maintain such insurance if (i) the Board determines in good faith that (A) such insurance is not reasonably available, (B) the premium costs for such insurance are substantially disproportionate to the amount of coverage provided, or (C) the coverage provided by such insurance is limited by exclusions so as to provide an insufficient benefit, or (ii) all Indemnitees are covered by similar insurance maintained by another person, entity, or governmental unit.

## **ARTICLE XI**

### **MAINTENANCE OF CORPORATE RECORDS; INSPECTION RIGHTS; REPORTING**

Section 1. **MAINTENANCE OF CORPORATE RECORDS**. This Corporation shall keep: (a) adequate and correct books and records of account; (b) written minutes of the minutes, acts, and proceedings of the Board and committees of the Board; and (c) such reports and records as required by law.

Section 2. **DIRECTORS' RIGHT TO INSPECT**. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by Nevada and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by Nevada and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with

Nevada or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 3. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 4. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal office the original or a copy of the Charter Contract, Articles, and Bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

Section 5. RECORDS REQUESTS. At all times while the Corporation is subject to the provisions of the Charter School Law, it shall comply with the terms and provisions of Nevada's Public Records Act, NRS Chapter 239.

Section 6. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (including each director) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The Corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

## **ARTICLE XII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Articles, Charter Contract, or these Bylaws unless the Corporation obtains the written consent of the Authorizer, if so required.

## **ARTICLE XIII FISCAL YEAR**


Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

### **CERTIFICATE OF THE SECRETARY**

I certify that I am the duly elected and acting Secretary of TEACH Las Vegas, a Nevada nonprofit corporation; that these Bylaws, consisting of 14 pages (excluding this Certificate), are the Bylaws of this Corporation as adopted by the Board of Directors on \_\_\_\_\_, 2020 and that these Bylaws have not been amended or modified since that date.

Executed on \_\_\_\_\_, 2020.

**TEACH Las Vegas,**  
a Nevada nonprofit corporation

By:   
Name: Dan Horn  
Its: Secretary

**CODE OF CONDUCT OF  
TEACH LAS VEGAS  
(a Nevada Nonprofit Corporation)  
for  
Members of the Board of Directors and  
Its Committees and Subcommittees**

Each of the members (the “*Board Members*”) of the Board of Directors (the “*Board*”) of TEACH Las Vegas (“*TLV*”) desires to operate in the most ethical and conscientious manner possible, and to that end adopts, and agrees to abide by, this Code of Conduct (this “*Code*”).

**Section 1. Governance Structure.**

Each Member of the Board of Directors and its Committees and Subcommittees (any such person, a “*TLV Director*,” even if he/she were not formally a Board Member) shall:

- (a) recognize that the authority of the Board rests only with the Board as a whole and not with individual members, and shall act accordingly;
- (b) support the delegation of authority for the day-to-day administration of the TLV to the Executive Director, and shall act accordingly;
- (c) honor the chain of command and refer problems or complaints consistent with the chain of command;
- (d) recognize that the Executive Director should be present at all meetings of the Board except when his/her contract, salary or performance is under consideration or when otherwise required by law;
- (e) not undermine the authority of the Executive Director or TLV administration;
- (f) refrain from entangling in matters that properly belong to the administration;
- (g) refrain from investigating or attempting to resolve complaints received personally, but instead direct the complainant to follow TLV policies; and
- (h) use reasonable efforts to keep the Executive Director informed of concerns or specific recommendations that any TLV Director may bring to the Board.

**Section 2. Strategic Planning.**

Each TLV Director shall:

- (a) reflect through his/her actions that his/her first and foremost concern is for the educational welfare of children attending the TLV;
- (b) participate in planning activities to develop the vision and goals of the Board, Committee, or Subcommittee;

- (c) work with the Executive Director and/or Board, Committee, or Subcommittee to ensure prudent and accountable uses of TLV resources;
- (d) render all decisions based on the available facts and his/her independent judgment and refuse to surrender his/her judgment to individuals or special interest groups, including without limitation any EMO or CMO with which TLV may contract; and
- (e) Uphold and enforce all applicable laws, rules, and guidelines of the State of Nevada, Nevada State Public Charter School Authority, and the TLV Board.

### **Section 3. Community Relations.**

Each TLV Director shall:

- (a) seek regular and systemic communications among the Board and students, staff, and the community; and
- (b) communicate to the Board and the Executive Director any expressions of public reaction to Board policies and TLV programs which such TLV Director may receive.

### **Section 4. Policy Development.**

Each TLV Director shall:

- (a) work with other TLV Directors to establish effective policies for TLV;
- (b) delegate administration of the school to the Executive Director;
- (c) make decisions on policy matters only after full discussion at lawfully-convened, publicly-held Board, Committee, or Subcommittee meetings; and
- (d) periodically review and evaluate the effectiveness of policies on school programs and performance.

### **Section 5. Board, Committee, and Subcommittee Meetings.**

Each TLV Director shall:

- (a) attend and participate in scheduled meetings;
- (b) be informed and prepared to discuss issues to be considered on the meeting agendas;
- (c) work with other TLV Directors in a spirit of harmony and cooperation, in spite of differences of opinion that may arise during the discussion and resolution of issues at meetings;
- (d) vote for a closed meeting or (non-meeting) session of the Board only when applicable law, including NRS Chapter 241 and Board policy requires consideration of a matter in such session;
- (e) maintain the confidentiality of all discussions and other matters pertaining to TLV;
- (f) make good-faith decisions in accordance with the best interests of TLV as a whole and not any particular agreement thereof;
- (g) express opinions before votes are cast, but support all majority decisions following such votes, even if he/she was on the non-prevailing side.

### **Section 6. Financial Governance.**

Each TLV Director shall:

- (a) refrain from using his/her position for personal or partisan gain or to benefit any person or entity over the best interests of TLV; and
- (b) refrain from conducting any business on behalf of TLV when not authorized to do so by the Board, Committee, or Subcommittee.

**Section 7.     General Conduct as an TLV Director.**

Each TLV Director shall:

- (a) devote sufficient time, thought and study to the performance of his/her duties and responsibilities;
- (b) become informed about current educational issues by individual study and through participation in programs providing needed education and training;
- (c) communicate in a respectful professional manner with and about fellow TLV Directors and TLV employees, and refrain from excessive profanity, unlawful discrimination or rude behavior;
- (d) take no private action that will compromise the Board or TLV administration, nor cast moral outrage or offense on TLV or its reputation;
- (e) preserve confidences and confidential/sensitive information that may become privy to as part of responsibility as a Board member;
- (f) refrain from informally evaluating any staff member's performance or make any evaluative statement of management's performance in an open session of the Board unless the Board is specifically evaluating such person as an agenda item; and
- (g) recognize that authority rests with the Board and make no personal promises nor take any private action that may compromise the Board.

**Section 8.     Code Violations.**

- (a) If the Board has reasonable cause to believe an TLV Director has failed to comply with this Code, it shall inform that TLV Director of the basis for such belief and afford the TLV Director an opportunity to explain the alleged failure.
- (b) If, after hearing the TLV Director's response and after making further investigation as warranted by the circumstances, including conducting a hearing on point, the Board determines that the TLV Director has breached this Code, it shall take appropriate corrective and/or disciplinary action. At any such hearing, the breaching TLV Director may testify, bring witnesses on his/her behalf, introduce documentary and other evidence, and make a closing argument. No corrective and/or disciplinary action may issue except upon a two-thirds (2/3) vote of the Board Members, excluding the breaching TLV Director in question. Corrective and/or disciplinary action may include removal from the relevant Board, Committee, or Subcommittee. Any corrective and/or disciplinary action shall be recorded in the minutes of the meeting of the Board.

*[The remainder of this page is intentionally blank and the Certification Page follows.]*


[*Certification Page*]

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of TEACH Las Vegas, a Nevada nonprofit corporation; that the Code of Conduct, consisting of 3 pages (excluding this Certificate), is the Code of Conduct of this Corporation as adopted by the Board of Directors on \_\_\_\_\_, 2020 and that this the Code of Conduct has not been amended or modified since that date.

Executed on \_\_\_\_\_, 2020.

**TEACH Las Vegas,**  
a Nevada nonprofit corporation

By:  \_\_\_\_\_  
Name: Dan Horn  
Its: Secretary



## **CONFLICT OF INTEREST POLICY OF TEACH LAS VEGAS**

**(a Nevada Nonprofit Corporation)**

**for**

### **Members of the Board of Directors and Its Committees and Subcommittees**

Each of the members (the “*Board Members*”) of the Board of Directors (the “*Board*”) of TEACH Las Vegas (“*TLV*”) desires to operate in the most ethical and conscientious manner possible, and to that end adopts, and agrees to abide by, this Conflict of Interest Policy (this “*Policy*”).

#### **Section 1. Purpose; Nevada Ethical Code.**

- (a) The purpose of this Policy is to protect and safeguard TLV’s integrity, academic, financial, and moral interests, and reputation when it is contemplating entering into a transaction or arrangement that might benefit the private interests of any Members of the Board of Directors and its Committees and Subcommittees (any such person, an “*TLV Director*,” even if he/she were not formally a Board Member).
- (b) This Policy is intended to supplement, but not replace, any applicable state and federal laws and regulations governing conflicts of interest applicable to charter schools, as well as TLV’s Charter Agreement and Bylaws as they may be amended from time to time. (In the event of an unavoidable conflict, those laws, regulations, and documents trump this Policy.)

Among other things, the applicable laws include the Nevada Code of Ethical Standards (the “*Nevada Ethical Code*”), codified at Nevada Revised Statutes (“*NRS*”) 281A.400 *et seq.*, a copy of which (as in effect as of January 15, 2020) is attached as **Exhibit A** to this Policy, and which applies to each TLV Director (as a “*Public Officer*”) pursuant to NAC 386.345(7).

#### **Section 2. Definitions.**

- (a) A “*Financial Interest*” exists for a person if he/she has, directly or indirectly, through business, investment, family, or otherwise:
  - (1) an ownership or investment interest in any person or entity with whom/which TLV has a transaction or arrangement,
  - (2) a compensation arrangement with any person or entity with whom/which TLV has a transaction or arrangement,
  - (3) a potential ownership or investment interest in, or compensation arrangement with, any person or entity with whom/which TLV is negotiating (or is reasonably likely to negotiate in the next six (6) months) a transaction or arrangement; or
  - (4) one of other types of interests listed in NRS 281A.420(1)(a) through (d) of the Nevada Ethical Code.

In this definition, “*compensation*” includes direct and indirect remuneration as well as gifts or

favors that are not insubstantial.

A Financial Interest is not necessarily a conflict of interest. A person who has a Financial Interest may have a conflict of interest only if the TLV Director or Board decides that a conflict of interest exists, in accordance with this Policy.

- (b) “*Independent TLV Director*” means any TLV Director who is not an Interested TLV Director in a particular matter.
- (c) “*Interested TLV Director*” means any TLV Director who has a direct or indirect Financial Interest in a particular matter.

### **Section 3. Policy Matters.**

- (a) General Prohibitions. A TLV Director shall comply in all material respects with the provisions of NRS 281A.400 of the Nevada Ethical Code, which (paraphrasing, and without amending that statute nor exhaustively summarizing it) generally prohibits the TLV Directors from:
  - (1) accepting gifts which will improperly influence decision making, or using his or her position to gain unjustified privileges or benefits;
  - (2) participating in negotiations with an entity in which the TLV Director has a significant pecuniary interest;
  - (3) receiving compensation from a private source for the TLV Director’s public duties;
  - (4) using confidentially-obtained information for his or her own pecuniary gain, or suppressing official information to prevent a loss in his or her own pecuniary interests; and
  - (5) using TLV time, property, equipment, or facilities for his or her own pecuniary gain.
- (b) Duty to Disclose.
  - (1) In connection with any actual or possible conflict of interest, an Interested TLV Director must timely disclose the existence of the Financial Interest and be given a reasonable opportunity to disclose all of the material facts to the Board, in accordance with the full paragraph in NRS 281A.420(1) of the Nevada Ethical Code (but subject to the disclosure exceptions in NRS 281A.420(1) of that Code).
  - (2) For Open Meeting Law purposes, a conflict-of-interest discussion is deemed to be a part of any agenda item in which an actual or potential conflict of interest is raised, even if the conflict-of-interest is not expressly stated in the agenda item and is only raised at the meeting.
- (c) Recusal (a/k/a abstention) by Oneself.
  - (1) A TLV Director shall recuse himself or herself at any time from involvement in any decision or advocacy (but not necessarily the discussion, generally) in which the TLV Director believes he or she has or may have a conflict of interest, when recusal is required by NRS 281A.420(3) and (4)(a) of the Nevada Ethical Code. Generally, the test in those statutes is whether the “independence of judgment of a reasonable person in the public officer’s situation would be materially affected” by the Financial Interest. That is an objective test, based on what a reasonable person would do.
  - (2) Any TLV Director may recuse himself or herself at any time from involvement in any decision or discussion in which the TLV Director believes he or she has or may have a conflict of interest, without going through any process for the other TLV Directors determining whether a conflict of interest exists, but shall first consider the policy statement

set forth in NRS 281A.420(4)(b) of the Nevada Ethical Code, which discourages abstention except in “clear cases.”

- (d) Recusal (a/k/a abstention) by Other TLV Directors. If, after disclosure of the Financial Interest and all material facts pursuant to this Section 3, and after any discussion with the Interested TLV Director, the Interested TLV Director has not recused himself or herself, and any Independent TLV Director (on the Board, Committee, or Subcommittee, as the case may be) has reasonable concerns about that decision, then:
- the Interested TLV Director shall leave the meeting; and
  - the remaining Independent TLV Directors shall discuss the matter, decide if a conflict of interest exists, and vote upon whether to recuse the Interested TLV Director.
- (e) Effect of Recusal on Voting. Upon recusal, the necessary quorum to act upon the matter, and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though the member abstaining were not a member of the Board, Committee, or Subcommittee. In the event of a tie vote among the remaining TLV Directors, no approval or denial shall be deemed given (meaning it is as if the Board did not vote).
- (f) Eligibility for Contracts. Neither TLV nor any TLV Director (nor any entity controlled by a TLV Director) shall bid upon, negotiate, or enter into any contract or similar arrangement with TLV, except in material accordance with NRS 281A.430 of the Nevada Ethical Code, which describes in detail under which conditions such contracts or arrangements may and may not be bid upon, negotiated, and entered into.
- (g) Alternative Transactions. The Board President, if appropriate, may appoint an Independent TLV Director or committee to investigate alternatives to a proposed transaction or arrangement. If the Interested TLV Director is the Board President, then a majority of the Governance Committee shall consider whether or not to take such action.

#### **Section 4. Policy Violations.**

- (a) If the Board has reasonable cause to believe a TLV Director has failed to disclose actual or possible conflicts of interest, it shall inform that TLV Director of the basis for such belief and afford the TLV Director an opportunity to explain the alleged failure to disclose.
- (b) If, after hearing the TLV Director’s response and after making further investigation as warranted by the circumstances, the Board determines that the TLV Director has failed to disclose an actual or possible conflict of interest (with a vote of a simple majority of Independent Directors, excluding the TLV Director in question), it shall take appropriate corrective and/or disciplinary action.

#### **Section 5. Records of Proceedings.**

At any meetings where matters under this Policy are discussed and/or voted upon, the minutes of such meeting shall contain: (i) 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 Interested TLV Director or Board’s decision as to whether recusal was required; and (ii) the names of the persons who were present for discussions and votes relating to the relevant 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.

## **Section 6. Compensation; Voting.**

- (a) A voting TLV Director who receives compensation, directly or indirectly, from TLV for services is precluded from voting on matters pertaining to that person's compensation, excepting a reasonable fixed sum that such person may receive for attendance at each regular or special meeting of the Board, Committee, or Subcommittee.
- (b) A voting TLV Director who sits on the Board or a Committee or Subcommittee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TLV for services is precluded from voting on matters pertaining to that person's compensation.
- (c) No voting TLV Director who sits on the Board or a Committee or Subcommittee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TLV, either individually or collectively, is prohibited from providing information to such body.

## **Section 7. Annual Statements.**

Each TLV Director shall, upon TLV request, annually sign a written statement which affirms that such person: (i) has received a copy of this Policy; (ii) has read and understands this Policy, and (iii) has agreed to comply with this Policy. If at any time the information in such a statement materially changes, the Interested TLV Director shall immediately disclose such changes and submit a new disclosure form.

## **Section 8. Periodic Reviews.**

- (a) To ensure that TLV operates in a manner consistent with its tax-exempt purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Board's Governance Committee shall regularly and consistently monitor, review, and enforce compliance with this Policy by reviewing TLV Director statements and taking such other actions as are necessary for effective oversight.
- (b) The Governance Committee's periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits, if any, are reasonable, based on competent survey information and are the results of arm's-length bargaining; and (ii) whether partnership and joint venture arrangements and arrangements with management organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further TLV's tax-exempt purposes and do not result in inurement, an impermissible private benefit, or an excess benefit transaction.
- (c) In conducting the periodic reviews provided for in this Section 8, TLV may (but need not) use outside advisors. If outside experts are used, their use shall not relieve the TLV Directors of their responsibility for ensuring that periodic reviews are conducted.

## **Section 9. Policy Amendments.**

A majority of the Board as a whole may approve or disapprove of amendments and modifications to this Policy from time to time. Upon any modification being approved, the school shall submit the same to the School District within five (5) days, if required under its Charter or by applicable law.

*[The remainder of this page is intentionally blank and the Certification Page follows.]*


[Certification Page]

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of TEACH Las Vegas, a Nevada nonprofit corporation; that Conflict of Interest Policy, consisting of 4 pages (excluding this Certificate), is the Conflict of Interest Policy of this Corporation as adopted by the Board of Directors on \_\_\_\_\_, 2020 and that this the Conflict of Interest Policy has not been amended or modified since that date.

Executed on \_\_\_\_\_, 2020.

**TEACH Las Vegas,**  
a Nevada nonprofit corporation

By:   
Name: Dan Horn  
Its: Secretary

## **Exhibit A**

### **Nevada Code of Ethical Standards for Public Officers**

#### **(NRS 281A.400 *et seq.*)**

**NRS 281A.400 General requirements; exceptions.** A code of ethical standards is hereby established to govern the conduct of public officers and employees:

1. A public officer or employee shall not seek or accept any gift, service, favor, employment, engagement, emolument or economic opportunity, for the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity, which would tend improperly to influence a reasonable person in the public officer's or employee's position to depart from the faithful and impartial discharge of the public officer's or employee's public duties.

2. A public officer or employee shall not use the public officer's or employee's position in government to secure or grant unwarranted privileges, preferences, exemptions or advantages for the public officer or employee, any business entity in which the public officer or employee has a significant pecuniary interest or any person to whom the public officer or employee has a commitment in a private capacity. As used in this subsection, "unwarranted" means without justification or adequate reason.

3. A public officer or employee shall not participate as an agent of government in the negotiation or execution of a contract between the government and the public officer or employee, any business entity in which the public officer or employee has a significant pecuniary interest or any person to whom the public officer or employee has a commitment in a private capacity.

4. A public officer or employee shall not accept any salary, retainer, augmentation, expense allowance or other compensation from any private source, for the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity, for the performance of the public officer's or employee's duties as a public officer or employee.

5. If a public officer or employee acquires, through the public officer's or employee's public duties or relationships, any information which by law or practice is not at the time available to people generally, the public officer or employee shall not use the information to further a significant pecuniary interest of the public officer or employee or any other person or business entity.

6. A public officer or employee shall not suppress any governmental report or other official document because it might tend to affect unfavorably a significant pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity.

7. Except for State Legislators who are subject to the restrictions set forth in subsection 8, a public officer or employee shall not use governmental time, property, equipment or other facility to benefit a significant personal or pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity. This subsection does not prohibit:

(a) A limited use of governmental property, equipment or other facility for personal purposes if:

(1) The public officer or employee who is responsible for and has authority to authorize the use of such property, equipment or other facility has established a policy allowing the use or the use is necessary as a result of emergency circumstances;

(2) The use does not interfere with the performance of the public officer's or employee's public duties;

(3) The cost or value related to the use is nominal; and

(4) The use does not create the appearance of impropriety;

(b) The use of mailing lists, computer data or other information lawfully obtained from a governmental agency which is available to members of the general public for nongovernmental purposes; or

(c) The use of telephones or other means of communication if there is not a special charge for that use.

If a governmental agency incurs a cost as a result of a use that is authorized pursuant to this subsection or would ordinarily charge a member of the general public for the use, the public officer or employee shall promptly reimburse the cost or pay the charge to the governmental agency.

8. [Intentionally omitted]

9. A public officer or employee shall not attempt to benefit a significant personal or pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity through the influence of a subordinate.

10. A public officer or employee shall not seek other employment or contracts for the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity through the use of the public officer's or employee's official position.

**NRS 281A.410 Limitations on representing or counseling private persons before public agencies; request for relief from strict application of certain provisions.** In addition to the requirements of the code of ethical standards and the other provisions of this chapter:

1. If a public officer or employee serves in a state agency of the Executive Department or an agency of any county, city or other political subdivision, the public officer or employee:

(a) Shall not accept compensation from any private person to represent or counsel the private person on any issue pending before the agency in which that public officer or employee serves, if the agency makes decisions; and

(b) If the public officer or employee leaves the service of the agency, shall not, for 1 year after leaving the service of the agency, represent or counsel for compensation a private person upon any issue which was under consideration by the agency during the public officer's or employee's service. As used in this paragraph, "issue" includes a case, proceeding, application, contract or determination, but does not include the proposal or consideration of legislative measures or administrative regulations.

2. Except as otherwise provided in subsection 3, a State Legislator or a member of a local legislative body, or a public officer or employee whose public service requires less than half of his or her time, may represent or counsel a private person before an agency in which he or she does not serve.

3. A member of a local legislative body shall not represent or counsel a private person for compensation before another local agency if the territorial jurisdiction of the other local agency includes any part of the county in which the member serves. The Commission may relieve the member from the strict application of the provisions of this subsection if:

(a) The member files a request for an advisory opinion from the Commission pursuant to NRS 281A.675; and

(b) The Commission determines that such relief is not contrary to:

(1) The best interests of the public;

(2) The continued ethical integrity of each local agency affected by the matter; and

(3) The provisions of this chapter.

4. For the purposes of subsection 3, the request for an advisory opinion, the advisory opinion and all meetings, hearings and proceedings of the Commission in such a matter are governed by the provisions of NRS 281A.670 to 281A.690, inclusive.

5. Unless permitted by this section, a public officer or employee shall not represent or counsel a private person for compensation before any state agency of the Executive or Legislative Department.

**NRS 281A.420 Requirements regarding disclosure of conflicts of interest and abstention from voting**



**because of certain types of conflicts; effect of abstention on quorum and voting requirements; exceptions.**

1. Except as otherwise provided in this section, a public officer or employee shall not approve, disapprove, vote, abstain from voting or otherwise act upon a matter:

- (a) Regarding which the public officer or employee has accepted a gift or loan;
- (b) In which the public officer or employee has a significant pecuniary interest;
- (c) Which would reasonably be affected by the public officer's or employee's commitment in a private capacity to the interests of another person; or
- (d) Which would reasonably be related to the nature of any representation or counseling that the public officer or employee provided to a private person for compensation before another agency within the immediately preceding year, provided such representation or counseling is permitted by NRS 281A.410,

without disclosing information concerning the gift or loan, the significant pecuniary interest, the commitment in a private capacity to the interests of the other person or the nature of the representation or counseling of the private person that is sufficient to inform the public of the potential effect of the action or abstention upon the person who provided the gift or loan, upon the public officer's or employee's significant pecuniary interest, upon the person to whom the public officer or employee has a commitment in a private capacity or upon the private person who was represented or counseled by the public officer or employee. Such a disclosure must be made at the time the matter is considered. If the public officer or employee is a member of a body which makes decisions, the public officer or employee shall make the disclosure in public to the chair and other members of the body. If the public officer or employee is not a member of such a body and holds an appointive office, the public officer or employee shall make the disclosure to the supervisory head of the public officer's or employee's organization or, if the public officer holds an elective office, to the general public in the area from which the public officer is elected.

2. The provisions of subsection 1 do not require a public officer to disclose:

- (a) Any campaign contributions that the public officer reported in a timely manner pursuant to NRS 294A.120 or 294A.125; or
- (b) Any contributions to a legal defense fund that the public officer reported in a timely manner pursuant to NRS 294A.286.

3. Except as otherwise provided in this section, in addition to the requirements of subsection 1, a public officer shall not vote upon or advocate the passage or failure of, but may otherwise participate in the consideration of, a matter with respect to which the independence of judgment of a reasonable person in the public officer's situation would be materially affected by:

- (a) The public officer's acceptance of a gift or loan;
- (b) The public officer's significant pecuniary interest; or
- (c) The public officer's commitment in a private capacity to the interests of another person.

4. In interpreting and applying the provisions of subsection 3:

(a) It must be presumed that the independence of judgment of a reasonable person in the public officer's situation would not be materially affected by the public officer's acceptance of a gift or loan, significant pecuniary interest or commitment in a private capacity to the interests of another person where the resulting benefit or detriment accruing to the public officer, or if the public officer has a commitment in a private capacity to the interests of another person, accruing to the other person, is not greater than that accruing to any other member of any general business, profession, occupation or group that is affected by the matter. The presumption set forth in this paragraph does not affect the applicability of the requirements set forth in subsection 1 relating to the duty of the public officer to make a proper disclosure at the time the matter is considered and in the manner required by subsection 1.

(b) The Commission must give appropriate weight and proper deference to the public policy of this State which favors the right of a public officer to perform the duties for which the public officer was elected or appointed and to vote or otherwise act upon a matter, provided the public officer makes a proper disclosure at the time the matter is considered and in the manner required by subsection 1. Because abstention by a public officer disrupts the normal course of representative government and deprives the public and the public officer's constituents of a voice in governmental affairs, the provisions of this section are intended to require abstention only in clear cases where the independence of judgment of a reasonable person in the public officer's situation would be materially affected by the public officer's acceptance of a gift or loan, significant pecuniary interest or commitment in a private capacity to the interests of another person.

5. Except as otherwise provided in NRS 241.0355, if a public officer declares to the body or committee in which the vote is to be taken that the public officer will abstain from voting because of the requirements of this section, the necessary quorum to act upon and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though the member abstaining were not a member of the body or committee.

6. [Intentionally omitted]

7. [Intentionally omitted]

8. [Intentionally omitted]

**NRS 281A.430 Contracts in which public officer or employee has interest prohibited; exceptions; request for relief from strict application of certain provisions.**

1. Except as otherwise provided in this section and NRS 218A.970 and 332.800, a public officer or employee shall not bid on or enter into a contract between an agency and any business entity in which the public officer or employee has a significant pecuniary interest.

2. A member of any board, commission or similar body who is engaged in the profession, occupation or business regulated by such board, commission or body may, in the ordinary course of his or her business, bid on or enter into a contract with an agency, except the board, commission or body on which he or she is a member, if the member has not taken part in developing the contract plans or specifications and the member will not be personally involved in opening, considering or accepting offers.

3. [Intentionally omitted]

4. Except as otherwise provided in subsection 2, 3 or 5, a public officer or employee may bid on or enter into a contract with an agency if:

(a) The contracting process is controlled by the rules of open competitive bidding or the rules of open competitive bidding or for a solicitation are not employed as a result of the applicability of NRS 332.112 or 332.148;

(b) The sources of supply are limited;

(c) The public officer or employee has not taken part in developing the contract plans or specifications; and

(d) The public officer or employee will not be personally involved in opening, considering or accepting offers.

If a public officer who is authorized to bid on or enter into a contract with an agency pursuant to this subsection is a member of the governing body of the agency, the public officer, pursuant to the requirements of NRS 281A.420, shall disclose the public officer's interest in the contract and shall not vote on or advocate the approval of the contract.

5. A member of a local legislative body shall not, either individually or through any business entity in which the member has a significant pecuniary interest, sell goods or services to the local agency governed by his or her local legislative body unless:

(a) The member, or the business entity in which the member has a significant pecuniary interest, offers the sole source of supply of the goods or services within the territorial jurisdiction of the local agency governed by his or her local legislative body;

(b) The local legislative body includes in the public notice and agenda for the meeting at which it will consider the purchase of such goods or services a clear and conspicuous statement that it is considering purchasing such goods or services from one of its members, or from a business entity in which the member has a significant pecuniary interest;

(c) At the meeting, the member discloses his or her significant pecuniary interest in the purchase of such goods or services and does not vote upon or advocate the approval of the matter pursuant to the requirements of NRS 281A.420; and

(d) The local legislative body approves the purchase of such goods or services in accordance with all other applicable provisions of law.

6. The Commission may relieve a public officer or employee from the strict application of the provisions of this section if:

(a) The public officer or employee files a request for an advisory opinion from the Commission pursuant to NRS 281A.675; and

(b) The Commission determines that such relief is not contrary to:

(1) The best interests of the public;

(2) The continued ethical integrity of each agency affected by the matter; and

(3) The provisions of this chapter.

7. For the purposes of subsection 6, the request for an advisory opinion, the advisory opinion and all meetings, hearings and proceedings of the Commission in such a matter are governed by the provisions of NRS 281A.670 to 281A.690, inclusive.



Attachment 7:  
Leadership Job Descriptions



### **Executive Director**

The Executive Director provides instructional leadership and assist in overall management of the Charter School as prescribed by federal and state laws. The Executive Director will report to the Board of Directors.

### **Responsibilities:**

- Provides instructional leadership of the Charter School, including consistent implementation of standards-aligned curriculum and assessments.
- Demonstrates continual emphasis on accomplishing the mission and vision of the school.
- Leads recruitment, hiring, evaluation, coaching, and as needed, discipline and dismissal of all teachers and school site staff, in collaboration with office staff.
- Provides guidance, supervision and assistance to all instructional practice, including planning and leading teacher PD and coaching.
- Oversees the focus, scheduling and implementation of professional development and coaching activities, including Professional Learning Communities.
- Oversees and monitors the administration and review of benchmark assessments and state mandated testing.
- Monitors progress of individual, classroom, grade level, subgroup, and school-wide achievement, and identifies areas in need of improvement.
- Actively participates in SST process and attends IEP meetings as necessary.
- Ensures compliance with all state and federal laws and regulations, including in the areas of SpEd, EL, and other special populations.
- Ensures maintenance of a clean physical environment and implementation of Health and Safety policies and procedures.
- Maintains a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of trust and confidence within the community.
- Acts as the formal liaison between the school, parents and community members and assumes responsibility for all written communications between home and school.
- Other duties as assigned.

### **Qualifications:**

- At least four school years of successful full-time service in a public school certificated position(s), or comparable relevant experience suited to the position.
- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the school's plan for English Language Learners, or demonstrated equivalent experience working with English Learners.
- An administrative services credential, teaching credential or relevant experience appropriate to the position.

### **Superintendent**

The Executive Director will recruit, interview, and recommend candidates to the Board of Directors. Selection of the Superintendent of TEACH Las Vegas will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform. The Superintendent of TEACH Las Vegas will:

- Report to the Executive Director and Board of Directors
- Develop an integrated curriculum and evaluation of educational program
- Evaluate, support and mentor the Directors of Instruction, Teachers and other school staff
- Ensure the academic performance of all TEACH schools surpasses similar schools
- Have the shared responsibility with the Executive Director of hiring and dismissing (with cause) **ALL** other employees (according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Oversee the day-to-day operations of the school.
- Lead in maintaining and support of facilities, and related grants, etc.
- Be a liaison to community and business partners.
- Represent school at meetings/forums.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Lead parents in organizing.
- Staff Management – Create a systematic approach to the recruitment, training and retention of qualified individuals who understand their contribution to the learning services standard of our school. Ensure that our school is a safe, amiable, honest, and competent school.
- Lead the Charter District's daily operations. Provide analysis of factors related to impacting cost management; including the real-time management of the school's budget.
- Quality Management – Ensure that the Charter school has the ability to anticipate and meet the needs, demands and expectations of all of our stakeholders.
- Experience in staff supervision, hiring, and training/developing staff
- Proven ability to maintain compliance to budget and expense targets
- Strong analytical ability to assess financial performance
- Demonstrates effective verbal and written communication skills
- Self-motivated individual with creative problem solving skills
- Excellent interpersonal and leadership skills
- Lead in the day to day operations of the Charter school
- Prepare teacher credentialing paperwork for annual oversight visits.
- Assist in writing grants, facilitating fundraising, and/or obtain Financial Data.
- Performs other duties as assigned.
- Ability to maintain confidentiality of information.
- Excellent organization and detail-oriented skills.
- Excellent problem solving skills.
- Ability to coordinate and prioritize multiple tasks in a fast-paced environment.

### **Experience requirements:**

- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
- In addition to or concurrent with the 4 years required above:
- At least two years of public school certificated service directly related to an instructional program covering grades K through 12.
- At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.

**Education & qualification requirements:**

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the school's plan for English Language Learners.

**Director of Instruction**

The Director of Instruction will assist the Executive Director and Superintendent to provide leadership and support related to the instructional program, integrating technology into curriculum, and carry out other instructions related to the instructional program.

**Skills and Qualifications:**

- Bachelor's degree required (preferably in Education)
- Administrative and/or teaching credential preferred
- Experience in teaching science and/or technology and administrative duties
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of TEACH Las Vegas
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

**Responsibilities and Duties:***Academic Program*

- Assist with curriculum developments and improvement
- Supervise textbook review and textbook ordering
- Oversee the development of curriculum, lesson plans and instruction in the classroom
- Update course descriptions and offerings, school manual and school website as necessary
- Coordinate teacher and student involvement of after school program
- Responsible for developing and changing of daily class schedule
- Coordinate all academic activities with the Executive Director/Superintendent
- Oversee all instructional fieldtrip planning
- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to weekly administrative meetings

*Student Performance*

- Conference with students/parents on academic issues
- Responsible for scheduling and coordination of the tutorial program and instructional after school
- Assess grade reports and progress reports before they go home to families
- Prepare standardized testing schedules, and inventory for standardized testing in a combined effort with the administrative assistant
- Oversee homework, class work, projects, tests, for teachers in SIS
- Review student progress and notify parents of students on academic probation



### *School Improvement*

- Assist in organization of school improvement plan with staff, parents and community members

### *Personnel Management*

- Hold teacher evaluation conferences based on records of performance evaluation
- Administration and Fiscal/Facilities Management
- Assist in school operations
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules
- Oversee student attendance records and assist the office manager on truancy issues
- Aid in safety drill practices and inspections

### *Staff Development*

- Hold teacher orientation and in-service training throughout the year
- Regularly prepare items for staff development for faculty and administrative meetings
- Conference with teachers on academic issues in the classroom
- Conduct formal and informal teacher observations

### **Counselor**

The Counselor will address the needs of all students by facilitating their academic, personal/social, and career development as well as helping create a positive and safe learning experience. At the same time, the Counselor will assist students as they face issues and resolve problems that prevent their healthy development. The counseling support is delivered through the following components: Guidance Curriculum, Individual Planning, Responsive Services, Referral, Consultation, and Collaboration.

The Counselor's primary role is to support students with any barriers hindering their progress as they work towards completing their high school diploma. The Counselor collaborates and consults with teachers and other school personnel in providing them with strategic support and resources that contribute to the student's success.

### **Responsibilities:**

- Provide counseling and mentoring for students struggling with social and emotional problems
- Work with school personnel and community agencies to provide support services to behaviors that interfere with school success
- Reinforce executive functioning skills, such as but not limited to communication and social skills, problem solving, anger management, self-regulation, optimism, and resilience
- Enhance understanding and acceptance of diverse cultures and backgrounds
- Provide referrals to community support services
- Cultivate relationships with community organizations
- Respond to crises by providing direct services and coordination with appropriate community services
- Record progress and information in the student information database

### **Qualifications:**

- Bachelor's Degree
- Demonstrated ability to work well in a team
- Charter school teaching or counseling experience preferred
- Bilingual preferred

### **EL Coordinator**

Under the direction of the Executive Director, the EL Coordinator will work with classroom teachers to implement the ELA/ELD Framework for Nevada Public Schools. The EL Coordinator will coordinate support and related services for English Learners by following established policies, procedures, and mandated regulations.

#### **Responsibilities:**

- Coordinate academic plan for Language Reclassification
- Oversee the collection of all student data, to ensure student progress and history is available to all concerned parties.
- Act as a partner with classroom teacher in meeting the identified academic needs of the student; contributing ideas and observations
- Monitor and maintain documentation of student progress
- Collaborate with English Learner teacher on supplemental lesson plans and evaluate student progress
- Perform ongoing monitoring of students and record progress in the student information system (SIS).
- Participate in staff development and in-service training programs as assigned.
- Learn new methods, procedures, and strategies in working with students within the English Learner program
- Provide necessary documentation as required by the State Department of Education and District level reporting
- Perform other related duties as assigned.
- Highly organized
- Knowledge and skills for working with English Learner students and English Learners with special needs
- Effective communication skills
- Knowledge of ELD Standards
- Ability to speak Spanish
- Ability to translate school-related written correspondence from English to Spanish
- Ability to work collaboratively with Spanish-speaking parents
- Ability to communicate so others will be able to clearly understand a basic conversation in both English and Spanish
- Ability to provide remedial instruction in reading, writing, and language to pupils experiencing difficulty in subject areas; science, history, language, and reading.
- Ability to demonstrate knowledge, expertise, and understanding for the needs of the students within the English Learner Program
- Ability to work with students toward the goal of Language Reclassification
- Ability to work collaboratively with staff, students, and parents
- Ability to facilitate collaborative meetings
- Ability to perform the essential responsibilities and work tasks of the position

#### **Qualifications:**

- Bachelor's Degree
- Demonstrated ability to work well in a team as well as in a supervisory role
- Minimum 5 years working in a school setting and managerial experience
- Charter school teaching and administrative experience preferred
- Bilingual (Spanish)

## **Teachers**

At TEACH Las Vegas the teacher's job is to ensure that all students learn the basic and essential skills in each subject at each grade level. Teachers are hired by an interview panel composed of the Executive Director and other school personnel.

### **Responsibilities:**

#### *Instructional Practice*

- Plans and implements a program of instruction that adheres to the TEACH Las Vegas philosophy, goals and objectives as outlined in the Charter School Petition.
- Ensures the implementation of classes which focus on interdisciplinary, project-based learning culminating in “capstone” exhibitions with NV Standards-aligned curriculum.
- Integrates technology and service-learning into instruction.
- Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
- Plans and implements a program of study designed to meet individual needs of students.
- Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies, which include strategies learned at the Insight Education, Culturally Relevant & Responsive Education, Thinking Maps, and Reading Edge Trainings.
- Encourage student enthusiasm for the learning process and the development of good study habits.
- Maintains appropriate records for students-cums, grading, portfolios, and files.
- Provides progress and interim reports as required.
- Administers all assessments as prescribed by TEACH Las Vegas’ curricular programs.
- Prepares substitute folder containing appropriate information as required by the Executive Director.
- Plans and prescribes purposeful assignments for paraprofessionals, tutors and volunteers as needed.
- Recognizes learning problems and makes referrals as appropriate.
- Demonstrates a strong grasp of subject matter.
- Uses effective oral and written expression.
- Other duties as assigned by the Executive Director

#### *Curriculum Development*

- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- Assists on the ongoing curriculum revision process, including the revision of written pacing schedules.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

#### *Classroom/School-Wide Management*

- Develops, in accordance with TEACH Las Vegas guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Shares responsibility during the school day for the supervision of students in all areas of the school.
- Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

### *Public Relations*

- Upholds and enforces the Board of Directors policy, administrative procedures, and school rules and regulations, and is supportive of them to the public.
- Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Participates and accepts responsibilities of a team member.
- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Serves as a resource for and provides assistance and information to parents and other stakeholders
- Establishes and maintains cooperative relationships with other staff members.
- Actively participates in the decision-making process by supporting additional school functions.

### *Professional Growth*

- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Maintains membership in appropriate professional organizations.
- Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- Attends staff, department, and committee meetings as required.

### *Student Evaluation*

- Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion- referenced tests and norm-referenced tests.
- Makes appropriate adjustments in the instructional program and as required by the Executive Director.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

### **Qualifications:**

- Bachelor's Degree and appropriate credential for the position, BCLAD preferred
- Charter school teaching experience preferred
- Bilingual Preferred

### **Special Education Teacher**

The Special Education Teacher will provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans.

### **Responsibilities and Duties:**

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure student needs and learning styles are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment

- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process
- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter
- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs
- Collaborate with Charter School staff and outside resources regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection
- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills
- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.

#### **Skills and Qualifications:**

- B.A. or B.S. degree
- Master's degree preferred
- Appropriate certificate(s), permit(s) or other documentation equivalent to what a special education teacher in other public schools would be required to hold
- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction

#### **Instructional Aide**

The Instructional Aide will report to the Executive Director/Superintendent and is responsible for assisting in the development and performance of the classes they assist in. The Instructional Aide

will foster a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

**Responsibilities:**

- Foster a safe and nurturing learning environment
- Assist the teacher in maintaining classroom systems/procedures and manage student behavior to ensure all students are fully engaged in learning
- Support differentiation or other instructional strategies implemented to ensure that needs of all learners are met
- Establish an environment where students are excited about learning
- Support teachers with data tracking and progress monitoring
- Build strong relationships with students and parents and teachers
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities
- Develop or assist in the development of lesson plans according to the NVACS
- Identify student areas for improvement and be able to work with the student and family and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Collaborate with the Educational Specialist and other staff to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Participate, attend and plan field trips
- Participate in school events during, before and after school
- Attend and participate in school-based meetings and activities

**Qualifications:**

- Prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Must be able to work in a fast-paced work environment with flexibility and dedication

**Parent Coordinator**

The Parent Coordinator's primary responsibility is to support the school community through community outreach, parent engagement and school culture development.

**Responsibilities:**

*School Culture is the foundation of academic and social success. The Parent Coordinator will support with the development and management of:*

- School Safety Plan
- Supervision staff schedules, responsibilities, shift assignments
- Professional Development of Supervision Staff
- Support with implementation of school-wide signature practices
- Support with implementation of schoolwide behavior policy
- Non-Violent Crisis Intervention
- Participate in School Advisory Council/Committees

*The Parent Coordinator will ensure community outreach through:*

- Sports program development and participation
- Collaboration with community partners
- Alumni engagement and outreach

*The Parent Coordinator will establish meaningful communication between the school and the community to ensure academic achievement of all students through:*

- Parent workshops
- Parent engagement
- School-to-Parent Communication
- Active Recruitment

**Qualifications:**

- Be prepared to demonstrate in-depth knowledge of the school, surrounding community and target client populations
- Strong written and oral communication skills
- Active listening skills
- Interpersonal and human relation skills and the ability to develop positive working relationships with target demographic and community partners
- MS Word, Google Suite

**IT Support Tech**

IT Support Tech will be responsible for supervising school site IT operations. IT Support Tech will ensure stability of site networks and educational software – hosted licensed applications and on-site purchased applications as well as ensuring all IT equipment is in excellent working condition. IT Support Tech will address various site issues as directed by Executive Director/Superintendent and assist educational staff as needed to implement and administer software programs.

**Responsibilities:**

- Supervise and support site IT operations
- Ensure all site educational staff issues are addressed
- Ensures consistency and stability of all working IT services at school site
- Work with community partners to create school site collaborations and partnerships
- Assist school site coordinators in creating parent and student classes, clubs, field trips, and educational opportunities
- Assist in website updates

**Qualifications:**

- Bachelor's Degree preferred
- Working knowledge of Microsoft Windows operating system
- Working knowledge of MS Office products and applications as applies to education
- Working knowledge of Google domain and all related applications
- Knowledge of internal network operations & Microsoft Windows Server Operating system
- Classroom and instructional experience beneficial
- Comfortable in educational environment
- Clear communications ability to both classified and certificated staff
- Supervisory experience preferred
- Google and Microsoft certifications beneficial



### **Office Manager**

Supervise any office technicians and manage the office. Perform a variety of complex and diverse clerical duties involving independent judgment and action within an assigned office and requiring in-depth knowledge of the function served; assist in assuring smooth and efficient office operations. The Office Manager performs a variety of clerical support duties requiring an understanding of the operations, procedures and functions of an assigned office. Incumbents receive only occasional instruction or assistance.

#### **Responsibilities:**

- Supervise and office technicians and manage the office.
- Perform a variety of complex and diverse clerical duties involving independent judgment and action within an assigned office and requiring in-depth knowledge of the function served; assist in assuring smooth and efficient office operations.
- Compose correspondence independently or from oral instructions; type letters, reports, memoranda, contracts, legal documents, agendas, records, requisitions and other materials from straight copy, rough drafts or oral instructions; review, proofread and verify accuracy and completeness of documents; maintain confidentiality of sensitive and privileged information.
- Serve as receptionist and answer telephones; take and relay messages as appropriate; direct calls to appropriate personnel; respond to inquiries and provide information related to office programs, schedules, activities, policies and procedures; receive, greet and assist visitors; resolve issues as appropriate.
- Maintain and process information related to assigned operational records; input information into computerized database and generate a variety of reports and lists; assure the timely distribution of a variety of records and reports; request or provide information as necessary; prepare graphic presentations and charts as assigned. Inventory, order, receive, store and distribute office and departmental supplies, materials and equipment; follow-up with vendors concerning missing or incorrect orders; tabulate, duplicate and forward invoices to appropriate departments.
- Operate a variety of office equipment including a fax machine, copier and a computer and assigned software.
- Implement the TEACH Las Vegas fiscal policy. Entering purchase orders and receiving deliveries and mail.
- Managing student information system. Conducting data entry.
- Managing student enrollment process.
- Perform related duties as assigned.

#### **Qualifications:**

- Any combination equivalent to: graduation from high school and two years of clerical experience involving frequent public contact.
- Demonstrated ability to work well in a team
- Charter school office administration experience preferred
- Bilingual Preferred

### **Campus Aides**

Performs a variety of duties associated with the supervision of students on campus: to maintain order and prevent vandalism, theft, and litter; to assist in the prevention of unauthorized visitors and activities on campus; and to perform other job-related duties as required by principal.

**Responsibilities:**

- Develops appropriate interpersonal relationships with students in order to earn their respect and cooperation in following directions and school rules.
- Assists in supervising student activity areas during the break and lunch periods.
- Assists in general supervision of the campus as directed by the principal.
- Communicates and enforces school policies and procedure regarding student behavior.
- Performs related duties as assigned.

**Qualifications:**

- High School Diploma
- Demonstrated ability to work well in a team
- Charter school work experience preferred
- Bilingual Preferred

**Office Technician**

Under the direction of an assigned supervisor, perform a variety of complex and diverse clerical duties involving independent judgment and action within an assigned office and requiring in-depth knowledge of the function served; assist in assuring smooth and efficient office operations. The Office Technician performs a variety of clerical support duties requiring an understanding of the operations, procedures and functions of an assigned office. Incumbents receive only occasional instruction or assistance.

**Responsibilities:**

- Perform a variety of complex and diverse clerical duties involving independent judgment and action within an assigned office and requiring in-depth knowledge of the function served; assist in assuring smooth and efficient office operations.
- Compose correspondence independently or from oral instructions; type letters, reports, memoranda, contracts, legal documents, agendas, records, requisitions and other materials from straight copy, rough drafts or oral instructions; review, proofread and verify accuracy and completeness of documents; maintain confidentiality of sensitive and privileged information.
- Serve as receptionist and answer telephones; take and relay messages as appropriate; direct calls to appropriate personnel; respond to inquiries and provide information related to office programs, schedules, activities, policies and procedures; receive, greet and assist visitors; resolve issues as appropriate.
- Maintain and process information related to assigned operational records; input information into computerized database and generate a variety of reports and lists; assure the timely distribution of a variety of records and reports; request or provide information as necessary; prepare graphic presentations and charts as assigned. Inventory, order, receive, store and distribute office and departmental supplies, materials and equipment; follow-up with vendors concerning missing or incorrect orders; tabulate, duplicate and forward invoices to appropriate departments.
- Operate a variety of office equipment including a fax machine, copier and a computer and assigned software.
- Perform related duties as assigned.

**Qualifications:**

- Any combination equivalent to: graduation from high school and two years of clerical experience involving frequent public contact.
- Demonstrated ability to work well in a team

- Charter school work experience preferred
- Bilingual Preferred

### **Plant Manager**

The Plant Manager reports to the Site Administrator. The Plant Manager is responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. The Plant Manager helps maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

#### **Responsibilities:**

- Maintaining the quality of school facilities.
- Supervise and evaluate all non-instructional classified staff at the site responsible for maintaining the quality of school facilities.
- Manage all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Manage community use of school site.
- Assist in the school safety plan: disaster preparation, fire drills, student, staff and public safety, and student health.
- Maintain equipment, textbook and supply inventories.
- Coordinate with administration to maintain a positive, safe learning environment for students.
- Assist with school public relations and communications plan: promote the school and district through positive relations with community, businesses, parents and students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Coordinate and work with Site Administrator (s) and Office Assistant/Manager for orders for campus facilities and maintenance
- Maintain on-going communication with community partners/ leaseholders where shared occupancy space is occurring
- Coordinate and communicate with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
  - o Laws, rules and regulations related to assigned activities.
  - o District operations policies, procedures and objectives
  - o Health and safety regulations.

#### **Qualifications:**

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Assist in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

**Janitor**

The custodian reports to the Plant Manager. Janitor(s) are responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. Janitor(s) help maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

**Responsibilities:**

- Maintain the quality of school facilities.
- Assist Plant Manager with all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Assist in equipment maintenance and textbook and supply inventories.
- Coordinate with administration to assist in maintaining a positive, safe learning environment for students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Maintain ongoing communication with community partners/ leaseholders where shared occupancy space is occurring
- Assist with the coordination and communication with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
  - Laws, rules and regulations related to assigned activities.
  - District operations policies, procedures and objectives
  - Health and safety regulations.

**Qualifications:**

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Assists in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.



**Attachment 8:**  
**Leadership Team Resumes**

- A. Matt Brown, CFO/COO TEACH Public Schools (CMO)
- B. Dr. Raul Carranza, Superintendent TEACH Public Schools (CMO)
- C. Dr. Maria Pimienta, Proposed Executive Director, TEACH Las Vegas
- D. Luis Ramirez, Parent Coordinator TEACH Public Schools (CMO)
- E. Enrique Robles, Director of Operations, Data & Technology (CMO)

# Matthew R. Brown

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## EDUCATION

**University of Michigan Law School**, Ann Arbor, MI

Juris Doctor, *Dean's Public Interest Fellow*, May 2009

**California State University, Dominguez Hills**, Carson, CA

Master of Arts in Educational Leadership, May 2016

**University of Southern California, Rossier School of Education**, Los Angeles,

CA Master of Arts in Teaching, February 2011

**St. Cloud State University**, St. Cloud, MN

BA in Political Science, *Magna Cum Laude*, May 2006 Minor: Public Administration

**Charter School Development Center**, Sacramento, CA

Chief Business Officer Certificate May 2017

## EXPERIENCE

**TEACH Public Schools**, Los Angeles, CA

June 2016 – Current

Chief Financial Officer / Chief Operating Officer

- Responsible for developing and managing budgets and financial systems for TEACH Public Schools including accounts payable, payroll, attendance reporting, accounting and fiscal policies and procedures.
- Develop and oversee TEACH operations including human resources, enrollment, student information systems, National School Lunch and Breakfast Programs and all external reporting.
- Collaborates with TEACH Board of Directors to ensure successful governance and compliance oversight and implementation of strategic growth plan.
- Oversees networks facilities acquisitions and operations, including representing TEACH Public Schools the acquisition of a 30+million Charter School Revenue Bond for the purchase of private facilities.

**TEACH Public Schools**, Los Angeles, CA

September 2015 – June 2016

Director of Curriculum & Compliance

- Ensure compliance with all federal and state laws and charter authorizer policies.
- Oversee and support the instructional program of promoting curriculum improvements and instructional programs that are aligned to Common Core Advanced Placement and Project Based Learning
- Lead the implementation of state & district testing including, CAASPP, CST, NWEA, and CELDT.
- Developed teachers through the implementation of professional growth plans, weekly observations, and meaningful feedback to improve their effectiveness.
- Planned, coordinated and lead weekly staff professional development and pupil free days.

**Public Policy Charter School**, Los Angeles, CA

June 2014 – September 2015

Co-Founder/Director of Data & Assessment

- Collaborated with Executive Director and Founding Principal in all aspects of school business including school budget, curriculum, employee hiring, employee benefits, student recruitment, facilities, marketing, fundraising, board development and communication, and master scheduling.
- Developed a public policy project based curriculum for middle school students with Constitutional Rights Foundation.

**Alliance Gertz-Ressler Richard Merkin Complex**, Los Angeles, CA

U.S. History Teacher

August 2011 – June 2015

- Collaborate with colleagues to create and implement an interdisciplinary project-based learning curriculum
- Served on the Alliance School Board of Directors as the teacher representative.

**Southern Minnesota Regional Legal Services**, St. Paul, MN Equal Justice

May 2008 – August 2010

Legal Fellow

- Advised and represented low-income clients in civil legal matters including special education, government benefits, domestic abuse, adoption subsidies, and divorce.

## **Raul Carranza**



### **Experience**

- **Superintendent of Schools** TEACH Public School Los Angeles, CA (July 2014-Present)
- **Principal** TEACH Academy of Technologies Los Angeles, CA (November 2011-2014)
- **Director of Schools**, Academia Semillas del Pueblo Charter Schools, Los Angeles, CA (November 2010- February 2011)
- **Principal** Centinela Valley Union High School District, Leuzinger High School. Lawndale, CA (July 2009- June 2010)
- **Principal** College- Ready Academy High School #7 Los Angeles CA (April 2007 July 2009)
- **Principal** San Diego County Office of Education. Sarah Anthony School. San Diego, CA (July 2004- April 2007)
- **University of Phoenix instructor** College of Education. Southern California Campus. Costa Mesa, CA (January 2002- Present)
- **Principal** Unified School District. Desert High School. North Edwards, CA (July 2003- June 2004)
- **Assistant Principal** Muroc Joint Unified School District. Boron High School. Boron, CA (July 2002- June 2003)
- **Assistant Principal** Antelope Valley Union High School District. Littlerock High School. Littlerock, CA (July 2000- June 2002)
- **Teacher** Los Angeles County Office of Education. Glenn Rockey Senior High School. San Dimas, CA (July 1999- June 2000) Teaching English and Visual and Performing Arts.
- **Teacher** Los Angeles Unified School District. Crenshaw Senior High School. Los Angeles, CA (September 1997- July 1999) Teaching Spanish.
- **Teacher** Los Angeles Unified School District. Crenshaw- Dorsey Adult School. Los Angeles, CA (October 1997- June 1999) Teaching ESL to adults.



- **Teacher** Norwalk-- La Mirada Unified School District. Norwalk Senior High School. Norwalk, CA (September 1996-- September 1997) Teaching Bilingual U.S. History, World History, Spanish.

- **Teacher** Los Angeles Unified School District. John C. Fremont Senior High School. Los Angeles, CA (February 1994-- June 1996) Teaching Government, Economics, World History, Spanish for Spanish Speakers.

## **Education**

- Argosy University Educational Leadership Ed.D Awarded June 2003

- CSU San Bernardino Educational Administration. MA Awarded June of 2000

- University of Southern California Comparative Literature Spanish PhD Awarded 1998

- CSU Dominguez Hills. Single subject teaching credential in Foreign language Spanish (BCLAD) Awarded June 1996

- University of California Santa Barbara. Bachelor of Arts., Spanish and Latin American & Iberian Studies with emphasis in Literature. Awarded December 1993

# MARIA C. PIMIENTA Ed.D

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## EXECUTIVE PROFILE

A strong educational leader who has demonstrated a successful trajectory in large urban public school districts and charter school organizations. A dynamic and innovative individual who will work effectively with all stakeholders and will maintain a commitment to partnerships among students, parents, personnel, and community. A proven leader who has the ability to maintain procedures and protocols in order to sustain a professional culture built upon collaboration and teamwork at all levels.

## PROFESSIONAL EXPERIENCE

### **Assistant Superintendent, K-12 Instruction and Human Resources,**

#### ***TEACH Public Schools, Los Angeles, CA (July 2018- Present)***

- Leads Educational Services in the planning, development, implementation, delivery and evaluation of educational programs for all Transitional Kindergarten (TK) – grade 12. Provides leadership and supervision of TK – 12, curriculum, instruction, and assessments, including support services; Special Education; Professional learning opportunities.
- To plan, direct, manage and oversee all activities and operations related to human resources, including recruitment and selection, record keeping, counseling, policy development, and employee relations involving contract negotiations and contract management; to coordinate assigned activities with other departments and each school site; and to provide responsible and complex administrative support to the Superintendent.

### **Principal, Middle School,**

#### ***Lynwood Unified School District, Lynwood, CA (July 2016 – June 2018)***

- Led Professional Development using the district's instructional design resulting in positive SBAC gains.
- Developed and implemented restorative justice approach that led to 1% discipline rate
- Successfully implemented a parent center and increased parent participation by 70%
- Implemented counseling protocols to identify struggling students early and provide appropriate and targeted interventions. Raised 6th grade benchmark test scores to highest in the district.

### **Principal, K-8,**

#### ***Santa Ana Unified School District, Santa Ana, CA (July 2015 – June 2016)***

- Established Anti-Bullying Ambassador Program and reduced suspension by 28% in 1 year.
- Facilitated data reflection with each grade level after every unit to identify areas of need and growth.
- Hired and evaluated school staff
- Collect, manage, and manipulate data as it pertains to our instructional program

### **Assistant Principal, High School,**

#### ***Santa Ana Unified School District (July 2012 – June 2016)***

- Lead assistant principal that planned and coordinated complex systems such as master schedule, recruitment, professional development
- Knowledge of all laws, rules, and regulations pertaining to personnel

## **PROFESSIONAL EXPERIENCE, continued**

### **Teacher/Teacher on Special Assignment,**

#### ***Los Angeles Unified School District (July 2007 – June 2012)***

- Managed, improved, and developed systems to identify at risk students and train teachers
- Developed district's instructional design along with directors and 4 other teacherleaders

## **EDUCATION/PROFESSIONAL CERTIFICATES/CREDENTIALS:**

- **Harvard University**  
Institute for Superintendents and District Leaders (2019)
- **Harvard University**  
Executive Certificate in Collaborative Leadership (2019)
- **Creighton University**  
Ed.D. Educational Leadership (2014)
- **University of Phoenix**  
Master of Arts, Educational-Curriculum and Instruction (2008)
  
- **California State University of Dominguez Hills**  
Bachelor of Arts, English (2007)
- Administrative Services Clear Credential (California/Nevada)
- Single Subject Teaching Clear Credential (California/Nevada)

## **NOTABLE AWARDS/RECOGNITIONS**

- Harvard University, Women in Education Leadership Institute- 2018
- Orange County Woman of Influence Award by Connected Women of Influence Orange County- 2017
- California Legislature Assembly Certificate of Recognition -2017
- State of California Senate Certificate of Recognition – 2017 and 2018
- California State Board of Equalization Certificate of Appreciation - 2017

## **VOLUNTEER**

- **Ronald McDonald Charity House** (2007-2015)  
I collaborated with the organization for 11 years preparing comforting, wholesome meal kits for those who can't shop or cook for themselves.
  
- **Orange County Habitat for Humanity** (2010-present)  
I have volunteered every year for their annual women events for over 8 years. Organizations like Habitat for Humanity are always looking for volunteers to help build and furnish homes for those in need.
  
- **Downtown Los Angeles Women's Shelter** (2014-present)  
We all have a personal and specialize set of skills that could benefit someone else. I aim to give back to my community. It is my passion and mission to help empower those who can't do it on their own.

Luis Edgardo Ramirez

## **EMPLOYMENT EXPERIENCE**

### **Parent Support Coordinator**

**August 2017-Present**

**TEACH Public Schools, Los Angeles, CA**

- Provide opportunities for parent participation and leadership through their involvement at TEACH Public School campuses through committee participation
- Lead annual enrollment efforts through open house events, high school fairs, and home visits
- Provide general resources to parents specific to their needs

### **Job Developer**

**July 2016 – July 2017**

**LA CAUSA YouthBuild, Los Angeles, CA**

- Strengthened the relationship between participants, employers, and the community to ensure opportunities
- Provided life skill workshops in order to improve personal strengths of our participants for their employment/career search

### **Parent Coordinator**

**January 2016 – June 2016**

**TEACH Academy of Technologies, Los Angeles, CA**

- Provided opportunities for parent participation and leadership through the involvement at TEACH Academy of Technologies
- Strengthened both rapport and involvement between middle school families and resources within the community
- Assisted with daily coordinated English-based curriculum

### **College Access Coordinator**

**2013-2015**

**Preparing Achievers for Tomorrow High School Heart of Los Angeles, Los Angeles, CA**

- Provide advising and counseling for 9<sup>th</sup>-11<sup>th</sup> grade learners to ensure they are on track for timely high school graduation as well as support for higher education opportunities
- Provide academic tutoring, one-one-one mentoring and high school-wide programming focusing on personal growth, character development, job and college readiness

### **Student Director**

**2010-2012**

**Graduate Academic Achievement and Advocacy Program, Student Recruitment and Retention Center  
University of California, Davis**

- Provided assistance to both recruitment and retention of students in and/or interested in graduate education
- Graduate recruitment programming included weekly graduate application workshops, an undergraduate introduction to research course, and an undergraduate/graduate mentoring program

### **Instructor/Co-Instructor**

**2011-2012**

**Introduction for Research Independent Study (Chicana/o Studies sponsorship); Introduction to Performance – Independent Study (Chicana/o Studies sponsorship), University of California, Davis**

- The course introduces basic concepts of research including speakers within the UCD graduate and local community, who conduct both quantitative and qualitative research, sharing their experiences
- The independent study assisted to introduce performance methods to undergraduates incorporating specific techniques in the creation of collaborative exercise through performance practices
- The course also consisted of weekly written and group oral reflection

#### **Teacher Assistant (TA)**

**2007-2012**

**Chicana/o Studies Department and School of Education, University of California, Davis**

- Provided teacher assistant support for courses which consisted of bi-weekly lectures, grading, weekly office hours and TA sections where I engaged students in collaborative assignments to further understanding of important course topics and the creation of a collective course study guide.

#### **Graduate Student Researcher (GSR)**

**2008-2010**

**School of Education, Johnson & Johnson Fellowship: Bridge to Employment, UC Davis**

- This GSR was a three-year position that focused on the introduction of science & technology to underrepresented students who attend the Advancement Via Individual Determination (AVID) classroom in Dixon High School in Dixon, CA
- The fellowship included participation in weekly programming specific to their introduction of material, speakers, testing assistance and supervising of various summer science camps all in preparation for their undergraduate careers

#### **GAIN Issuance Monitor**

**2005-2007**

**Department of Public Social Services, County of Los Angeles, El Monte, CA and City of Industry, CA**

- Developed and monitored individualized employment plans for CalWORKs welfare participants, and identified/provided support services necessary in promoting self-sufficiency for the County's Department of Public Social Services

### **INTERNSHIP EXPERIENCE**

#### **College Counseling Intern**

**April – October 2013**

**Heart of Los Angeles, Los Angeles, CA**

- Served as an intern at the non-profit Heart of Los Angeles providing academic assistance specific to high school juniors and seniors
- Weekly programming including activities specific to high school academic advising, college admission requirements, financial literacy, college/career exploration, academic retention and scholarship/college application assistance

### **ACADEMIC**

#### **Ph.D. student in the School of Education**

**2007-2012**

**Area of Concentration in Language, Literacy, and Culture (LLC), UC Davis**

- Dissertation: Ethnographic study centered on the impact of mentoring in the lives of first-generation Chicanas/Latinas through their undergraduate education experiences

**M.A. in Chicana/o Studies****2003-2007****California State University, Los Angeles**

- Thesis: "Testing and Remediation Policies: Persistence among Latina/o College Students in the CSU"

**B.A. in Political Science, Area of Concentration in Public Administration****1993-1998****California State University, Los Angeles****HONORS**

- Johnson and Johnson Bridge to Employment (BTE) Fellowship Recipient, 2008-2010
- California State University (CSU) Sally Casanova Pre-Doctoral Scholarship Recipient, 2006-2007
- Special Recognition in Graduate Studies, 2005-2006

**INVITED SPEAKER**

Invited speaker for various events including annual youth and empowerment conferences and lectures within various courses at the University of California, Davis and California State University, Los Angeles. Additionally, has presented various education-based conferences throughout the United States.

**LANGUAGE**

Speak fluent Spanish; read/write Spanish with high proficiency.



**ENRIQUE N. ROBLES**

**OBJECTIVE** To become an effective educator, mentor, advocate, and leader in the community using my leadership skills to make a positive impact in the community and its future leaders by providing useful data tools in stakeholder’s hands.

<b>SKILLS &amp; ABILITIES</b>	Data Analysis	Leadership Skills	Bilingual (Spanish)
	Community Engagement	CALPADS	Detail oriented
	Self-motivating	Systems Management	Team Player

**EXPERIENCE** **TEACH PUBLIC SCHOOLS - DIRECTOR OF OPERATIONS, DATA & TECHNOLOGY**

6/2018 TO Present      Los Angeles, CA

- Student Information System (PowerSchool and Illuminate) Administrator
  - Oversaw entire system functionality and created procedures to address ICEF’s needs.
  - Ensured data integrity
  - Developed internal reporting systems/policies
  - Provide technical support and guidance to 14 charter schools
  - Oversee all data collection procedures (incoming and outgoing)
- **Technology**
  - Ensures daily operation of all TEACH campus internet/networks for students learning and testing.
  - Ensures operation of all TEACH Public School IT Hardware and Software for students, teachers and staff.
  - Help manage IT hardware inventory system.
  - Set up and maintain various equipment including printers, computers, tablets, phones, etc.
  - Coordinate with outside vendors and TEACH staff regarding IT issues including installation, troubleshooting, estimates for services, etc.
  - Coordinate the purchasing and repair of computer hardware to maintain an adequate supply of inventory. Also, lead the work provided by third party vendors, as needed to support the IT operations of the schools. Provide leadership for IT capital projects, including infrastructure buildout of new schools.
  - Maintain functioning communication systems across the organization, including internet, telephone service, email, intranet, and external facing websites
  - Perform related duties as required to ensure successful teaching and learning, and technology support
- Compliance
  - Student Attendance Data Management and Reporting (Monthly Attendance Reports, P1, P2, etc).
  - CALPADS Administrator
  - School Nutrition Program Administrator
    - Execute all business and legal contracts
    - Created procedures to ensure accuracy in meal counting and reporting



- Ensure compliance with program
- Data Steward for student records, digital and paper, and all aspects related to students such as admissions, health, etc.
- ASES Grant Administrator
  - Execute all business and legal contracts
  - Ensure compliance with program and appropriate reporting
  - Provided Third Party Provider with guidance and organizational priorities
- Assisted & supported Principals in CST/CAASPP, CAHSEE, and CELDT/ELPAC State Exams
- Supervised & Supported 6 Staff (3 Office Managers and 3 IT Techs)
- Liaison between Auditors and charter authorizers
- Developed and executed operational & data related training for School Operations Managers, Teacher, Administrators, etc.

### **ICEF PUBLIC SCHOOLS - DIRECTOR OF STUDENT INFORMATION & COMPLIANCE**

6/2013 TO 06/2019      Los Angeles, CA

- Student Information System (PowerSchool and Illuminate) Administrator
  - Oversaw entire system functionality and created procedures to address ICEF's needs.
  - Ensured data integrity
  - Developed internal reporting systems/policies
  - Provide technical support and guidance to 14 charter schools
  - Oversee all data collection procedures (incoming and outgoing)
- Compliance
  - Student Attendance Data Management and Reporting (Monthly Attendance Reports, P1, P2, etc).
  - CALPADS Administrator
  - School Nutrition Program Administrator
    - Execute all business and legal contracts
    - Created procedures to ensure accuracy in meal counting and reporting
    - Ensure compliance with program
  - Compliance officer/Custodian of Records for student records, digital and paper, and all aspects related to students such as admissions, health, etc.
  - ASES Grant Administrator
    - Execute all business and legal contracts
    - Ensure compliance with program and appropriate reporting
    - Provided Third Party Provider with guidance and organizational priorities
  - Assisted & supported Principals in CST/CAASPP, CAHSEE, and CELDT State Exams
- Supervised 11 staff (Student Data Coordinators and Project Coordinator)
- Coached & Developed School Operations Managers, Student Data Coordinators and Special Projects ensuring organizational expectations are being met, professional growth for employees and Policies & Procedures are executed appropriately (and updated if needed)
- Liaison between Auditors and charter authorizers
- Developed and executed operational & data related training for School Operations Managers, Teacher, Administrators, etc.

**LOS ANGELES LEADERSHIP ACADEMY CHARTER SCHOOL - DATA COMPLIANCE MANAGER**

05/2011 to 06/2013

- Student Information System (PowerSchool) and Assessment System (OARS) Administrator
- Student Attendance Data Management and Reporting
- Oversee all data collection procedures (incoming and outgoing)
- School Nutrition Program Director (including submitting into CNIPS)
- Managed school website and all marketing materials
- Assisted in CST, CAHSEE and CELDT State Exams
- Project's Director
- Technology Troubleshooting

**LA ACADEMY OF ARTS & ENTERPRISE CHARTER - STUDENT & FAMILY SERVICES MANAGER / DATA MANAGER**

07/2008 to 05/2011

- Manage Parent Communication
- Student Attendance Data Management and Reporting
- National School Lunch Program Administrator
- Partnerships & After School Program Administrative Liaison
- Managed school website and all marketing materials
- Student Funds Administrator / Fundraising
- Fund raised approximately \$100K
- Coordinated all Student & Parent Activities not limited to Dances, Field Trips, Weekend events, etc.
- Case Management
- Coordinated, Documented and Facilitated Parent Meetings/Training, Student Assemblies, and all types of meetings, assemblies & training.
- Assisted in CST, CAHSEE and CELDT State Exams
- Student Incident Reporting and Management
- Project's Director
- Technology Troubleshooting

---

**EDUCATION**

**AZUSA PACIFIC UNIVERSITY    LOS ANGELES, CA**  
**BACHELORS OF SCIENCE IN ORGANIZATIONAL LEADERSHIP**  
2012-2015

---

**REFERENCES**






Available upon request



Attachment 9:  
Previous Student Achievement Data for Individual Primarily Responsible for Academic  
Programming

# TEACH Academy of Technologies

Explore the performance of TEACH Academy of Technologies under California's Accountability System.

<div>Chronic Absenteeism</div> <div><div>Red</div></div>	<div>Suspension Rate</div> <div><div>Blue</div></div>	<div>English Learner Progress</div> <div><div>No Performance Color</div></div>	<div>English Language Arts</div> <div><div>Yellow</div></div>
<div>Mathematics</div> <div><div>Orange</div></div>	<div>Basics: Teachers, Instructional Materials, Facilities</div> <div>STANDARD MET</div>	<div>Implementation of Academic Standards</div> <div>STANDARD MET</div>	<div>Parent and Family Engagement</div> <div>STANDARD MET</div>
<div>Local Climate Survey</div> <div>STANDARD MET</div>	<div>Access to a Broad Course of Study</div> <div>STANDARD MET</div>		

## School Details

Optional Narrative Summary

Completed By TEACH Academy of Technologies

TEACH Academy of Technologies currently serves 430 students in grades 5-8; with student demographics that include 67% Hispanic, 31% African American, 26% English Learners, 8% Students with Disabilities (SWD), 94% who qualify for Free/Reduced Lunch and 98% who are Socio-economically Disadvantaged.

<div>NAME</div> <div>TEACH Academy of Technologies</div>	<div>ADDRESS</div> <div>10045 South Western Avenue Los Angeles, CA 90047</div>	<div>WEBSITE</div> <div><a href="https://academy.teachp...">https://academy.teachp...</a></div>	<div>GRADES SERVED</div> <div>5-8</div>
--	--	---	---

## Student Population

Explore information about this school's student population.

Enrollment

430

Socioeconomically  
Disadvantaged

98.4%

English Learners

25.8%

Foster Youth

1.4%

TEACH ACADEMY OF TECHNOLOGIES

## Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

### English Language Arts



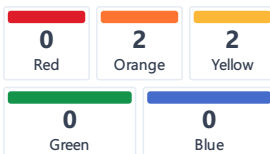
Yellow

55.9 points below  
standard

Increased 9.3 Points ▲

#### EQUITY REPORT

Number of Student Groups in Each  
Category



LEARN MORE

### Mathematics



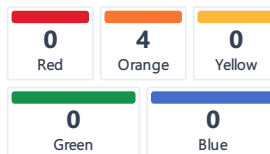
Orange

113.6 points below  
standard

Increased 16 Points ▲

#### EQUITY REPORT

Number of Student Groups in Each  
Category



LEARN MORE

### English Learner Progress

46.2% making  
progress towards  
English language  
proficiency

Number of EL Students:  
93

#### Progress Levels

Very High = 65% or higher  
High = 55% to less than 65%  
Medium = 45% to less than 55%  
Low = 35% to less than 45%  
Very Low = Less than 35%

## Local Indicators

LEARN MORE

### Implementation of Academic Standards


STANDARD MET

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

### Chronic Absenteeism



Red

**24.6% chronically absent**

**Increased 4.6% ▲**

#### EQUITY REPORT

Number of Student Groups in Each Category

<div>3</div> <div>Red</div>	<div>1</div> <div>Orange</div>	<div>0</div> <div>Yellow</div>
<div>0</div> <div>Green</div>	<div>0</div> <div>Blue</div>	

## Local Indicators

[LEARN MORE](#)

### Access to a Broad Course of Study

**STANDARD MET**


### TEACH ACADEMY OF TECHNOLOGIES

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

### Suspension Rate



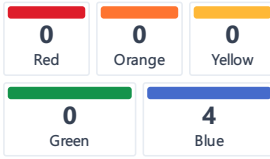
Blue

0% suspended at least once

Maintained 0%

#### EQUITY REPORT

Number of Student Groups in Each Category



## Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3 - 8 and grade 11.

#### All Students



55.9 points below standard

Increased 9.3 Points ▲  
Number of Students: 392

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red  
No Students



Orange  
English Learners  
Hispanic



Yellow  
African American  
Socioeconomically Disadvantaged



Green  
No Students



Blue  
No Students



No Performance Color  
Foster Youth  
Two or More Races  
Students with Disabilities  
White



### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Students with Disabilities



No Performance Color

117.5 points below standard

Increased 12.5 Points ▲

Number of Students: 37

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### English Learners



Orange

78.5 points below standard

Increased 15.2 Points ▲

Number of Students: 168

### Hispanic



Orange

54.6 points below standard

Maintained 2.3 Points

Number of Students: 268

### African American



Yellow

57.6 points below standard

Increased 27.5 Points ▲

Number of Students: 118

### Socioeconomically Disadvantaged



Yellow

57 points below standard

Increased 9.3 Points ▲

Number of Students: 386

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	54.9 points below standard	65.2 points below standard	55.9 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### Current English Learners

114.2 points below standard

Increased 15.5 Points ▲

Number of Students: 98

### Reclassified English Learners

28.6 points below standard

Increased 21.2 Points ▲

Number of Students: 70

### English Only

55.6 points below standard

Increased 22.2 Points ▲

Number of Students: 159

## Mathematics

### All Students

Explore how well students are meeting grade level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3-8 and grade 11.

#### All Students



Orange

113.6 points below standard

Increased 16 Points ▲

Number of Students: 394

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

African American

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

Foster Youth

Two or More Races

Students with Disabilities

White

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Students with Disabilities



No Performance Color

163.2 points below standard

Increased 34.4 Points ▲

Number of Students: 36

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### African American



Orange

127 points below standard

Increased 30.7 Points ▲

Number of Students: 117

### English Learners



Orange

127.4 points below standard

Increased 16.3 Points ▲

Number of Students: 170

### Hispanic



Orange

106.8 points below standard

Increased 11.7 Points ▲

Number of Students: 271

### Socioeconomically Disadvantaged



Orange

115 points below standard

Increased 16.2 Points ▲

Number of Students: 388

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	106.9 points below standard	129.6 points below standard	113.6 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
156.1 points below standard	86.3 points below standard	122.9 points below standard
Increased 12.1 Points ▲	Increased 26.8 Points ▲	Increased 23.9 Points ▲
Number of Students: 100	Number of Students: 70	Number of Students: 159

# English Learner Progress Indicator

## All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

**English Learner Progress**

46.2% making progress towards English language proficiency

**Number of EL Students: 93**

**Performance Level**

Low

## Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	25.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	27.9%
ELs who Maintained ELPI Level 4	1%
ELs Who Progressed at Least One ELPI Level	45.1%

### Standard

### Narrative Summary

TEACH Academy of Technologies selected Option 2 Reflection Tool: Priority 2

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

5	Full Implementation And Sustainability
---	--

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

5	Full Implementation And Sustainability
---	--

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

Career Technical Education

### Additional Comments


For Question #4: Other Adopted Academic Standards:

Career Technical Education, Health Education, VAPA and World Languages do not apply to TEACH Academy of Technologies based on its educational program outlined in the school's charter petition and it serves grades 6-8. However, our school has implemented CA Health Education Initiative with the CA Healthy Youth Act.

# TEACH Tech Charter High


Explore the performance of TEACH Tech Charter High under California's Accountability System.

Suspension Rate




Blue

English Learner Progress




No Performance Color

Graduation Rate




Green

College/Career




Orange

English Language Arts



Orange

Mathematics



Red

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

## School Details

Optional Narrative Summary

Completed By TEACH Tech Charter High

TEACH Public Schools' mission is to create a high quality, innovative teaching and learning environment that focuses on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. TEACH Tech Charter High School serves 365 students in grades 9-12, that includes 62% Hispanic, 37% African American, 14.5% English Learners, 7% Students with Disabilities (SWD), 0.5% Homeless, 1.6% Foster Youth, and 95% Socioeconomically Disadvantaged

NAME

TEACH Tech Charter High

ADDRESS

10616 South Western Avenue  
Los Angeles, CA 90047-4254

WEBSITE

<http://tech.teachpublics...>

GRADES SERVED

9-12

## Student Population

Explore information about this school's student population.

Enrollment

365

Socioeconomically  
Disadvantaged

94.8%

English Learners

14.5%

Foster Youth

1.6%

TEACH TECH CHARTER HIGH

## Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



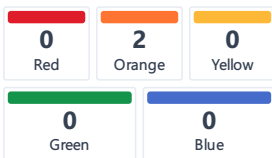
Orange

19.7 points below  
standard

Declined 38.6 Points ▼

EQUITY REPORT

Number of Student Groups in Each  
Category



LEARN MORE

Mathematics



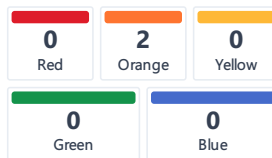
Red

120.3 points below  
standard

Declined 11.7 Points ▼

EQUITY REPORT

Number of Student Groups in Each  
Category



LEARN MORE

English Learner  
Progress

63.6% making  
progress towards  
English language  
proficiency

Number of EL Students:  
44

Progress Levels

Very High = 65% or higher  
High = 55% to less than 65%  
Medium = 45% to less than 55%  
Low = 35% to less than 45%  
Very Low = Less than 35%

LEARN MORE

College/Career



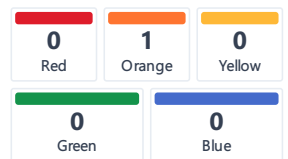
Orange

32.8% prepared

Declined 9.7% ▼

EQUITY REPORT

Number of Student Groups in Each  
Category



## Local Indicators

LEARN MORE

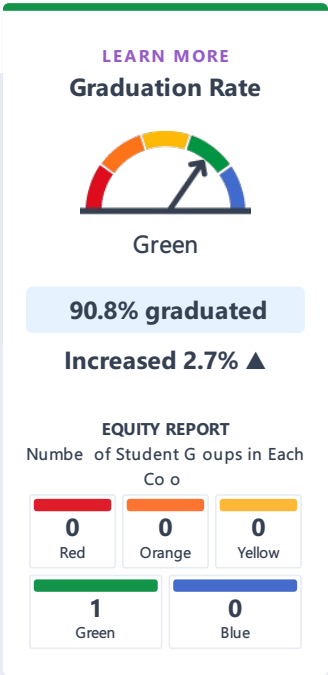
Implementation of  
Academic Standards

STANDARD MET

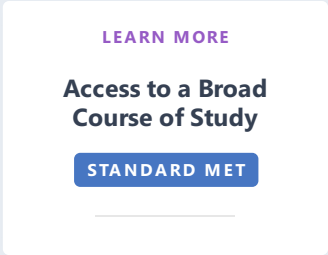


# Academic Engagement

See information that shows how well schools are engaging students in their learning.



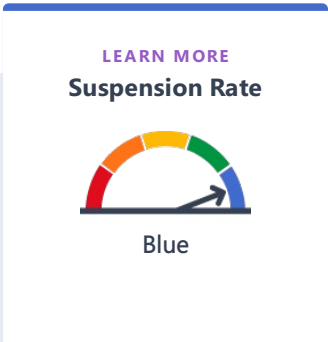
## Local Indicators



TEACH TECH CHARTER HIGH

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

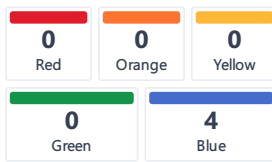


0% suspended at least once

Maintained 0%

#### EQUITY REPORT

Number of Student Groups in Each Category



## Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

# Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3 8 and grade 11.

All Students



Orange

19.7 points be ow standard


Dec ined 38.6 Points ▼

Number of Students: 70

### Student Group Details


#### All Student Groups by Performance Level

2 Total Student Groups



Red


No Students



Orange


Hispanic

Socioeconomica y Disadvantaged




Yellow

No Students



Green

No Students



Blue

No Students

No Performance Color

African American

Eng ish Learners

Students with Disabi ities

### African American



No Performance Color

48.5 points below standard

Declined 51.9 Points ▼

Number of Students: 24

### English Learners



No Performance Color

76.6 points below standard

Declined 31 Points ▼

Number of Students: 15

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Hispanic



Orange

4.6 points below standard

Declined 36.3 Points ▼

Number of Students: 46

### Socioeconomically Disadvantaged



Orange

10.5 points below standard

Declined 29.4 Points ▼

Number of Students: 65

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	21.8 points above standard	18.9 points above standard	19.7 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### Current English Learners

84.3 points below standard

No Data

Number of Students: 12

### Reclassified English Learners

No Data

No Data

Number of Students: 3

### English Only

31.1 points below standard


Declined 32.4 Points ▼

Number of Students: 31

All Students

Explore how well students are meeting grade level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3-8 and grade 11.

All Students



Red

120.3 points below standard


Declined 11.7 Points ▼

Number of Students: 70

Student Group Details


All Student Groups by Performance Level

2 Total Student Groups



Red


No Students



Orange


Hispanic

Socioeconomically Disadvantaged




Yellow

No Students




Green

No Students



Blue

No Students



No Performance Color

African American

English Learners

Students with Disabilities

### African American



No Performance Color

154.2 points below standard

Maintained 0 Points

Number of Students: 24

### English Learners



No Performance Color

142.7 points below standard

Increased 13.2 Points ▲

Number of Students: 15

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Hispanic



Orange

102.6 points below standard

Declined 22.7 Points ▼

Number of Students: 46

### Socioeconomically Disadvantaged



Orange

113.4 points below standard

Declined 4.7 Points ▼

Number of Students: 65

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	84.1 points below standard	108.6 points below standard	120.3 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

### Current English Learners

152.3 points below standard

No Data

Number of Students: 12

### Reclassified English Learners

No Data

No Data

Number of Students: 3

### English Only

144.6 points below standard

Maintained -2.5 Points

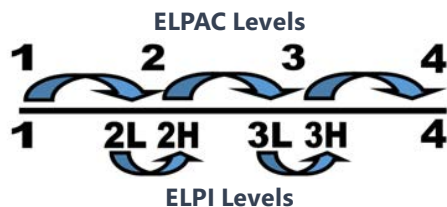
Number of Students: 31

# English Learner Progress Indicator

## All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

### English Learner Progress

**63.6% making progress towards English language proficiency**

**Number of EL Students: 44**

**Performance Level**

**Low**

## College/Career

## All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

### All Students



Orange

**32.8% prepared**

Declined 9.7% ▼

**Number of Students: 64**

## Student Group Details

### All Student Groups by Performance Level

**1 Total Student Group**



Red

No Students



Orange

Socioeconomica y Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students

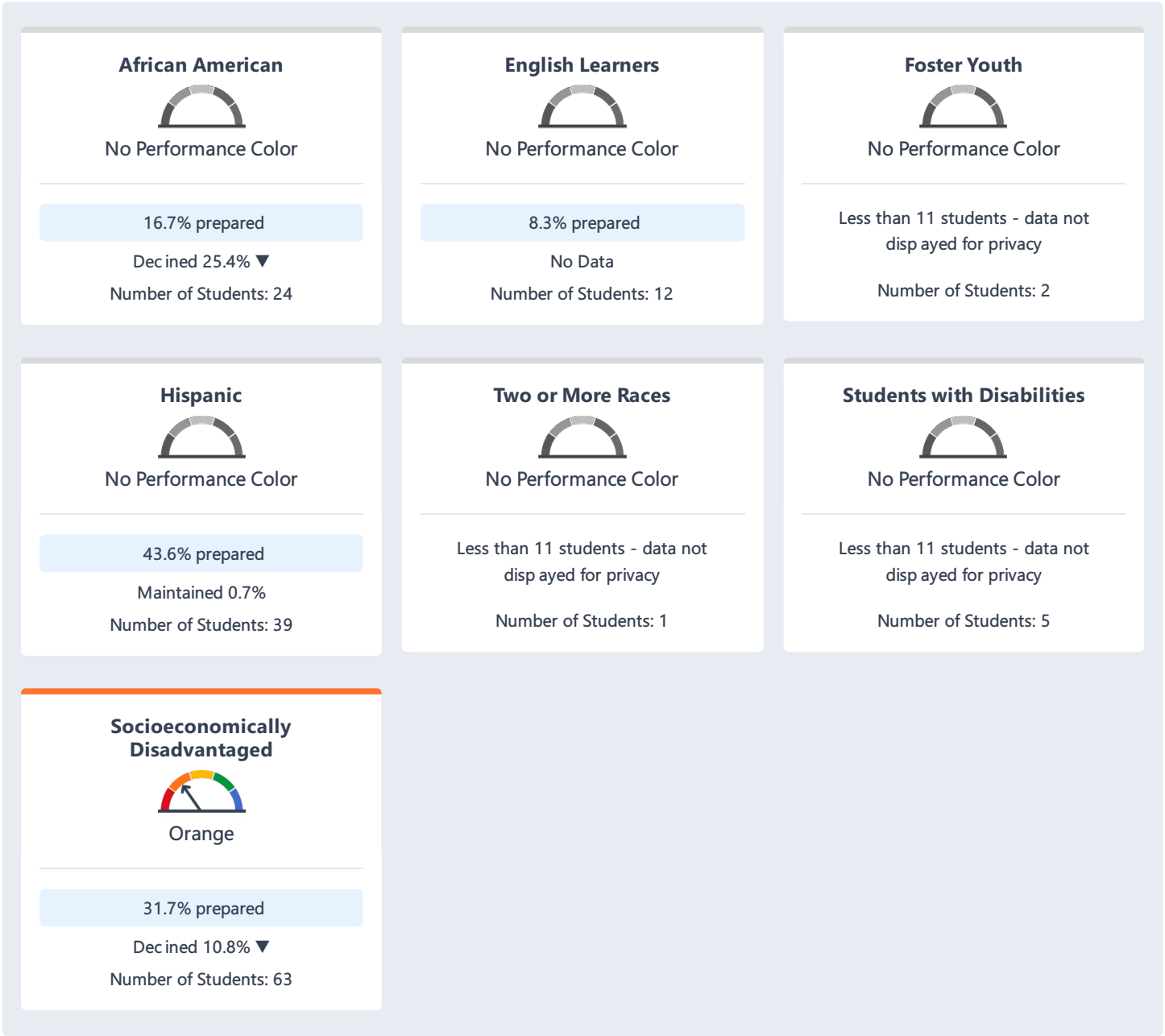


No Performance Color

African American

Eng ish Learners
Foster Youth
Hispanic
Two or More Races
Students with Disabi ities

○ ● ○ ○ ○ ○ ○



## Local Indicators

STANDARD MET

### Implementation of Academic Standards

This measure covers the implementation of state academic standards.



Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

4	Full Implementation
---	---------------------

History - Social Science

5	Full Implementation And Sustainability
---	--

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
---	---------------------

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
---	---------------------

Next Generation Science Standards

4	Full Implementation
---	---------------------

History - Social Science

4	Full Implementation
---	---------------------

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

History - Social Science

5	Full Implementation And Sustainability
---	--

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

4	Full Implementation
---	---------------------

## Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

4	Full Implementation
---	---------------------

Health Education Content Standards

4	Full Implementation
---	---------------------

Physical Education Model Content Standards

5	Full Implementation And Sustainability
---	--

Visual and Performing Arts

5	Full Implementation And Sustainability
---	--

World Language

5	Full Implementation And Sustainability
---	--

## Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5	Full Implementation And Sustainability
---	--

Identifying the professional learning needs of individual teachers

5	Full Implementation And Sustainability
---	--

Providing support for teachers on the standards they have not yet mastered

5	Full Implementation And Sustainability
---	--

# Academic Engagement

View data about academic participation.

## Graduation Rate

### All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

#### All Students



90.8% graduated

Increased 2.7% ▲

Number of Students: 65

### Student Group Details

#### All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

No Students



Yellow

No Students



Green

Socioeconomica y Disadvantaged



Blue

No Students



No Performance Color

African American

Eng ish Learners

Foster Youth

Hispanic

Two or More Races

Students with Disabi ities

### African American



No Performance Color

92% graduated

Increased 7% ▲

Number of Students: 25

### English Learners



No Performance Color

66.7% graduated

No Data

Number of Students: 12

### Foster Youth



No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 2

### Hispanic



No Performance Color

89.7% graduated

Decreased 1.2% ▼

Number of Students: 39

### Two or More Races



No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 5

### Socioeconomically Disadvantaged



Green

90.6% graduated

Increased 2.5% ▲

Number of Students: 64

## Local Indicators

### STANDARD MET

## Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

**1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

TEACH Tech Charter High School currently serves 365 students in grades 9-12, with student demographics that includes 62% Hispanic, 37% African American, 14.5% English Learners, 7% Students with Disabilities (SWD), 0.5% Homeless, 1.6% Foster Youth, and 95% Socioeconomically Disadvantaged. TEACH Tech Charter High School is a learning community that embeds meaningful real-world context. Students are taught to see the connections between their formal education and the world. Our school combines curiosity and application, leading to a deep understanding of content, self-motivation, and confidence. These skillsets empower students to take on the challenges in order to be who they want to be and excel to their fullest potential. TEACH Tech Charter High School provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of TEACH Tech Charter High School educational program. TEACH Tech Charter High School uses the following locally selected tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs which include: master schedule, student course schedule (semester), report cards, student-led conference, and parent/conference reports. In addition, the School Directors will verify this during classroom observations and they will ensure classroom schedules are being followed.

**2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At TEACH Tech Charter High School, all students in grades 9-12 have access to and are enrolled in ELA, mathematics, science, and social studies. In addition, 100% of students have access to and are enrolled in UC A-G approved courses, Physical Education (Gr 9), SAT Prep Course (Grades 11-12), College Course Enrollment, and Electives (Art, Criminal Justice, Digital Art, Financial Literacy, Psychology, Journalism, Creative Writing and Environmental Science) There are no differences in accessibility to courses, across student groups at TEACH Tech Charter High School.

**3. Identification of any barriers preventing access to a broad course of study for all students.**

Currently, 100% of the students have access to a broad course of study and TEACH Tech Charter High School will continue to monitor this to ensure no barriers arise to change access.

**4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

Due to the current success of TEACH Tech Charter High School in providing all students with access to a broad course of study, no changes are currently planned, however, this data will continue to be monitored and revisions made, with implementation as needed.

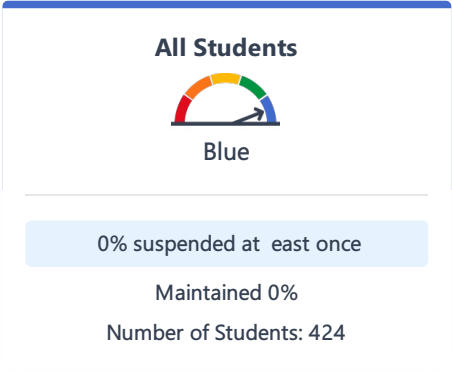
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

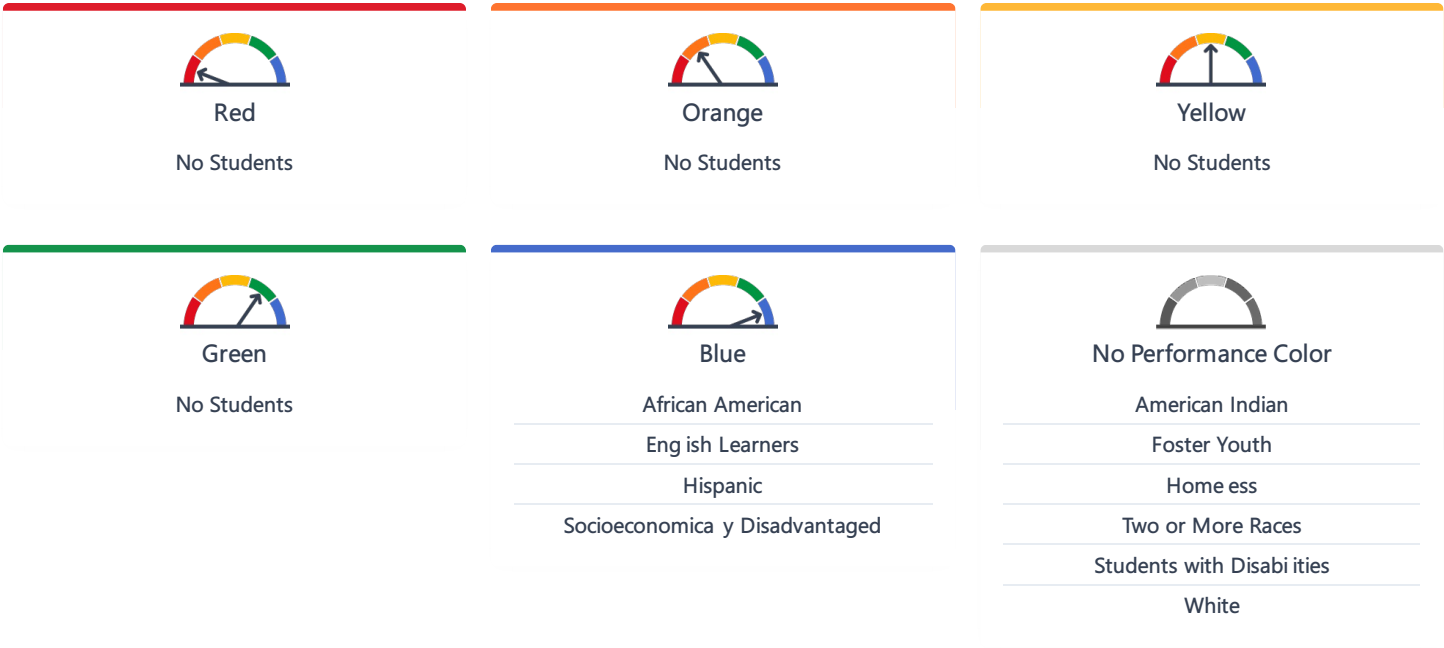
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



### American Indian



No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 1

### Foster Youth



No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 10

### Homeless



No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 2

### Two or More Races



No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 2

### Students with Disabilities



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 29

### White



No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 1

### African American



Blue

0% suspended at least once

Maintained 0%

Number of Students: 160

### English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 71

### Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 260

### Socioeconomically Disadvantaged



Blue

0% suspended at least once

Maintained 0%

Number of Students: 386

## Local Indicators

# Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of Eng ish Learners
0
Percent Of Students Without Access To Their Own Copies Of Standards-A igned Instructiona l Materia s For Use At Schoo And At Home
0
Instances Where Faci ities Do Not Meet The "Good Repair" Standard (Inc uding Deficiencies And Extreme Deficiencies)
0

STANDARD MET

## Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

**1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

Full Implementation

**2. Rate the LEA’s progress in creating welcoming environments for all families in the community.**

Full Implementation and Sustainability

**3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.**

Full Implementation

**4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.**

Full Implementation

**Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**



TEACH Tech Charter High School, a school in the TEACH Public Schools network, is currently gathering research-based information and developing strong systems to foster understanding through Professional Development with our teachers to ensure we are working with our families to bridge the student achievement gap. Currently, in our Monthly Coffee with the Principal meeting, we are inquiring with families on how they would like to see their child's teacher(s) engage with them on the academic activities, social-emotional development of their child and overall support in & out of the classroom.

School leadership strives to cultivate an environment of respect, trust, and partnership among students, parents, and teachers. TEACH Tech Charter High School demonstrates a non-discriminatory policy and institutes inclusive policies, practices, and pedagogies. The school models democratic practices that involve all who are directly connected and aligned with the school. The school builds on the strength of the community through its partnerships and outreach efforts.

To further support our students' myriad needs, we seek to establish a true home-school partnership with the families we serve. TEACH Tech Charter High School actively creates family-school partnerships through ongoing communication (with materials and presentations in parents' home language, clear policies that convey to parents the school's expectations, and school-wide family events organized by the Parent Association. The Parent Coordinator and School Counselor present a series of parent education workshops to benefit our families based on their specific needs and interests including mental health services, English/Spanish courses, citizenship/attorney assistance, after school activities, health and wellness, CAASPP, ELD Programs, Summer STEM Programs.

Parents are invited to attend monthly parent workshops and meetings throughout the school year on a range of topics aimed at supporting student growth and success (i.e., Citizenship/Attorney Assistance, Mental Health Services). The parent workshops provide parents with resources and tools to help support their child's academic and social-emotional well-being.

A focus area for improvement is to continue to support families to understand and exercise their legal rights and advocate for their own child(ren).

## **5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

Full Implementation

## **6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

Full Implementation

## **7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

Full Implementation and Sustainability

## **8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

Full Implementation

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

TEACH Tech Charter High School, a school in the TEACH Public Schools network, has been developing strong systems to allow our families are engaged and consistently communicated on activities in our school. For example, TEACH Tech Charter High School has partnered with ParentSquare, our online parent engagement & communication system, that allows teachers, administrators and staff to communicate in the families language upcoming events, etc. as well as daily attendance notifications. In addition, we're working towards developing monthly family engagement events such as Coffee with the Principal, Monthly BBQ Q&A w/ TEACH Leadership, etc. We hope to achieve this with continuous feedback from our constituents to improve our activities, as well as ensure each of our offices are properly staffed to ensure minimal language discrepancies can occur.

School leadership strives to cultivate an environment of respect, trust, and partnership among students, parents, and teachers. TEACH Tech Charter High School demonstrates a non-discriminatory policy and institutes inclusive policies, practices, and pedagogies. The school models democratic practices that involve all who are directly connected and aligned with the school. The school builds on the strength of the community through its partnerships and outreach efforts.

In addition, TEACH Tech Charter High School provides frequent and comprehensive home-school communications, including the school's website. TEACH Tech Charter High School communicates with families in English and in Spanish via monthly Coffee with Principal, town hall meetings, back to school night, parent/teacher and student-led conferences and the School Site Council.

To further support our students' myriad needs, we seek to establish a true home-school partnership with the families we serve. TEACH Tech Charter High School actively creates family-school partnerships through ongoing communication (with materials and presentations in parents' home language, clear policies that conveys to parents the school's expectations, and school-wide family events organized by the Parent Association. The Parent Coordinator and School Counselor present a series of parent education workshops to benefit our families based on their specific needs and interests including mental health services, English/Spanish courses, citizenship/attorney assistance, after school activities, health, and wellness, CAASPP, ELD Programs, Summer STEM Programs.

An identified focus area for improvement is to increase parent participation in the parent survey to gather feedback on how to support them and methods/strategies to increase parent engagement.

## **9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Full Implementation

## **10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Full Implementation

## **11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

Full Implementation

## **12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

Full Implementation

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

TEACH Tech Charter High School, a school in the TEACH Public Schools network, is currently developing capacity with our Family Support Coordinators and School Leaders on how to engage with our families to 1) get family input 2) once engaged, how do they help our LEA make decisions and 3) once decisions are made, how it's communicated and executed with students & their families in mind to ensure as a collective group, we're on one accord. Currently, our Family Support Coordinators lead parent workshops with a variety of topics but lacked the parent engagement piece of decision making, therefore, we're focusing on 1) developing the capacity for staff and 2) grassroots/home visit conversations to have family engagement once relationships are established.

To further support our students' myriad needs, we seek to establish a true home-school partnership with the families we serve. TEACH Tech Charter High School actively creates family-school partnerships through ongoing communication (with materials and presentations in parents' home language, clear policies that conveys to parents the school's expectations, and school-wide family events organized by the Parent Association. The Parent Coordinator and School Counselor present a series of parent education workshops to benefit our families based on their specific needs and interests including: mental health services, English/Spanish courses, citizenship/attorney assistance, after school activities, health and wellness, CAASPP, ELD Programs, and Summer STEM Programs to name a few.

All parents of enrolled students are invited to be members of the TEACH Tech Charter High School Parent Association. The Parent Association facilitates open communication among the entire TEACH community through monthly meetings where parents share information and have the opportunity to learn more about school activities and educational programming.

Parents, students and staff use Power School, a schoolwide system that allows ready access to students' attendance, grades, and teacher assignments. We believe that the parent portal transforms the collaborative process among parents and teachers, enabling them to focus on the crux of the student information system - student performance and achievement.

The Charter School engages all stakeholders annually in the development and adoption of the LCAP, including a review of progress, goal-setting, and resource allocation.

Parents are invited to participate in the TEACH Tech Charter High School Site Council and ELAC, opportunities to provide input in decision-making and we also seek input on the development and annual update of our school's LCAP.

A focus area for improvement is to continue to increase parent participation to engage in SSC, ELAC and/or the TEACH Tech Charter High School Parent Association, opportunities for parents/families to provide input in decision-making from underrepresented groups in the school.

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#### STANDARD MET

## Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

## Local Climate Survey Summary

Findings reported:

SURVEY FINDINGS: GRADES 9-12

2018-19: Youth Truth Student Survey was administered. This survey measures 5 categories and results are as follows:

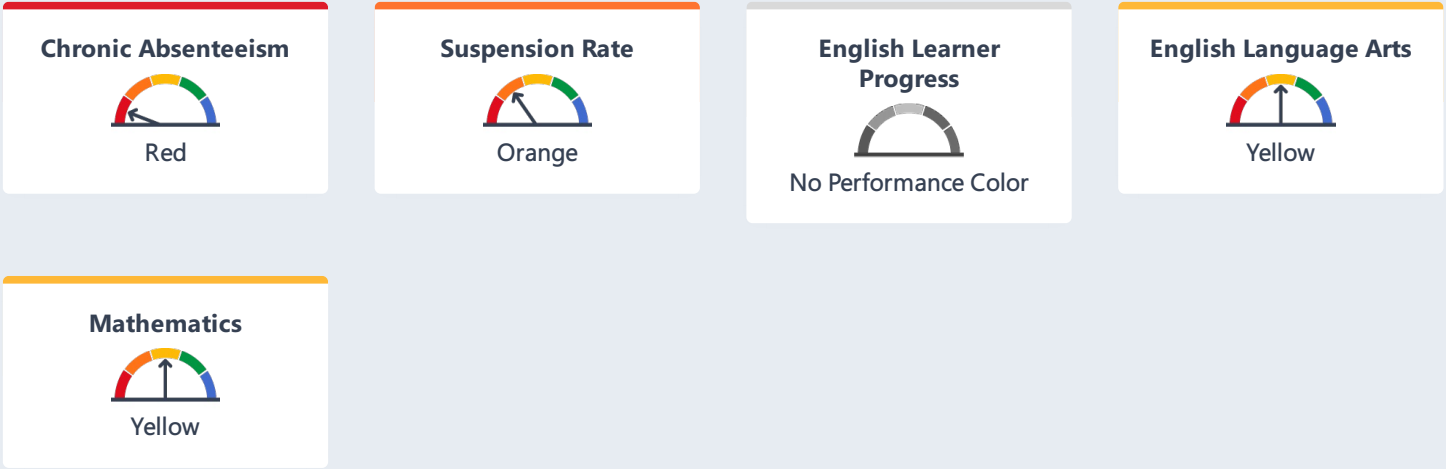
- Engagement: 73%
- Academic Rigor: 78%
- Relationships: 70%
- Belonging & Peer Collaboration: 58%
- Culture: 47%
- College & Career Readiness: 57%

The principal and school staff will research an effective evidence-based student survey to implement in Spring 2020 as required by the LCAP and ensure high student participation rate.



# Cesar Chavez Middle

Explore the performance of Cesar Chavez Middle under California's Accountability System.

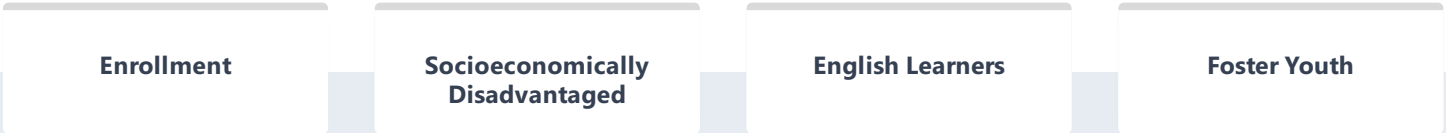


## School Details

<div>NAME</div> Cesar Chavez Middle	<div>ADDRESS</div> 3898 Abbott Road Lynwood, CA 90262-2106	<div>WEBSITE</div> <a href="http://cms.lynwood.edli...">http://cms.lynwood.edli...</a>	<div>GRADES SERVED</div> 6-8
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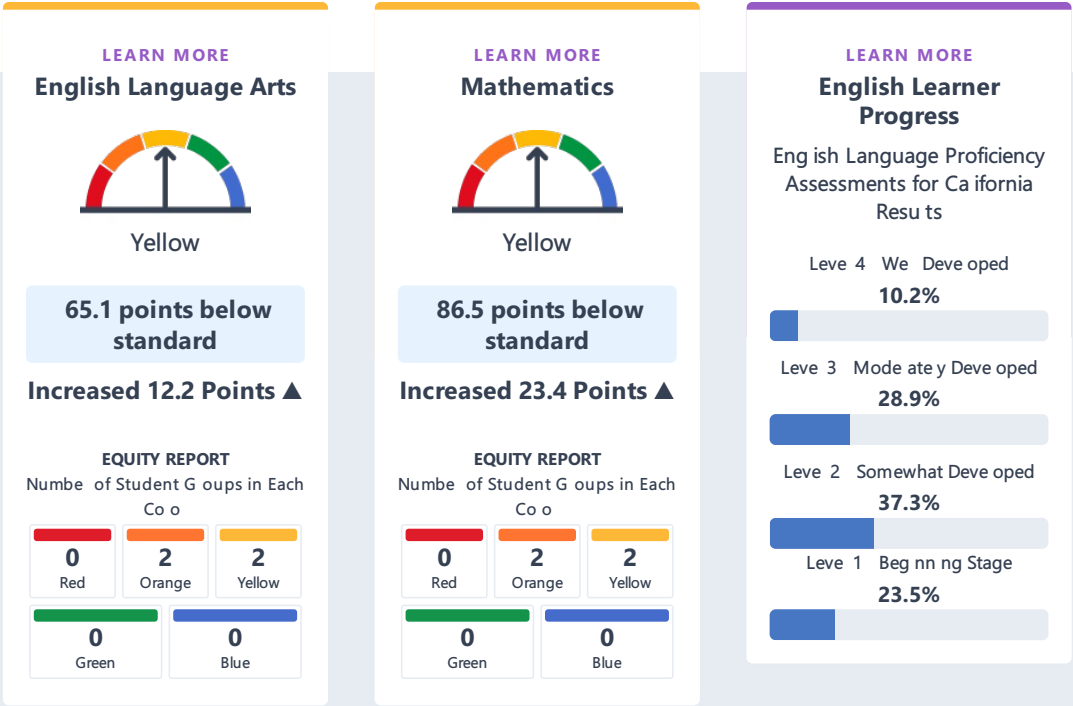
## Student Population

Explore information about this school's student population.



## Academic Performance

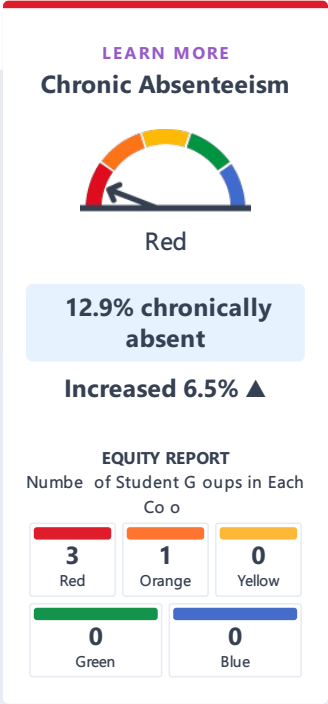
View Student Assessment Results and other aspects of school performance.



CESAR CHAVEZ MIDDLE

## Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

### Suspension Rate



Orange

5.8% suspended at least once

Increased 0.4% ▲

EQUITY REPORT

Number of Student Groups in Each Category

0 Red	3 Orange	1 Yellow
0 Green	0 Blue	

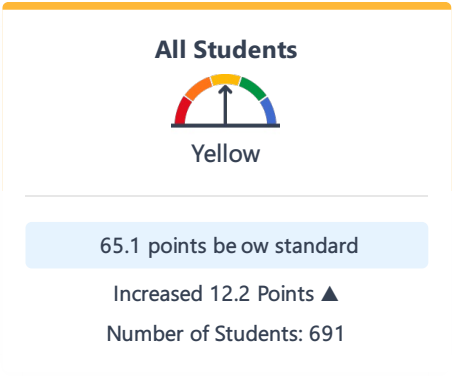
# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

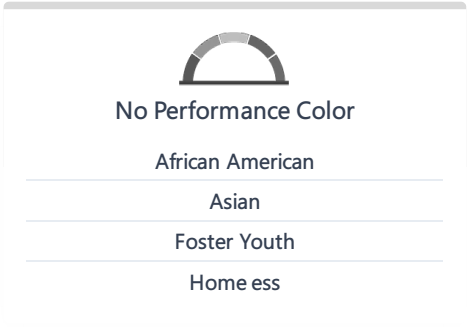
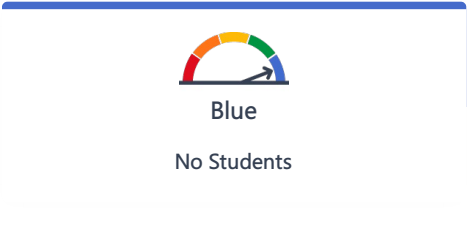
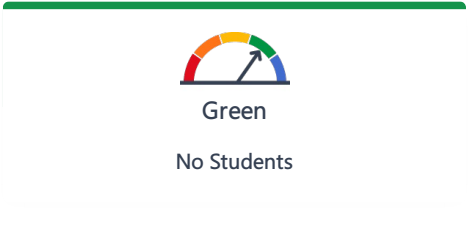
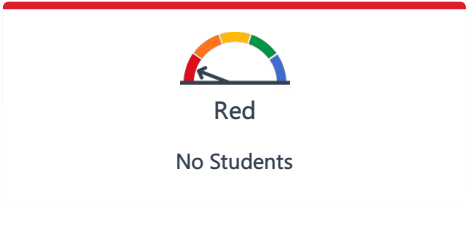
Explore how well students are meeting grade level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3 8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups





### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Homeless



No Performance Color

35.1 points below standard

No Data

Number of Students: 14

### English Learners



Orange

99.8 points below standard

Increased 6.9 Points ▲

Number of Students: 325

### Students with Disabilities



Orange

133.3 points below standard

Increased 9.2 Points ▲

Number of Students: 85

### Hispanic



Yellow

65.1 points below standard

Increased 12.5 Points ▲

Number of Students: 679

### Socioeconomically Disadvantaged



Yellow

64.9 points below standard

Increased 13.1 Points ▲

Number of Students: 672

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	77.3 points below standard	65.1 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### Current English Learners

143.9 points below standard

Maintained -0.4 Points

Number of Students: 161

### Reclassified English Learners

56.5 points below standard

Increased 16.6 Points ▲

Number of Students: 164

### English Only

69.2 points below standard

Increased 3.7 Points ▲

Number of Students: 150

## Mathematics

### All Students

Explore how well students are meeting grade level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3-8 and grade 11.

#### All Students



Yellow

86.5 points below standard

Increased 23.4 Points ▲

Number of Students: 692

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

English Learners  
Students with Disabilities



Yellow

Hispanic  
Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American  
Asian  
Foster Youth  
Homeless

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Homeless



No Performance Color

89.6 points below standard

No Data

Number of Students: 14

### English Learners



Orange

114.2 points below standard

Increased 18.1 Points ▲

Number of Students: 325

### Students with Disabilities



Orange

155.1 points below standard

Increased 35.1 Points ▲

Number of Students: 84

### Hispanic



Yellow

86.9 points below standard

Increased 22.9 Points ▲

Number of Students: 680

### Socioeconomically Disadvantaged



Yellow

85.9 points below standard

Increased 23.9 Points ▲

Number of Students: 673

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	109.9 points below standard	86.5 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

### Current English Learners

163.2 points below standard

Increased 15 Points ▲

Number of Students: 162

### Reclassified English Learners

65.6 points below standard

Increased 26.6 Points ▲

Number of Students: 163

### English Only

98.7 points below standard

Increased 25.7 Points ▲

Number of Students: 152

## English Learner Progress

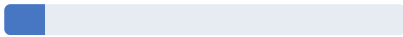
[LEARN MORE](#)

### English Learner Progress

English Language Proficiency Assessments  
for California Results

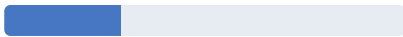
Level 4: We Developed

10.2%



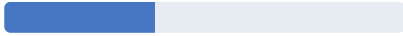
Level 3: Moderately Developed

28.9%



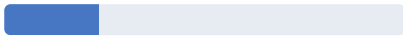
Level 2: Somewhat Developed

37.3%



Level 1: Beginning Stage

23.5%



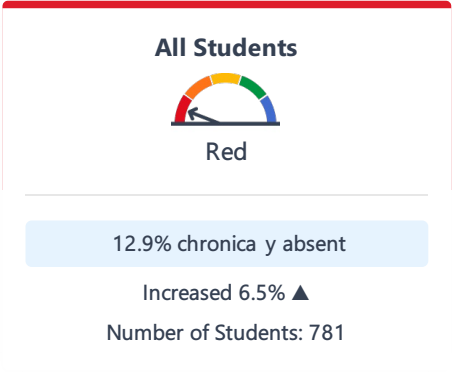
# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

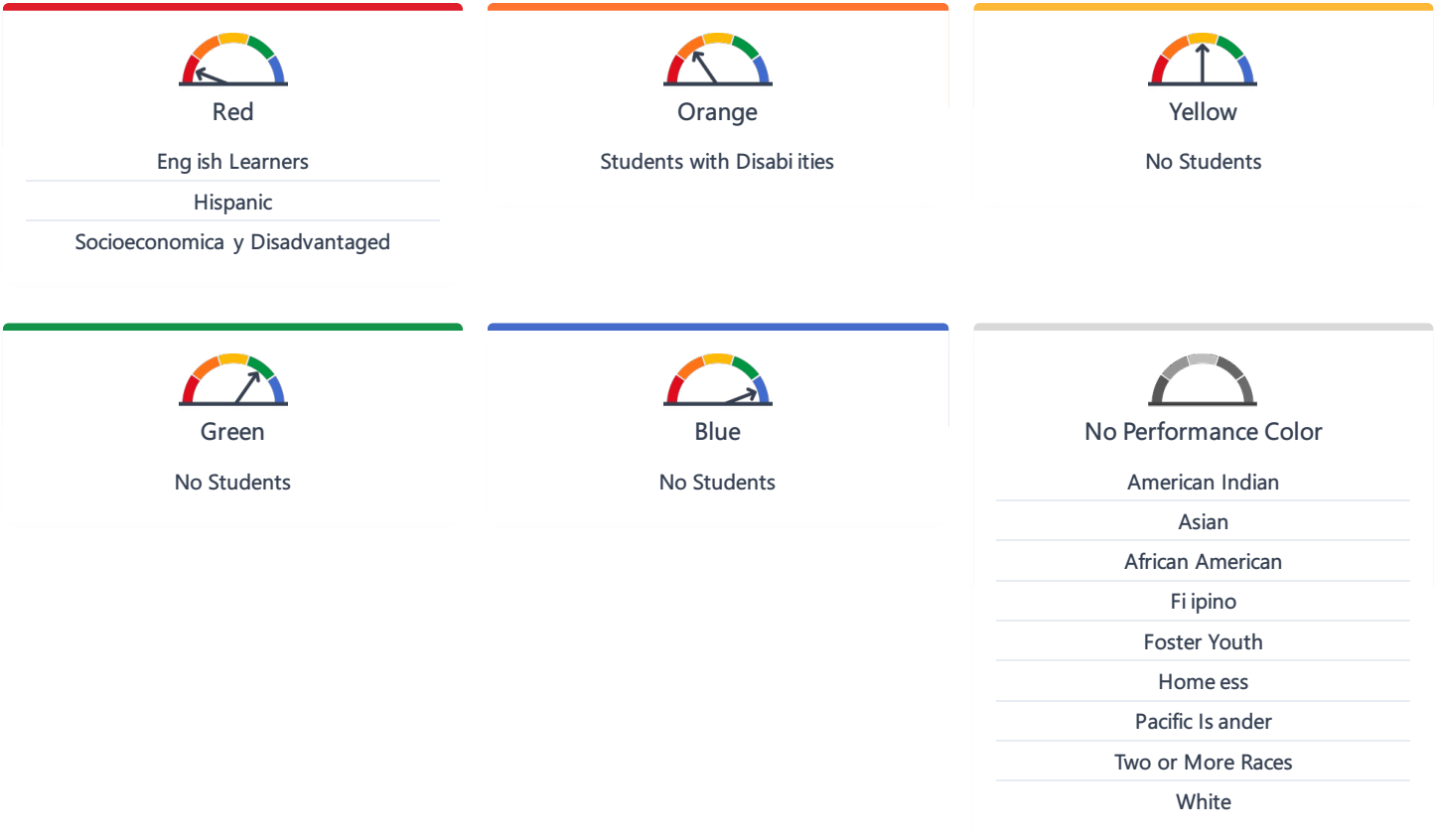
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### African American



No Performance Color

25% chronica y absent

No Data

Number of Students: 12

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Homeless



No Performance Color

15.8% chronica y absent

No Data

Number of Students: 19

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### English Learners



Red

15.4% chronica y absent

Increased 8.4% ▲

Number of Students: 195

### Hispanic



Red

12.7% chronica y absent

Increased 6.3% ▲

Number of Students: 766

### Socioeconomically Disadvantaged



Red

12.9% chronica y absent

Increased 6.4% ▲

Number of Students: 762

### Students with Disabilities



Orange

15.8% chronica y absent

Increased 6.1% ▲

Number of Students: 95

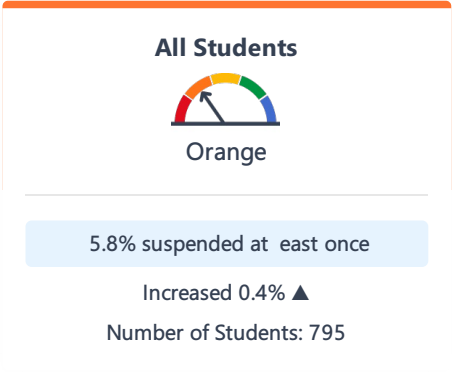
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

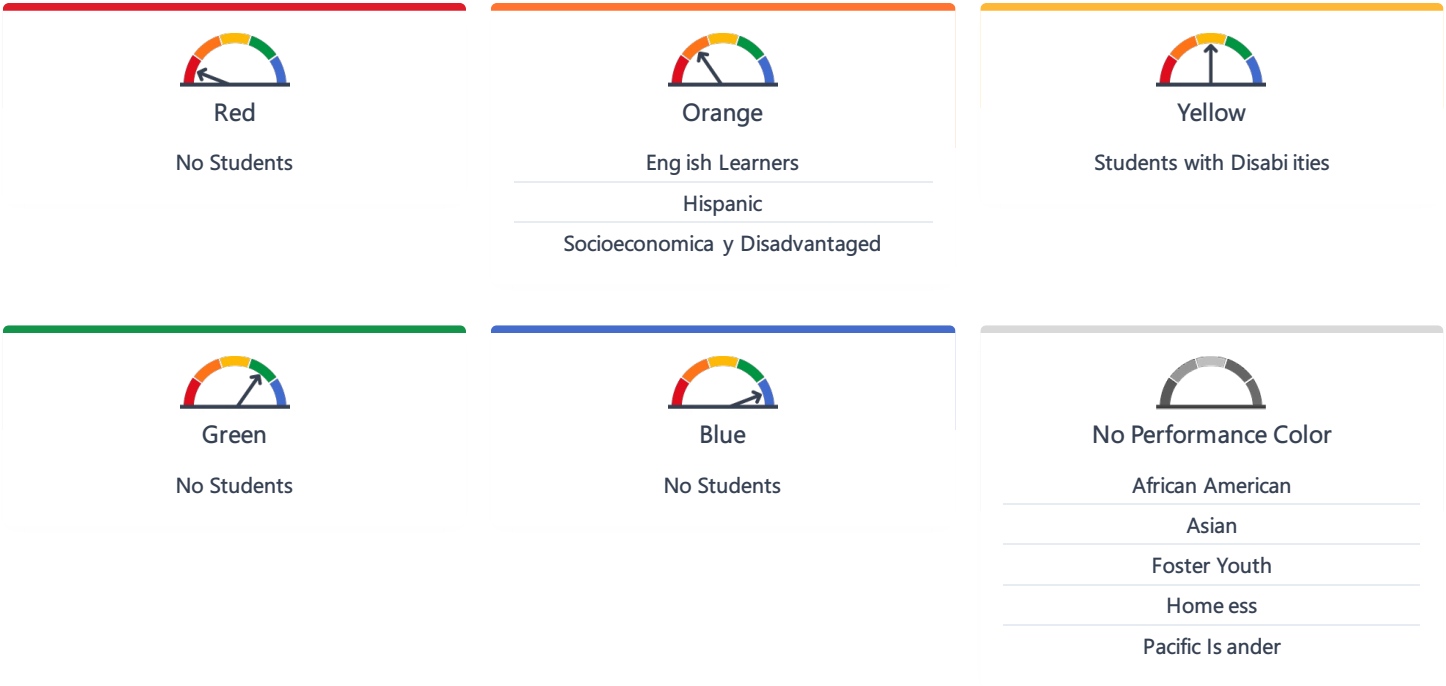
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



### African American



No Performance Color

7.7% suspended at east once

Decined 37.8% ▼

Number of Students: 13

### Asian



No Performance Color

Less than 11 students - data not  
disp ayed for privacy

Number of Students: 2

### Foster Youth



No Performance Color

Less than 11 students - data not  
disp ayed for privacy

Number of Students: 9

### Homeless



No Performance Color

10.5% suspended at east once

No Data

Number of Students: 19

### Pacific Islander



No Performance Color

Less than 11 students - data not  
disp ayed for privacy

Number of Students: 1

### English Learners



Orange

6.5% suspended at east once

Increased 2.3% ▲

Number of Students: 200

### Hispanic



Orange

5.8% suspended at east once

Increased 1% ▲

Number of Students: 779

### Socioeconomically Disadvantaged



Orange

6% suspended at east once

Increased 0.4% ▲

Number of Students: 772

### Students with Disabilities



Yellow

8.2% suspended at east once

Decined 4.5% ▼

Number of Students: 97

## Suspension Rate By Year

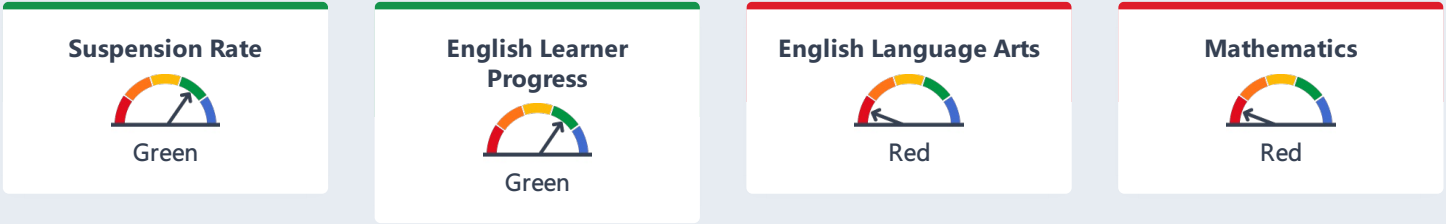
Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	11.9%	5.4%	5.8%



# Cesar Chavez Middle

Explore the performance of Cesar Chavez Middle under California's Accountability System.



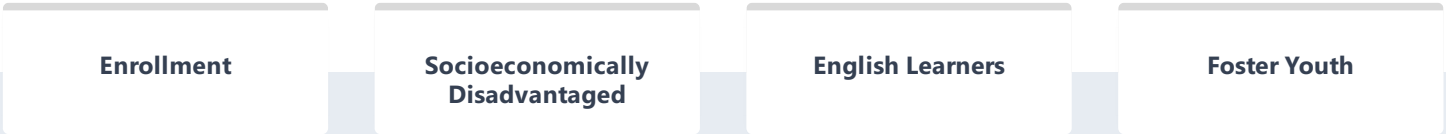
## School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Cesar Chavez Middle	3898 Abbott Road Lynwood, CA 90262-2106	<a href="http://cms.lynwood.edu">http://cms.lynwood.edi...</a>	6-8

CESAR CHAVEZ MIDDLE

## Student Population

Explore information about this school's student population.



CESAR CHAVEZ MIDDLE

## Academic Performance

View Student Assessment Results and other aspects of school performance.



### English Language Arts



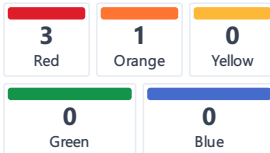
Red

**77.3 points below  
standard**

**Declined 7.8 Points ▼**

#### EQUITY REPORT

Number of Student Groups in Each  
Category



### Mathematics



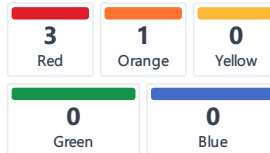
Red

**109.7 points below  
standard**

**Maintained -0.5 Points**

#### EQUITY REPORT

Number of Student Groups in Each  
Category



### English Learner Progress



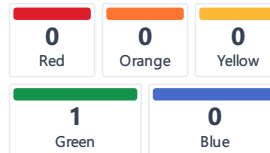
Green

**76.3% making  
progress**

**Increased 6.3% ▲**

#### EQUITY REPORT

Number of Student Groups in Each  
Category



## CESAR CHAVEZ MIDDLE

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

#### LEARN MORE

### Suspension Rate



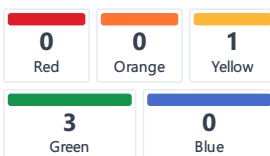
Green

**5.4% suspended at  
least once**

**Declined 6.5% ▼**

#### EQUITY REPORT

Number of Student Groups in Each  
Category



# Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3 8 and grade 11.

All Students



Red

77.3 points be ow standard


Dec ined 7.8 Points ▼

Number of Students: 687

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups




Red

Eng ish Learners


Hispanic

Socioeconomica y Disadvantaged




Orange

Students with Disabi ities




Yellow

No Students




Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Foster Youth

Home ess

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### English Learners



Red

106.7 points below standard

Decreased 8.6 Points ▼

Number of Students: 358

### Hispanic



Red

77.6 points below standard

Decreased 7.8 Points ▼

Number of Students: 676

### Socioeconomically Disadvantaged



Red

78 points below standard

Decreased 7.6 Points ▼

Number of Students: 662

### Students with Disabilities



Orange

142.5 points below standard

Increased 13 Points ▲

Number of Students: 79

## Distance From Standard (Grades 3-8)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2015	2016	2017
Grades 3-8	72.1 points below standard	69.5 points below standard	77.3 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### Current English Learners

143.5 points below standard

Maintained -2.2 Points

Number of Students: 171

### Reclassified English Learners

73.1 points below standard

Declined 14.8 Points ▼

Number of Students: 187

### English Only

73 points below standard

Declined 10.7 Points ▼

Number of Students: 128

## Mathematics

### All Students

Explore how well students are meeting grade level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3-8 and grade 11.

#### All Students



Red

109.7 points below standard

Maintained -0.5 Points

Number of Students: 657

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

Students with Disabilities



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Foster Youth

Homeless

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



Red

131.8 points below standard

Maintained 2.3 Points

Number of Students: 336

### Hispanic



Red

109.8 points below standard

Maintained -0.8 Points

Number of Students: 648

### Socioeconomically Disadvantaged



Red

109.6 points below standard

Maintained 0.4 Points

Number of Students: 633

### Students with Disabilities



Orange

188.7 points below standard

Increased 16.1 Points ▲

Number of Students: 70

## Distance From Standard (Grades 3-8)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2015	2016	2017
Grades 3-8	110 points below standard	109.1 points below standard	109.7 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

### Current English Learners

176.9 points below standard

Increased 6.6 Points ▲

Number of Students: 157

### Reclassified English Learners

92.2 points below standard

Declined 4.2 Points ▼

Number of Students: 179

### English Only

124.4 points below standard

Declined 18.3 Points ▼

Number of Students: 124

## English Learner Progress

### English Learner Progress Indicator

Additional information on English learners in grades kindergarten through grade 12 who made progress towards English proficiency.

	2015	2016	2017
English Learner Progress	66.1%	70%	76.3%

LEARN MORE

### English Learner Progress

English Language Proficiency Assessments for California Results

Level 4: Well Developed

%

Level 3: Moderately Developed

%

Level 2: Somewhat Developed

%

Level 1: Beginning Stage

%

# Academic Engagement

View data about academic participation.

**There is no data available for this report.**



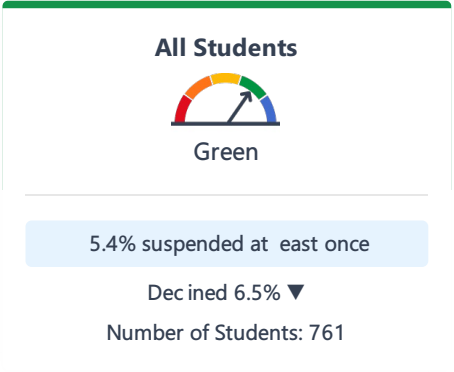
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

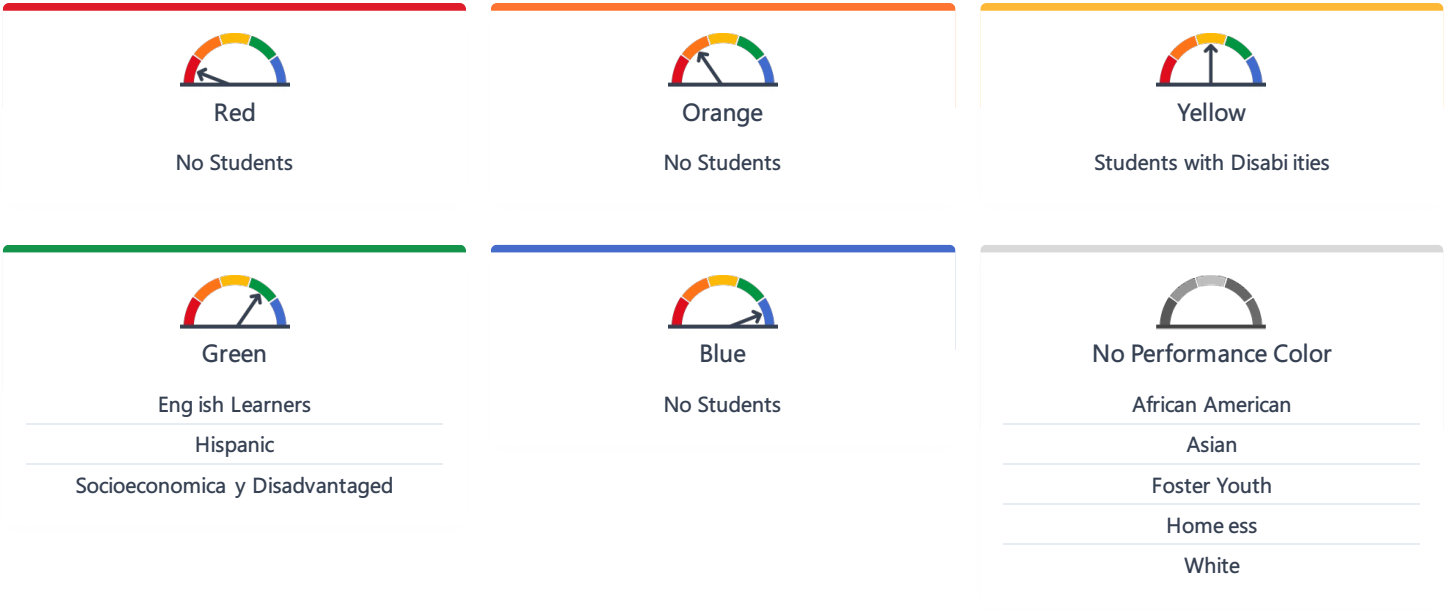
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



### African American



No Performance Color

45.5% suspended at least once

Increased 0.5% ▲

Number of Students: 11

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Foster Youth



No Performance Color

0% suspended at least once

Decreased 7.7% ▼

Number of Students: 11

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



Yellow

12.8% suspended at least once

Decreased 7.2% ▼

Number of Students: 94

### English Learners



Green

4.2% suspended at least once

Decreased 8.4% ▼

Number of Students: 262

### Hispanic



Green

4.8% suspended at least once

Decreased 6.3% ▼

Number of Students: 747

### Socioeconomically Disadvantaged



Green

5.6% suspended at least once

Decreased 6.3% ▼

Number of Students: 732

## Suspension Rate By Year

Percentage of students who were suspended.

	2015	2016	2017
Suspension Rate	16.6%	11.9%	5.4%



**Attachment 10:**  
**Competencies Used for School Leader Selection and Evaluation**



## Administrator's Evaluation Instrument

### Introduction

The process of evaluating an administrator is a very important tool in the entire improvement effort of an organization. It defines expectations, enhances communication, prioritizes TEACH Public Schools' goals and encourages the immediate supervisor to focus their attention on the administrator's role in improving achievement for all students.

A new approach to administrator's evaluation that reflects a systems approach is particularly in order in these times of increased accountability. A process as important as this one should be guided by a set of ethics — values and beliefs — that support the work so both the administrator and supervisor/s can operate with integrity. The following principles are offered as an ethical compass to guide this important work.

An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. The purpose of this process is to improve performance, not prove incompetence. If a supervisor is considering evaluation for the purposes of termination, other processes should be employed.

### Operating Principles

A comprehensive principal evaluation process must:

**1. Align with the six Nevada Professional Standards for Educational Leaders**

**Rationale:** The State Board of Education, and the Nevada Department of Education have all endorsed the Nevada Professional Standards for Educational Leaders as the framework for expectations for administrators.

**2. Be intended to acknowledge strengths and improve performance.**

**Rationale:** An effective evaluation process is predicated on a spirit of providing feedback for growth.

**3. Connect academic, social, emotional and developmental growth for all students in the building/system.**

**Rationale:** Multiple indicators for all types of student growth must be included in the definition of accountability.

**4. Recognize the importance of a principal's role in improving the culture of the learning community.**

**Rationale:** Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.

**5. Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.**

**Rationale:** Examples may include self-assessment, a portfolio compiled by the administrator, 360 degree feedback, the school improvement plan, artifacts that address previous goals, and meeting agendas.

**6. Provide opportunities for personal and professional growth as a facilitator/leader of learning.**

**Rationale:** Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.

Scheduled conference date: \_\_\_\_\_

**7. Be ongoing and connected to school improvement goals.**

**Rationale:** An evaluation is a process, not a once a year conversation, and must be connected to Comprehensive School Improvement plans.

**8. Align building and district goals with community members' vision for education.**

**Rationale:** Goals cannot be developed in isolation; building goals must reflect the organization's highest hope for their public schools.

Name: \_\_\_\_\_

**NEVADA PROFESSIONAL STANDARDS FOR SCHOOL LEADERS**

**Standard 1**

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

- 1.1 Develop a shared vision
- 1.2 Plan and implement activities around the vision
- 1.3 Allocate resources to support the vision

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

**Standard 1**

**Administrator reflection:**

Evaluator comments:

Meets Standard 1: ☐ Yes ☐ No

**Standard 2**

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

- 2.1 Develop school culture and ensure equity
- 2.2 Guide the instructional program
- 2.3 Guide professional growth of staff
- 2.4 Create and utilize accountability systems

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

**Standard 2**

**Administrator reflection:**

**Evaluator comments:**

**Meets Standard 2:** ☐ Yes ☐ No

**Standard 3**

Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 3.1 Ensure a safe school environment.
- 3.2 Create an infrastructure to support an effective learning environment.
- 3.3 Manage the school learning-support system.
- 3.4 Monitor and evaluate the program and staff

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

**Standard 3**

**Administrator reflection:**

**Evaluator comments:**

**Meets standard 3:**

☐

**Yes**

☐

**No**



Standard 4

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate to incorporate the perspective of families and community members
- 4.2 Establish and manage linkage between the site and the larger community context
- 4.3 Engage and coordinate support from agencies outside the school

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

Standard 4

**Administrator reflection:**

**Evaluator comments:**

**Meets standard 4:**

☐

**Yes**

☐

**No**

**Standard 5**

Modeling a personal code of ethics and developing professional leadership capacity.

- 5.1 Maintain ethical standards of professionalism
- 5.2 Guide sound courses of action using pertinent, state-of-the-art methods
- 5.3 Model reflective practice and continuous growth
- 5.4 Sustain professional commitment and effort

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

**Standard 5**

**Administrator reflection:**

**Evaluator comments:**

**Meets standard 5:**

☐ Yes

☐ No

**Standard 6**

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Engage with the policy environment to support school success

6.2 Interact with stakeholders

6.3 Incorporate input from the public.

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

Standard 6

**Administrator reflection:**

**Evaluator comments:**

**Meets standard 6:**

☐ **Yes**

☐ **No**

Administrator: \_\_\_\_\_

Conference date: \_\_\_\_\_

NAME: \_\_\_\_\_ BUILDING: \_\_\_\_\_

DATE: \_\_\_\_\_

**PART III – SUMMATIVE EVALUATION** [Check (√) one in each row]

Job Responsibilities:	Met	Not Met
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		

**Significant Achievements:**

**Areas for Growth:**

**Administrator's Comments:**

**Superintendent or Assistant Superintendent Comments:**

Recommendation for Continuous Improvement (check one)

- ☐ Professional Growth Plan  
☐ New Job Targets  
☐ Remediation Target

---

---

Administrator's Signature: \_\_\_\_\_ Folder # \_\_\_\_\_ Date: \_\_\_\_\_

**Evaluation Period:** \_\_\_\_\_, 20\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_

Superintendent or Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_



**Attachment 11:**  
**Teacher Evaluation Tool**

- A. Goal and Standard Choice Teacher Eval Planning
- B. Teacher Evaluation



## GOAL AND STANDARD CHOICE

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

I. Goal: \_\_\_\_\_

### II. Standards Choices

Check (☐) standards identified in employee's goals and objectives.

- |                          |                |  |
|--------------------------|----------------|--|
| <input type="checkbox"/> | STANDARD ONE   | ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING                         |
| <input type="checkbox"/> | STANDARD TWO   | CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING     |
| <input type="checkbox"/> | STANDARD THREE | UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING         |
| <input type="checkbox"/> | STANDARD FOUR  | PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS |
| <input type="checkbox"/> | STANDARD FIVE  | ASSESSING STUDENTS FOR LEARNING  |
| <input type="checkbox"/> | STANDARD SIX   | DEVELOPING AS A PROFESSIONAL EDUCATOR                                  |

Return this form to administrator by \_\_\_\_\_.

Employee Signature  
Evaluator Signature

Date  
Date



## GOALS & OBJECTIVES

**Employee:**

**School:**

### STANDARD ONE

#### ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

*The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.*

Elements:	Goals & Objectives:	Evidenced by:
1-1 Using knowledge of students to engage them in learning		
1-2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests		
1-3 Connecting subject matter to meaningful, real-life contexts		
1-4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs		
1-5 Promoting critical thinking through inquiry, problem solving, and reflection		

1-6	Monitoring student learning and adjusting instruction while teaching		
-----	--	--	--

Signature: \_\_\_\_\_



**GOALS & OBJECTIVES**



Employee:

School:

**STANDARD TWO**  
**CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

*The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.*

Elements:	Goals & Objectives:	Evidenced by:
2-1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully		
2-2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students		
2-3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe		
2-4 Creating a rigorous learning environment with high expectations and appropriate support for all students		
2-5 Developing, communicating, and maintaining high standards for individual and group behavior		
2-6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn		
2-7 Using instructional time to optimize learning		

Signature: \_\_\_\_\_



## GOALS & OBJECTIVES

Employee:

School:

**STANDARD THREE**  
**UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**

*The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.*

Elements:	Goals & Objectives:	Evidenced by:
3-1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks		
3-2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter		
3-3 Organizing curriculum to facilitate student understanding of the subject matter		
3-4 Utilizing instructional strategies that are appropriate to the subject matter		
3-5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students		
3-6 Addressing the needs of English learners and students with special needs to provide equitable access to the content		

Signature: \_\_\_\_\_

\_\_\_\_\_



## GOALS & OBJECTIVES

Employee:

School:

**STANDARD FOUR**  
**PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

*The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.*

Elements:	Goals & Objectives:	Evidenced by:
4-1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction		
4-2 Establishing and articulating goals for student learning		
4-3 Developing and sequencing long-term and short-term instructional plans to support student learning		
4-4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students		
4-5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students		

Signature: \_\_\_\_\_



## **GOALS & OBJECTIVES**

Employee:

School:

**STANDARD FIVE**  
**ASSESSING STUDENTS FOR LEARNING**

*The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.*

Elements:	Goals & Objectives:	Evidenced by:
5-1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments		
5-2 Collecting and analyzing assessment data from a variety of sources to inform instruction		
5-3 Reviewing data, both individually and with colleagues, to monitor student learning		
5-4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction		
5-5 Involving all students in self-assessment, goal setting, and monitoring progress		
5-6 Using available technologies to assist in assessment, analysis, and communication of student learning		
5-7 Using assessment information to share timely and comprehensible feedback with students and their families		

Signature: \_\_\_\_\_

\_\_\_\_\_



**DEVELOPING AS A PROFESSIONAL EDUCATOR**

**Employee:**

**School:**

**STANDARD SIX  
DEVELOPING AS A PROFESSIONAL EDUCATOR**



*The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.*

Elements:	Goals & Objectives:	Evidenced by:
6-1 Reflecting on teaching practice in support of student learning		
6-2 Establishing professional goals and engaging in continuous and purposeful professional growth and development		
6-3 Collaborating with colleagues and the broader professional community to support teacher and student learning		
6-4 Working with families to support student learning		
6-5 Engaging local communities in support of the instructional program		
6-6 Managing professional responsibilities to maintain motivation and commitment to all students		
6-7 Demonstrating professional responsibility, integrity, and ethical conduct		

Signature: \_\_\_\_\_



## Evaluation Report:

**Employee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade/Subject:** \_\_\_\_\_

**Dates of Observations:** \_\_\_\_\_

**Dates of Post Observation Conferences:** \_\_\_\_\_

**Dates of Classroom Observation Reports:** \_\_\_\_\_

- ☐ STANDARD ONE ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING
- ☐ STANDARD TWO CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
- ☐ STANDARD THREE UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
- ☐ STANDARD FOUR PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
- ☐ STANDARD FIVE ASSESSING STUDENT LEARNING
- ☐ STANDARD SIX DEVELOPING AS A PROFESSIONAL EDUCATOR (Optional)

**M = Meets Standards**  
**N = Does Not Meet Standards**  
**N/O = Not Observed**

*Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.*

<b>Standard One: Engaging and supporting all student in learning<sup>1</sup>:</b>		<b>M</b>	<b>N</b>	<b>N/O</b>
1-1	Teacher connects students' prior knowledge, life experience, and interests with learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-2	Teacher uses a variety of instructional strategies to respond to students' diverse needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-3	Teacher facilitates learning experiences that promote autonomy, interaction, and choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-4	Teacher engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-5	Teacher promotes self-directed, reflective learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Standard Two: Creating and maintaining effective environments for student learning:</b>		<b>M</b>	<b>N</b>	<b>N/O</b>
2-1	Teacher creates physical environments that engage all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> Standards will be changed to Nevada law upon approval.

2-2	Teacher establishes a climate that promotes fairness and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3	Teacher promotes social development and group responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-4	Teacher establishes and maintains standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-5	Teacher plans and implements classroom procedures and routines that support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-6	Teacher uses instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Standard Three: Understanding and organizing subject matter for student learning:</b>		<b>M</b>	<b>N</b>	<b>N/O</b>
3-1	Teacher demonstrates knowledge of subject matter and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-2	Teacher organizes curriculum to support students' understanding of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-3	Teacher interrelates ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-4	Teacher develops student understanding of instructional strategies appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	Teacher uses materials, resources, and technologies to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard Four: Planning instruction and designing learning experiences for all students:</b>		<b>M</b>	<b>N</b>	<b>N/O</b>
4-1	Teacher draws on and values students' backgrounds, interests, and developmental learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-2	Teacher establishes and articulates goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-3	Teacher develops and sequences instructional activities and materials for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-4	Teacher designs short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-5	Teacher modifies instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard Five: Assessing Student Learning:</b>		<b>M</b>	<b>N</b>	<b>N/O</b>
5-1	Teacher establishes and communicates learning goals for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-2	Teacher collects and uses multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5-3	Teacher involves and guides all students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-4	Teacher uses the results of assessment to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-5	Teacher communicates with students, families, and other audiences about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Standard Six: Developing as a professional educator: (Used only if employee selected this standard in Goals &amp; Objectives)</b>		<b>M</b>	<b>N</b>	<b>N/O</b>
6-1	Teacher reflects on his/her teaching practice and actively engages in planning his/her professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-2	Teacher establishes professional learning goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-3	Teacher learns about and works with local communities to improve his/her professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-4	Teacher communicates with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-5	Teacher works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-6	Teacher balances professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers Overall Performance:      ☐ Satisfactory      ☐ Unsatisfactory

Additional Comments:

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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Teacher's Signature

---

Date



**Attachment 12:**  
**Leadership Evaluation Tool(s)**

- A. Administrator's Professional Goals Plan
- B. Classified Employee Evaluations
- C. Administrator Evaluation



## ADMINISTRATOR'S PROFESSIONAL GOALS\* WORKPLAN

Academic School Year: \_\_\_\_\_

District: \_\_\_\_\_

Name of School: \_\_\_\_\_

Name of Administrator \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Position \_\_\_\_\_

# GOAL #1:

*NOTE: GOALS are not achieved without carefully **detailed** planning. Be specific and clear.*

<b>1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?</b>	- - - - -
<b>2. PROGRESS- HOW WILL I <u>MEASURE</u> PROGRESS (FOR <u>EACH</u> STRATEGY)? INDICATE BY WHAT <u>DATE</u> EACH STRATEGY BE COMPLETED.</b>	- - - - -
<b>3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?</b>	- - - -
<b>4. SUPPORTERS-<u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE “BUY-IN”? NOTE: THESE ARE OFTEN YOUR “CHEERLEADERS”.</b>	- - - - -
<b>5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?</b>	- - -
<b>6. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE? NOTE: THESE ARE THE <i>SOURCES OF KNOWLEDGE</i> TO ACCOMPLISH YOUR GOAL.</b>	- - - - -
<b>7. RESULTS-WHAT GOOD/POSITIVES WILL BE ACCOMPLISHED FROM MY GOAL? (FOR YOUR STUDENTS? FOR YOUR STAFF? FOR YOU? FOR YOUR DISTRICT/ COMMUNITY?)</b>	- - - - -



## GOAL #2

*NOTE: GOALS are not achieved without carefully **detailed** planning. Be specific and clear.*

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	- - - - -
2. PROGRESS- HOW WILL I <u>MEASURE</u> PROGRESS (FOR <u>EACH</u> STRATEGY)? INDICATE BY WHAT <u>DATE</u> EACH STRATEGY BE COMPLETED.	- - - -
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	- - -
4. SUPPORTERS- <u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE “BUY-IN”? NOTE: THESE ARE OFTEN YOUR “CHEERLEADERS”.	- - - -
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	- - -
6. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE? NOTE: THESE ARE THE <i>SOURCES OF KNOWLEDGE</i> TO ACCOMPLISH YOUR GOAL.	- - - - -
7. RESULTS- WHAT GOOD/POSITIVES WILL BE ACCOMPLISHED FROM MY GOAL? (FOR YOUR STUDENTS? FOR YOUR STAFF? FOR YOU? FOR YOUR DISTRICT/ COMMUNITY?)	- - - -

Check the appropriate box that best relates your specific GOAL to evaluation results and/or school/district needs:

Attachment 10: Competencies Used for School Leader Selection and Evaluation

☐

## GOAL #3:

*NOTE: GOALS are not achieved without carefully **detailed** planning. Be specific and clear.*

<b>8. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?</b>	- - - - -
<b>9. PROGRESS- HOW WILL I <u>MEASURE</u> PROGRESS (FOR <u>EACH</u> STRATEGY)? INDICATE BY WHAT <u>DATE</u> EACH STRATEGY BE COMPLETED.</b>	- - - - -
<b>10. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?</b>	- - - -
<b>11. SUPPORTERS-<u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE “BUY-IN”? NOTE: THESE ARE OFTEN YOUR “CHEERLEADERS”.</b>	- - - -
<b>12. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?</b>	- - -
<b>13. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE? NOTE: THESE ARE THE <i>SOURCES OF KNOWLEDGE</i> TO ACCOMPLISH YOUR GOAL.</b>	- - - -
<b>14. RESULTS-WHAT GOOD/POSITIVES WILL BE ACCOMPLISHED FROM MY GOAL? (FOR YOUR STUDENTS? FOR YOUR STAFF? FOR YOU? FOR YOUR DISTRICT/ COMMUNITY?)</b>	- - - -

MONITORING STAGES	ADMINISTRATOR'S SIGNATURE	EVALUATOR'S SIGNATURE
IMPLEMENTATION (Pre-Conference)	<hr/> ADMINISTRATOR'S SIGNATURE  Today's date: _____	<hr/> EVALUATOR'S SIGNATURE  Today's date: _____
FEEDBACK (Mid-Year Conference)	<hr/> ADMINISTRATOR'S SIGNATURE  Today's date: _____	<hr/> EVALUATOR'S SIGNATURE  Today's date: _____
END-OF-THE-YEAR	<hr/> ADMINISTRATOR'S SIGNATURE  Today's date: _____	<hr/> EVALUATOR'S SIGNATURE  Today's date: _____
COMMENTS: _____ _____ _____		



## Classified Employee Evaluation

Name \_\_\_\_\_ Job Title \_\_\_\_\_

Assignment (School or Department) \_\_\_\_\_

	**	**			
<b>Quality of Work</b> Consider accuracy and neatness	Very poor  <input type="checkbox"/>	Not entirely acceptable  <input type="checkbox"/>	Acceptable accuracy and neatness  <input type="checkbox"/>	Very neat and accurate  <input type="checkbox"/>	Exceptionally neat and accurate  <input type="checkbox"/>
<b>Quantity of Work</b> Consider volume of work produced consistently	Unsatisfactory output  <input type="checkbox"/>	Limited: does just enough to get by  <input type="checkbox"/>	Average output  <input type="checkbox"/>	Above average producer  <input type="checkbox"/>	Exceptional output  <input type="checkbox"/>
<b>Initiative</b> Consider originality and resourcefulness	Lacking  <input type="checkbox"/>	Routine Worker  <input type="checkbox"/>	Occasionally shows initiative  <input type="checkbox"/>	Better than average  <input type="checkbox"/>	Outstanding  <input type="checkbox"/>
<b>Accepts Responsibility</b> Consider amount of supervision required and application to work	Unreliable and inattentive  <input type="checkbox"/>	Needs frequent supervision  <input type="checkbox"/>	Generally reliable and attentive to work: follows instr. carefully  <input type="checkbox"/>	Very reliable, conscientious; needs little supervision  <input type="checkbox"/>	Extremely reliable and industrious  <input type="checkbox"/>
<b>Rapport with Others</b> Consider cooperation with associates and supervisors	Extremely uncooperative  <input type="checkbox"/>	Reluctant to cooperate  <input type="checkbox"/>	Adequately cooperative  <input type="checkbox"/>	Very cooperative  <input type="checkbox"/>	Unusually cooperative  <input type="checkbox"/>

**Other Comments (include any area needing improvement)\*:**

**Overall Rating**    ☐ **Unsatisfactory**    ☐ **Satisfactory**    ☐ **Excellent**

Supervisor(s) \_\_\_\_\_ Date \_\_\_\_\_

Supervising Administrator \_\_\_\_\_ Date \_\_\_\_\_

This report has been discussed with me in conference with the evaluator. I have the right to respond in writing within five (5) working days and my response will be appended and filed with this evaluation. *My signature does not necessarily signify agreement.*

Signature of Employee \_\_\_\_\_ Date \_\_\_\_\_

**Employee Comments\*:**

\*For additional comments, use separate sheet.

\*\*Any checks in these areas must have an explanation.



## Administrator's Evaluation Instrument

### Introduction

The process of evaluating an administrator is a very important tool in the entire improvement effort of an organization. It defines expectations, enhances communication, prioritizes TEACH Public Schools' goals and encourages the immediate supervisor to focus their attention on the administrator's role in improving achievement for all students.

A new approach to administrator's evaluation that reflects a systems approach is particularly in order in these times of increased accountability. A process as important as this one should be guided by a set of ethics — values and beliefs — that support the work so both the administrator and supervisor/s can operate with integrity. The following principles are offered as an ethical compass to guide this important work.

An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. The purpose of this process is to improve performance, not prove incompetence. If a supervisor is considering evaluation for the purposes of termination, other processes should be employed.

### Operating Principles

A comprehensive principal evaluation process must:

#### **1. Align with the six Nevada Professional Standards<sup>1</sup> for Educational Leaders**

**Rationale:** The State Board of Education, and the Nevada Department of Education have all endorsed the Nevada Professional Standards for Educational Leaders as the framework for expectations for administrators.

#### **2. Be intended to acknowledge strengths and improve performance.**

**Rationale:** An effective evaluation process is predicated on a spirit of providing feedback for growth.

#### **3. Connect academic, social, emotional and developmental growth for all students in the building/system.**

**Rationale:** Multiple indicators for all types of student growth must be included in the definition of accountability.

#### **4. Recognize the importance of a principal's role in improving the culture of the learning community.**

**Rationale:** Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.

#### **5. Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.**

**Rationale:** Examples may include self-assessment, a portfolio compiled by the administrator, 360 degree feedback, the school improvement plan, artifacts that address previous goals, and meeting agendas.

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<sup>1</sup> Standards will be changed to Nevada law upon approval  
Attachment 12: Leadership Evaluation Tool(s)

6. **Provide opportunities for personal and professional growth as a facilitator/leader of learning.**

**Rationale:** Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.

7. **Be ongoing and connected to school improvement goals.**

**Rationale:** An evaluation is a process, not a once a year conversation, and must be connected to Comprehensive School Improvement plans.

8. **Align building and district goals with community members' vision for education.**

**Rationale:** Goals cannot be developed in isolation; building goals must reflect the organization's highest hope for their public schools.

Name: \_\_\_\_\_

**NEVADA PROFESSIONAL STANDARDS FOR SCHOOL  
LEADERS**

**Standard 1**

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

- 1.1 Develop a shared vision
- 1.2 Plan and implement activities around the vision
- 1.3 Allocate resources to support the vision

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

**Standard 1**

**Administrator reflection:**

Evaluator comments:

Meets Standard 1:

☐ Yes

☐ No



**Standard 2**

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

- 2.1 Develop school culture and ensure equity
- 2.2 Guide the instructional program
- 2.3 Guide professional growth of staff
- 2.4 Create and utilize accountability systems

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

**Standard 2**

**Administrator reflection:**

**Evaluator comments:**

**Meets Standard 2:**      ☐ **Yes**      ☐ **No**

**Standard 3**

Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 3.1 Ensure a safe school environment.
- 3.2 Create an infrastructure to support an effective learning environment.
- 3.3 Manage the school learning-support system.
- 3.4 Monitor and evaluate the program and staff

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

**Standard 3**

**Administrator reflection:**

**Evaluator comments:**

**Meets standard 3:** ☐ Yes ☐ No

Standard 4

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate to incorporate the perspective of families and community members
- 4.2 Establish and manage linkage between the site and the larger community context
- 4.3 Engage and coordinate support from agencies outside the school

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

Standard 4

**Administrator reflection:**

**Evaluator comments:**

**Meets standard 4:**

☐

**Yes**

☐

**No**

**Standard 5**

Modeling a personal code of ethics and developing professional leadership capacity.

- 5.1 Maintain ethical standards of professionalism
- 5.2 Guide sound courses of action using pertinent, state-of-the-art methods
- 5.3 Model reflective practice and continuous growth
- 5.4 Sustain professional commitment and effort

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

**Standard 5**

**Administrator reflection:**

**Evaluator comments:**

**Meets standard 5:**

☐ **Yes**

☐ **No**

**Standard 6**

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Engage with the policy environment to support school success

6.2 Interact with stakeholders

6.3 Incorporate input from the public.

**ADMINISTRATOR-IDENTIFIED ARTIFACTS DEMONSTRATING PROFICIENCY**

Standard 6

**Administrator reflection:**

**Evaluator comments:**

**Meets standard 6:**

☐ Yes

☐ No

Administrator: \_\_\_\_\_

Conference date: \_\_\_\_\_

NAME: \_\_\_\_\_ BUILDING: \_\_\_\_\_

DATE: \_\_\_\_\_

**PART III – SUMMATIVE EVALUATION** [Check (√) one in each row]

Job Responsibilities:		Met	Not Met
Standard	1		
Standard	2		
Standard	3		
Standard	4		
Standard	5		
Standard	6		

**Significant Achievements:**

**Areas for Growth:**

**Administrator's Comments:**

**Superintendent or Assistant Superintendent Comments:**

Recommendation for Continuous Improvement (check one)

- \_\_\_\_ Professional Growth Plan  
\_\_\_\_ New Job Targets  
\_\_\_\_ Remediation Target

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Administrator's Signature: \_\_\_\_\_ Folder # \_\_\_\_\_ Date: \_\_\_\_\_

**Evaluation Period:** \_\_\_\_\_, 20\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_

Superintendent or Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_



**Attachment 13:**  
**Evidence of Demand from Prospective Students and Families**

- A. Meet and Greet Roster
- B. Parent Interest Form (Please see excel attachment)

MEET AND GREET  
TEACH,LAS VEGAS  
SEPT. 21,2020  
Selene Lozada

Parent Name	Telephone	Email	Child name	Grade
Claudia Martinez				3
Kim Pantoja				3
Maria Cordero				2
Evelin Zamora				7 k
Angeles Guerra				K 3 6 7
Elisabeth Aguilar				4
Jacqueline Banderas				2 4 5
Jesica Marquez				5
*Cristine Yee				2 8
*Jenny Bashful				4 2
Ana Campos				3 1
Deedra Renteria				K
TOTAL FAMILIES 12 Selene guest 9			TOTAL CHILDREN 22	





Attachment 14:  
Incubation Year Planning Table

## Incubation Year Planning Table

<b><i>2020-2021 Planning Year Milestones (SMART Goals) by Work Stream</i></b>	<b>Activity</b>	<b>Responsible Personnel</b>	<b>Milestone Date(s)</b>
<i>INSTRUCTION</i>	Professional Development	Executive Director / CMO	August 16, Opening Year
	Purchase Instructional Materials	Executive Director & Office Manager/CMO (CFO/COO)	June/July prior to school opening
<i>TALENT</i>	Staff recruitment	Executive Director & CMO	Identify by March 2021
	Office Manager	Executive Director & CMO	Identify by March 2021
	Teacher Recruitment	Executive Director & CMO	Recruit from March – June and fully staffed by July 1 <sup>st</sup> 2021.
<i>OPERATIONS</i>	School Site Leased	Board & CMO (CFO/COO)	February 2021 or after charter approval
	Certificate of Occupancy	CMO (CFO/COO)	Before July 2021
	Develop handbooks, benefits plan, etc.	Board, Executive Director & CMO (CFO/COO)	Before May 2021
	Contract with back office business provider	Board, Executive Director & CMO (CFO/COO)	After charter approval
	Identify insurance, nursing services, substitute teacher service and other needed vendors	Executive Director & Office Manager / CMO	Before July 1, 2021
	Submit 1023 for Federal Tax Exemption Application	Board, executive Director & CMO (CFO/COO)	After charter approval
<i>TECHNOLOGY</i>	Technology Purchased	Executive Director, CMO (CFO/COO) & Office Manager	Before August 1, 2021
	Technology Installation	Vendor & CMO	Before August 1, 2021
<i>FINANCE</i>	Open Bank Account	Board & CMO CFO/COO	September 2020

Attachment 14: Incubation Year Planning Table

	Submit Year 0 Grant Application with Opportunity 180	Board, Executive Director & CMO (CFO/COO)	January 2021 or after charter approval
	Revolving Loan Application	Board, Executive Director & CMO (CFO/COO)	January 2021 or after charter approval
	General Fundraising	Board, Executive Director & CMO(CFO/COO)	After charter approval
<i>PARENT &amp; COMMUNITY ENGAGEMENT</i>	Flyers, Student Interest Forms and other marketing materials created and distributed	Executive Director & CMO (Superintendent)	July 1, 2020
	School Website	Executive Director & CMO	July 1, 2020
	Open Houses for Student Recruitment	Executive Director & CMO	Multiple Open Houses Starting September 2020 – August 2021.
<i>SCHOOL SYSTEMS &amp; CULTURE</i>	Board Training		February 2021
	“TEACH Way” Training, teaching the whole child, instructional model, classroom-level scope and sequence instruction, individual lesson plan, materials, curriculum, MTSS structures, PBIS, special education processes and requirements.	Board President, Executive Director, CMO (Executive Director/Superintendent)	July 2021
	TEACH Character Pillars Training	CMO (Executive Director)	July 2021

Attachment 14: Incubation Year Planning Table



Attachment 15:  
Operational Execution Plan



### TEACH Las Vegas Organizational Plan: August 2020-August 2021

Startup Categories and Tasks	Start Date	End Date
<b>TEACH Las Vegas Board and Administration Team</b>		
TEACH Las Vegas Board contact information updated on website	Upon Approval	
TEACH Las Vegas Board monthly meeting schedules finalized and updated on website	Upon Approval	March 2021
Hire Executive Director	October 2020	February 2021
Hire Office Manager	October 2020	March 2021
Finalization of school policies, including but not limited to student and parent handbooks; staff handbooks; admission procedures documents; transportation policies	March 2021	May 2021
<b>Facilities</b>		
Finalize property lease/Buy/Lease to Buy	Upon Approval	February 2021
Work with investors/bank to secure campus	October 2020	December 2021
City zoning/permits	Upon Approval	March 2021
Aligning all subcontractors to building plans	April 2021	March 2021
Final inspection and occupancy certificate		April 2021
<b>Community Relations</b>		
Identify resources that have pledged hours to help TEACH Las Vegas and categorize them according to experience to create awareness for school in community	September 2020	Ongoing
Establish website; update bimonthly	August 2020	Ongoing
Use social media to create awareness in the community and provided consistent updates	August 2020	Ongoing
Create timely press releases to announce school approval and enrollment information	Upon Approval	Upon Approval
Create a team that constantly keeps mayor, city departments, chambers and community leaders aware of school progress	Upon Approval	Ongoing
<b>Human Resources</b>		
Finalize staff hiring documents		February 2021
Hire Administration Staff	March 2021	March 2021
Start interview process for teachers and other staff	March 2021	March 2021
Create school year contracts for staff; complete hiring procedures	May 2021	June 2021
Setup in service dates for new hires	July 2021	July 2021
Finalize teacher training schedules	June 2021	July 2021
Collect insurance, W4, reference checks and copies of education certificates	June 2021	July 2021
Update all school leadership and teacher standards forms to Nevada law	Upon Approval	Upon Approval
<b>Education/Classrooms</b>		

Curriculum finalization for K-7	January 2021	March 2021
Complete documents for assessment requirements	January 2021	April 2021
Complete documents for lesson plans and class methodologies	January 2021	April 2021
Order and procuring team setup to acquire materials including textbooks/classroom resources; furniture; computers/tablets; language resources; photocopy machines; playground equipment	January 2021	July 2021
Finalize calendar and bell schedules	January 2021	April 2021
Finalize student orientation dates	January 2021	April 2021
Conduct open houses to outline curriculum and methodologies	March 2021	May 2021
After school and club setup	March 2021	May 2021
<b>Admissions/Enrollment</b>		
Finalize school brochure, admission and lottery forms	Upon Approval	January 2021
Publish online Student and Parent Handbook	May 2021	May 2021
Hold Lottery		June 2021
Confirm admissions to lottery winners		June 2021
Establish waitlist and educate parents on waitlist procedures	June 2021	Ongoing
Request student records of confirmed acceptance	July 2021	July 2021
Collect demographic data, home language data and incoming assessment procedures	July 2021	July 2021
<b>Special Education</b>		
Identify Special Education students based on student records, assessment, and parent input	July 2021	July 2021
Request further records from previous school district's special education coordinator	July 2021	July 2021
Special Education staff training	July 2021	August 2021
Contracts with special education service providers	March 2021	July 2021
Contracts with special Education service providers	March 2021	July 2021
Contracts finalized with psychologist	March 2021	July 2021
<b>Financials</b>		
Finalize the contract with accounting firm		Upon Approval
Establish bank accounts and pass the information to NDE with routing number and account number		Upon Approval
Apply for Opportunity 180 grant fund	Upon Approval	January 2021
Establish retirements and insurance services through payroll	Upon Approval	January 2021
Establish payroll services	January 2021	January 2021
Produce financial reports	January 2021	August 2021
Finalize lease for equipment	January 2021	August 2021
Establish line of credits	January 2021	August 2021



Attachment 16:  
Facility Proof of Commitment

- A. ROM Budget
- B. Proposed Schoolsite Description
- C. Lease Agreement
- D. Red Hook Capital Partners
- E. TEACH LV Economics Page
- F. TEACH Board Presentation
- G. TEACH LV Concept Plan

TEACH Las Vegas  
ROM Budget

SCOPE OF WORK



3 bldgs (18,000 SF total)  
Modular Classrooms  
Recreation Field  
Basketball Courts  
Parking Lots  
Landscaping  
62 Classrooms Total  
K-12th  
1,200 - 1,250 Students

K - 8th Grade (900 - 950 students)  
9th - 12th Grade (300 students)

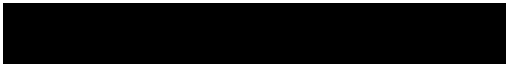
Acquisition		Assumptions	
1000	Raw Land		
1001	Property		
1002	Escrow Closing Costs		
1003	Other		
Acquisition Total			
Hard Costs			
	New Construction - 2 Buildings (1-Story each 18,000 sf total)	\$ 3,600,000.00	PHASE 3
	Modular Classrooms (UNITS)	\$ 1,000,000.00	PHASE 2
	Modular Classrooms (INSTALL)	\$ 500,000.00	PHASE 2
2100	Sitework (includes field, basketball, and landscaping)	\$ 2,500,000.00	PHASE 2
2200	Offsite		Assumes no off-site improvements required
2300	Utilities Installation	\$ 100,000.00	ROM ALLOWANCE
2500	Furniture, Fixture and Equipment	\$ 300,000.00	ROM ALLOWANCE (Low Voltage Wiring, WAPS, Equipment, Phones, Speakers, etc)
2505	Playground and Recreation Equip	\$ 150,000.00	ROM ALLOWANCE
Hard Cost Total		\$ 8,150,000.00	
Soft Costs			
Soft Costs Total		\$ 1,000,000.00	ROM ALLOWANCE
Management			
6000	Development Fee	\$ 503,250.00	5% of HC + SC + Cont
Management Total		\$ 503,250.00	
Loan Costs			
7000	Capitalized Interest		
7010	Closing Costs		
7020	Lender Legal		
7030	Origination Fee		
7040	Inspector		
7050	Other Financing Costs		
Loan Costs Total			
Contingencies			
8000	Hard Cost Contingency	\$ 815,000.00	10 % of HC
8010	Soft Cost Contingency	\$ 100,000.00	10% of SC
Contingency Total		\$ 915,000.00	
TOTAL		\$ 10,568,250.00	



[REDACTED]

[REDACTED]





Price	N/A	Property Sub-type	Office-Business Park
Building Size	25,026 SF	Property Use Type	Vacant/Owner-User
Property Type	Office	Year Built	2010

Listing ID: 17231027      Date Created: 07/05/2011      Last Updated: 03/08/2013

## DESCRIPTION

The Park at Palisades is a +/-6.2 acre master planned professional office park, which includes three completed shell office buildings and 7 improved pads for sale. Total project size upon build out will be +/-77,904 square feet. The project offers a professional environment with individual addresses, covered parking and monument signage available.

The Park at Palisades is located in the Northwest submarket, fronting N. Rancho Dr. just south of the Sante Fe Station Hotel & Casino. It has easy access to US HWY 95 and I-215 Beltway as well as close proximity to an abundance of amenities and master planned communities.

## HIGHLIGHTS

- 3 Finished Shell Buildings Totaling +/-25,026 SF
- 7 Pads
- +/-6.2 Acre Master Planned Professional Office Park
- APN: 138-02-113-001
- Zoning: C-1
- Covered Parking

TRAFFIC

COLLECTION STREET	CROSS STREET	TRAFFIC VOL	YEAR	DISTANCE
N Rancho Dr	W Painted Desert Dr	29,697	2018	0.05 mi
N Torrey Pines Dr	W Sierra Pines Ct	1,878	2018	0.14 mi
N Rancho Dr	W Painted Desert Dr	22,776	2018	0.23 mi
Caribou Way	W Craig Rd	59	2018	0.24 mi
N Torrey Pines Dr	W Lone Mountain Rd	4,993	2018	0.24 mi

Map of [REDACTED]

[Hide Map](#)



## ADDITIONAL PHOTOS



Marketing Brochure



## Investing in Education

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TEACH  
PUBLIC SCHOOLS





# Overview



1. Introduction to Red Hook
2. Our Team
3. The Red Hook Difference
4. Red Hook Clients
5. Project Considerations
6. Comparison: Other Funding vs. Red Hook
7. The Development Process
8. The Red Hook Approach
9. Red Hook Case Studies
10. Contact Information

# BUILDING THE FUTURE

Red Hook Capital Partners (Red Hook) is a real estate investment and development firm focused on the charter school sector. Red Hook works with high-quality charter school operators in a variety of ways. Red Hook helps charter schools identify, acquire, and develop a suitable site to become a permanent home.



## TURNKEY

We buy the land, build the space and help you own it



## DEVELOPMENT

We build the optimal facility for your needs



## FINANCING

We provide financing so you can build

# Key Area of Expertise



Finding & Securing  
a Site



Design &  
Entitlements



Financing



Construction  
Management



# OUR TEAM



## TEAM MEMBER

## KEY EXPERIENCE

Craig Underwood



Two decades of experience in public finance which led him to launch Red Hook Capital Partners in 2014. He has oversight over all financing and fiscal guidance that the firm offers, guiding clients through the treacherous waters of institutional real estate development.

David Hyun

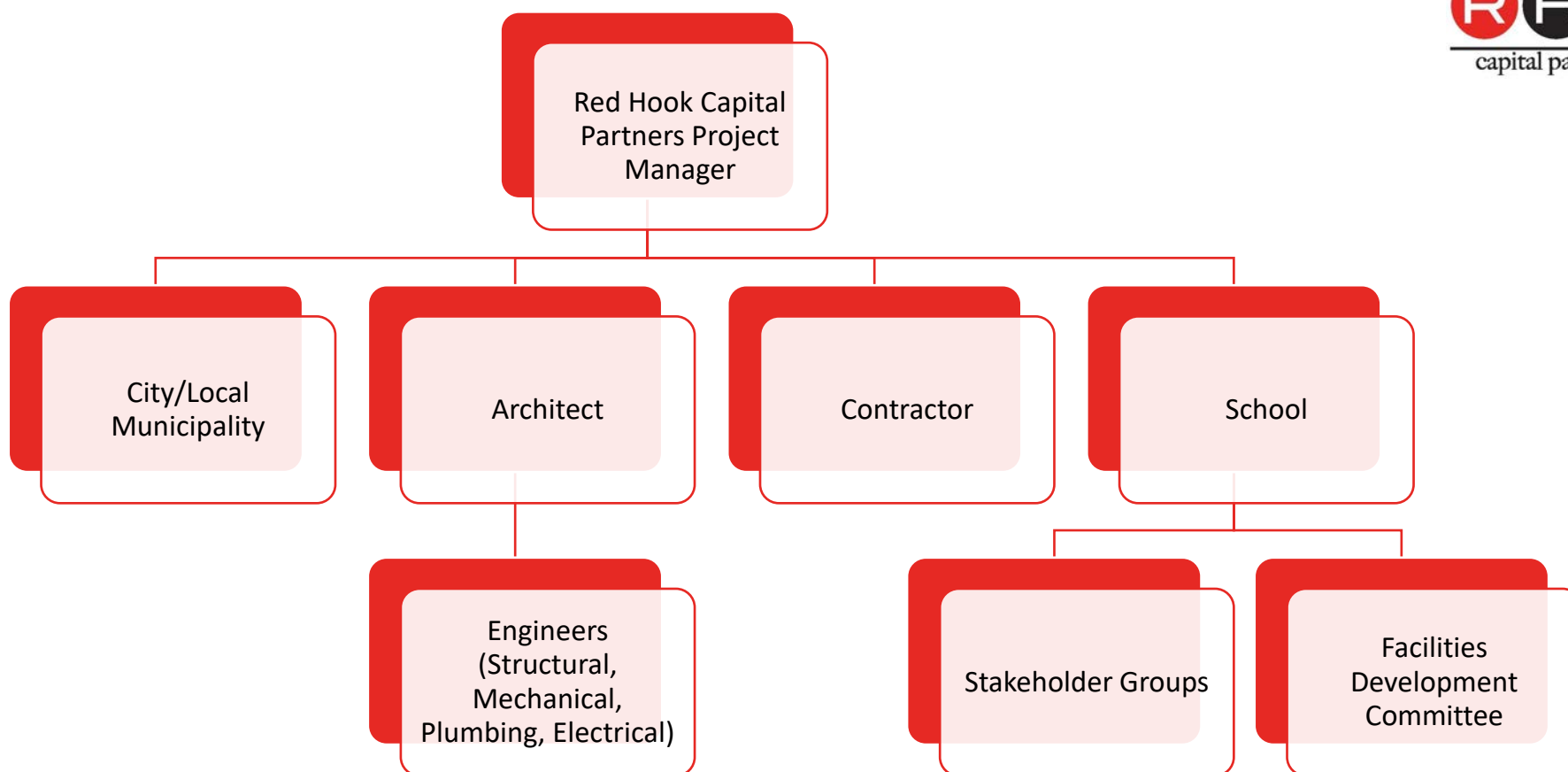


Since 2009, had developed and financed over 45 charter schools – totaling over \$400 million in investment – using conventional bank loans, new market tax credits, tax exempt bonds, and various state bonds. In two decades, he's touched all aspects of the real estate cycle, including investment, construction, development, property management, and corporate accounting. He has oversight over all Real Estate Aspects that the firm offers.

Enrique Diaz



Has more than 20 years of planning, design, and management experience in the public, private and non-profit sectors. He is developed numerous charter school projects. Enrique is a LEED AP, NCARD Certified, licensed architect in the State of California, and a member of the Design Review Board for the City of Whittier. He previously worked with Keller CMS, Warmington Homes California and ASC Property.



## YOUR KEY TEAM MEMBERS

# The Red Hook Difference

## Red Hook brings multiple capabilities to a charter school:

### Entitlement Expertise

Red Hook understands entitlement risk and takes the burden on. This process is costly and political. Our team expertise includes (land-use + technical + political + community).

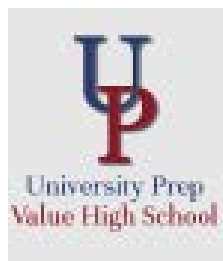
### Turn- Key Development

Developing a charter school (ground-up or tenant improvements) requires time, energy, and resources. Red Hook manages all aspects of development from entitlements to finalized construction, allowing for the school leader to focus on educational programming.

### Long-Term Lease and Option to Purchase

The school has the ability to act quickly and find a permanent home while growing into maturity to purchase the facility from Red Hook.

# Red Hook Clients



# Project Considerations

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- The industry norm is 15%-20% of the schools revenue. What does affordability look like?
- Square footage? What are the program/academic needs?
- When does the school want to move in?
- What are the timing considerations (pre-development + construction) ?
- Is the school comfortable taking on entitlement risk? Construction management?
- What are the parameters (how far east, west, north and south) the school is willing to move - depending on site options?
- What type of funding does the school want? Semi-permanent or permanent?

### Other Funding Sources

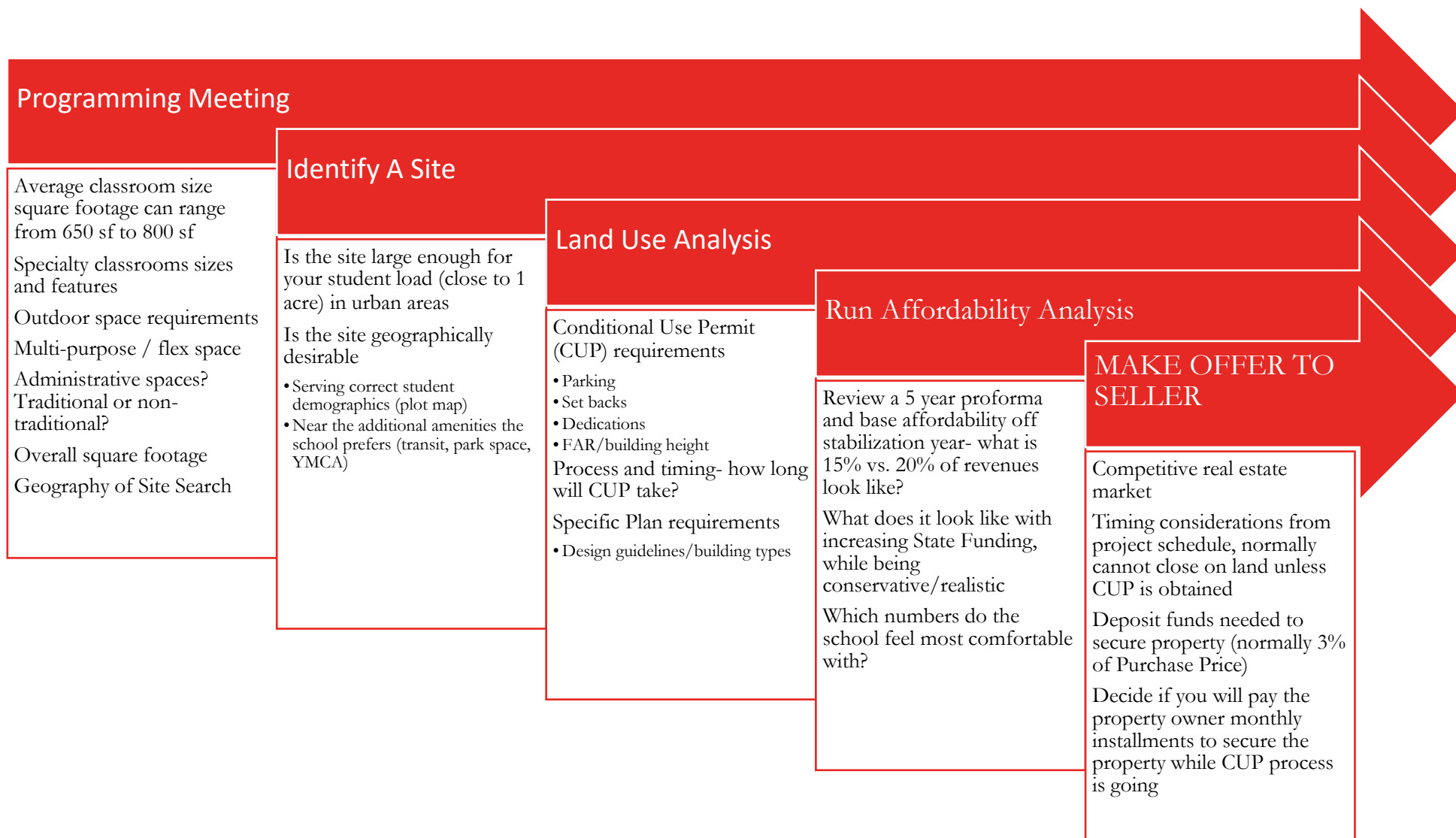
- Bond Financing – 4-6 month process (no pre-development or site selection included)
- New Market Tax Credits – 6-9 month process
- Commercial bank financing – at least 3 months (15% to 30% down-payment needed)
- Grants/Philanthropy – need all/majority of funds on hand (not just pledges)
- Commercial Lease: very competitive and likely will not include TI's
- Most traditional funding does not include entitlement (pre-development) costs.

### Red Hook Capital Partners

- RH finances schools that are <5 years old
- RH is 100% financing
- RH has capital in hand and the ability to close quickly on property
- RH funds pre-development and entitlements costs
- RH sites are turn-key and include all development and financing
- RH manages the entire process from site selection- pre-development, construction and financing

## Comparison: *Other Funding vs. Red Hook*

# The Development Process (Site Acquisition)





# The Development Process (Pre Development & Construction)

After the Site is under contract, it typically takes another 6-12 months before you receive all your entitlements (i.e. all City approvals to build your project)

- Shorter if an educational use can be developed on the parcel “by right” (i.e. the parcel is pre-approved from a zoning perspective for a school)



Construction typically is another 9 -12 months





# The Red Hook Approach

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## Red Hook approach:

- RH provides 100% financing (including pre-development)
- The School enters into a long-term (up to 30 years) lease
- RH gives the School the option to purchase the building. in year 3 to 7 of the lease
- RH is 100% responsible to deliver the School a turn-key school building

## Costs associated with RH approach:

- 8.50% initial base rent (year 1)
- 11% IRR purchase price

# The Red Hook Case Studies

# City Language Immersion Charter School

## Project Summary:

In early 2015 Red Hook started an 18 month entitlement process through the City of Los Angeles planning department. In May 2016 the conditional-use permit was granted and construction began. The project is a 2-story new construction building with roughly 18,000 square foot building that includes 18 classrooms and outdoor eating and play area. Construction was completed in August 2017, which allowed the CLIC to open on time and on schedule.

Attachment 16: Facility Proof of Commitment



# City Language Immersion Charter School

## School Details

Investment Date: October 2015

Exit Date: October 2017

School Grades: TK-5

Full Enrollment: 435 students

Type: New Construction





# Coral Academy of Science – Las Vegas

## Project Summary:

The Property consists of a high quality two-story 36,205 Square Foot Class-A office building situated on 2.22 acres of land. The building was constructed in 2005 and was most recently occupied by the University of Phoenix. The Tenant operates three campuses with over 1,500 students enrolled. Coral has successfully operated its charter schools for the past nine years, and has a growing demand. Coral currently has a wait list of over 2,700 students. Coral located its newest elementary school to the Property effective August 1, 2016 and is open with 600 students the maximum load the building can hold.

Attachment 6: Facility Proof of Commitment



# Coral Academy of Science – Las Vegas

## School Details

Investment Date:

February 2016

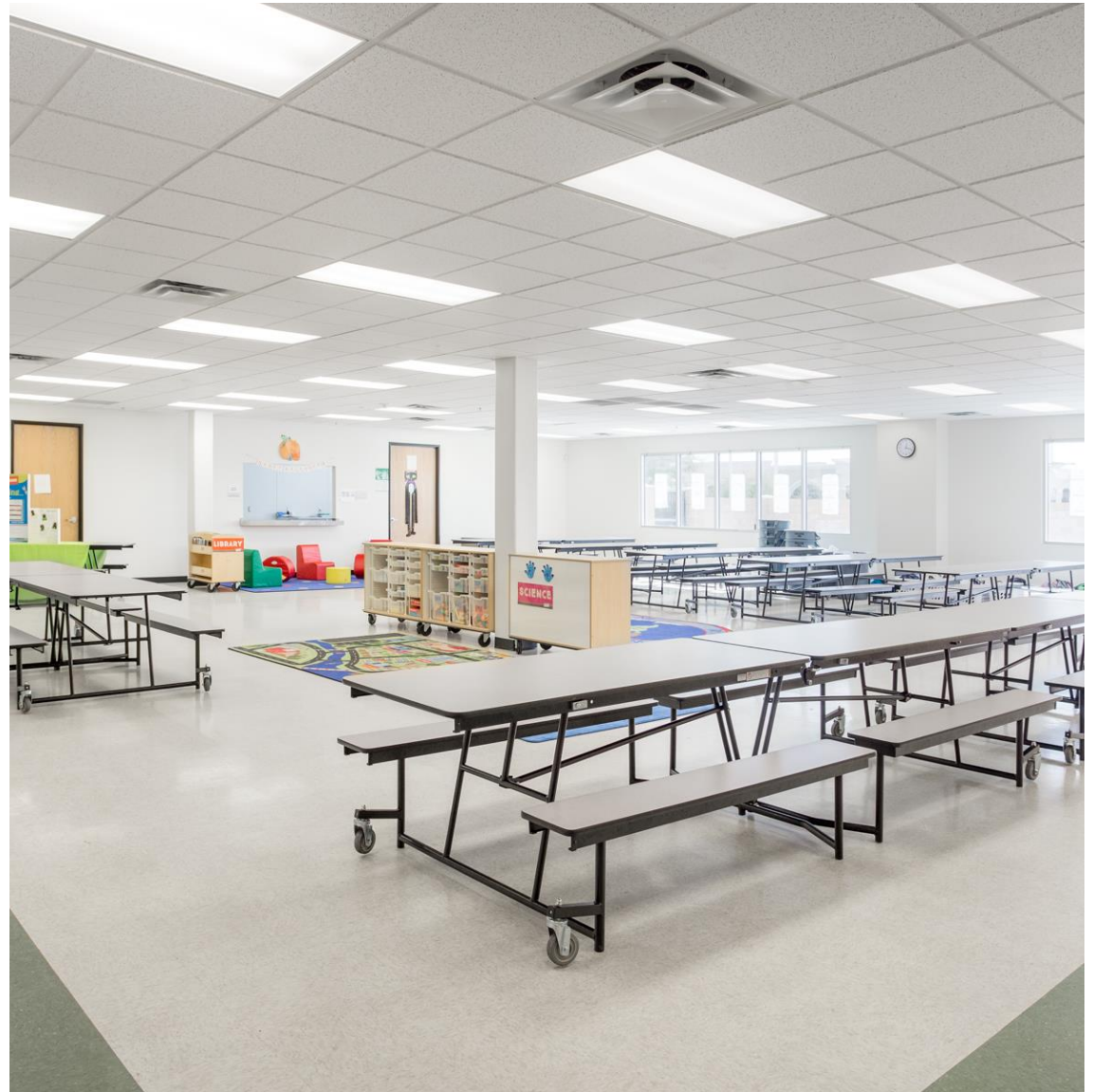
Exit Date: December 2017

School Grades: TK-5

Full Enrollment: 600  
students

Type: Tenant

Improvement





# REAL Journey Academies – New Vision Middle School & Entrepreneur High School

## Project Summary:

The project is currently under construction and will include 15 middle school and 26 high school classrooms, along with a large shared multipurpose room, indoor gym, black box theater / presentation hall, cafeteria and student commons.. Both schools have their distinct entrance elements connected by a shared, shaded colonnade that can serve as outdoor eating space for the culinary program. The reduced parking requirements allow for outdoor play and eating areas for all students.

Attachment 16: Facility Proof of Commitment





# REAL Journey Academies – New Vision Middle School & Entrepreneur High School

## School Details

Investment Date:

September 2017

School Grades: 6-12

Full Enrollment: 1,100  
students

Type: Tenant  
Improvement





David Hyun

*dhyun@redhookcap.com*

(323) 329-6017

Red Hook Capital  
Partners LLC

2120 E Grand Ave

Suite #135

El Segundo, CA 90245

# Contact Information

## Teach - Las Vegas

Lease Start Date	7/1/2021
Initial Rent Rate	8.50%
Annual Lease Increase	3.00%
Purchase Option (Unlevered IRR)	11.00%

### Project Costs

Land - Building	\$6,250,000
Broker Fee	\$0
Capital Credit	\$62,500
Hard Costs	\$0
Soft Costs	\$50,000
Contingencies	\$0
Development Fee	\$2,500
Transaction Costs	\$110,000
Capitalized Interest	\$80,598
Total Project Costs	\$6,598,488

### Proforma Cash Flow Statement - Annual

	Academic Year									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Rent	\$560,871	\$577,698	\$595,029	\$612,879	\$631,266	\$650,204	\$669,710	\$689,801	\$710,495	\$731,810
Abatement	(\$140,218)	(\$96,283)	(\$49,586)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Net Rent	\$420,654	\$481,415	\$545,443	\$612,879	\$631,266	\$650,204	\$669,710	\$689,801	\$710,495	\$731,810
Enrollment	550	550	550	550	550	550	550	550	550	550
Rent per student	\$765	\$875	\$992	\$1,114	\$1,148	\$1,182	\$1,218	\$1,254	\$1,292	\$1,331
Option Purchase Price			\$7,728,239	\$7,947,188	\$8,170,177	\$8,399,514	\$8,630,348			
Projected Bond Debt Service	5.25% Bond Rate		(\$506,617)	(\$520,970)	(\$535,588)	(\$550,622)	(\$565,754)			



# TEACH Public Schools

## Board Presentation: Financing Results

January 29, 2020



# Overview

- TEACH issue \$22.3 million of bonds in December 2019 to finance the:
  - Acquisition of its High School
  - Acquisition of its Elementary School
  - Acquisition of BBQ Lot for the High School
  - Improvements to the BBQ Lot for the High School
  - Tennent improvements to the Middle School
  - Installation of a carport at its Elementary School
- TEACH bonds received the lowest interest rates for any non-rated charter school bonds ever issued in California
- The bonds were issued based on an obligated group structure to realized SB 740 grant funding and to provide cross-collateralization among the three schools



# Investor Interest

	2016	2019
Orders	12,280,000	96,990,000
Bond Available	12,280,000	22,310,000
Subscription	1.00	4.35
Investors	Nuveen	American Century Blackrock Nuveen Invesco Schudder

- TEACH received over orders over four times of bonds available
- Numerous other investors approved TEACH's bonds but selected not to buy because the rates were too low
- Because of this demand, we were able to reduce interest rates by another 0.15% from the original pricing offer



# Interest rates

	2016	2019	Difference
Long-Bond Yield	6.00%	3.57%	2.43%
Long-Bond Spread	3.46%	1.51%	1.95%
Bond Yield	5.97%	3.45%	2.52%

- TEACH received the lowest non-rated interest rate in the history of CA charter school bond financings
- TEACH beat names such as Bright Star, Ednovate, Arts in Action, Real Journeys, John Adams

# Regulatory Disclosure

**Disclosure of Conflicts of Interest and Legal or Disciplinary Events.** Pursuant to Municipal Securities Rulemaking Board (“MSRB”) Rule G-42, on Duties of Non-Solicitor Municipal Advisors, Municipal Advisors are required to make certain written disclosures to clients and potential clients which include, amongst other things, Conflicts of Interest and any Legal or Disciplinary events of Urban Futures, Inc. (“UFI”) and its associated persons.

**Conflicts of Interest.** Compensation. UFI represents that in connection with the issuance of municipal securities, UFI may receive compensation from an Issuer or Obligated Person for services rendered, which compensation is contingent upon the successful closing of a transaction and/or is based on the size of a transaction. Consistent with the requirements of MSRB Rule G-42, UFI hereby discloses that such contingent and/or transactional compensation may present a potential conflict of interest regarding UFI’s ability to provide unbiased advice to enter into such transaction. This conflict of interest will not impair UFI’s ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Issuer.

It should be noted that other forms of compensation (i.e. hourly or fixed fee based) may also present a potential conflict of interest regarding UFI’s ability to provide advice regarding a municipal security transaction. These other potential conflicts of interest will not impair UFI’s ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Issuer.

Other Municipal Advisor Relationships. UFI serves a wide variety of other clients that may from time to time have interests that could have a direct or indirect impact on the interests of another UFI client. These other clients may, from time to time and depending on the specific circumstances, have competing interests. In acting in the interests of its various clients, UFI could potentially face a conflict of interest arising from these competing client interests. UFI fulfills its regulatory duty and mitigates such conflicts through dealing honestly and with the utmost good faith with its clients.

If UFI becomes aware of any additional potential or actual conflict of interest after this disclosure, UFI will disclose the detailed information in writing to the issuer or obligated person in a timely manner.

**Legal or Disciplinary Events.** UFI does not have any legal events or disciplinary history on UFI’s Form MA and Form MA-I, which includes information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation. The Issuer may electronically access UFI’s most recent Form MA and each most recent Form MA-I filed with the Commission at the following website: [www.sec.gov/edgar/searchedgar/companysearch.html](http://www.sec.gov/edgar/searchedgar/companysearch.html).

There have been no material changes to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed with the SEC. If any material legal or regulatory action is brought against UFI, UFI will provide complete disclosure to the Issuer in detail allowing the Issuer to evaluate UFI, its management and personnel.



PROJECT DATA

A.P.N.:	138-02-113-001	
EXISTING ZONING:	C-1 & R-E	
PROPOSED ZONING:	E	
SITE AREA:	279,552 S.F. (6.41 ACRES)	
SETBACKS:	REQUIRED:	PROVIDED:
FRONT	20' - 0"	20' - 0"
SIDES	10' - 0"	10' - 0"
REAR	20' - 0"	20' - 0"

PHASE I BUILDING AREA:	
PRIMARY SCHOOL	39,842 S.F.

PHASE I LOT COVERAGE:	
BUILDING AREAS / SITE AREA	
39,842 S.F. / 279,552 S.F.	= 14.3%
# OF CLASSROOMS	= 36

PHASE I PARKING:	REQUIRED:	
PROVIDED:		
3 PER CLASSROOM	108 SPACES	114 SPACES
ADA COMPLIANT PARKING	7 SPACES	7 SPACES
LOADING ZONE	4 SPACES	4 SPACES

PHASE 1 - EX. CLASSROOMS	22
PHASE 2 - MODULAR CLASSROOMS	16
PHASE 3 - NEW BUILDINGS 12,000 SF (2 TOTAL)	12
TOTAL	50

TEMPORARY FENCE  
PERMANENT FENCE

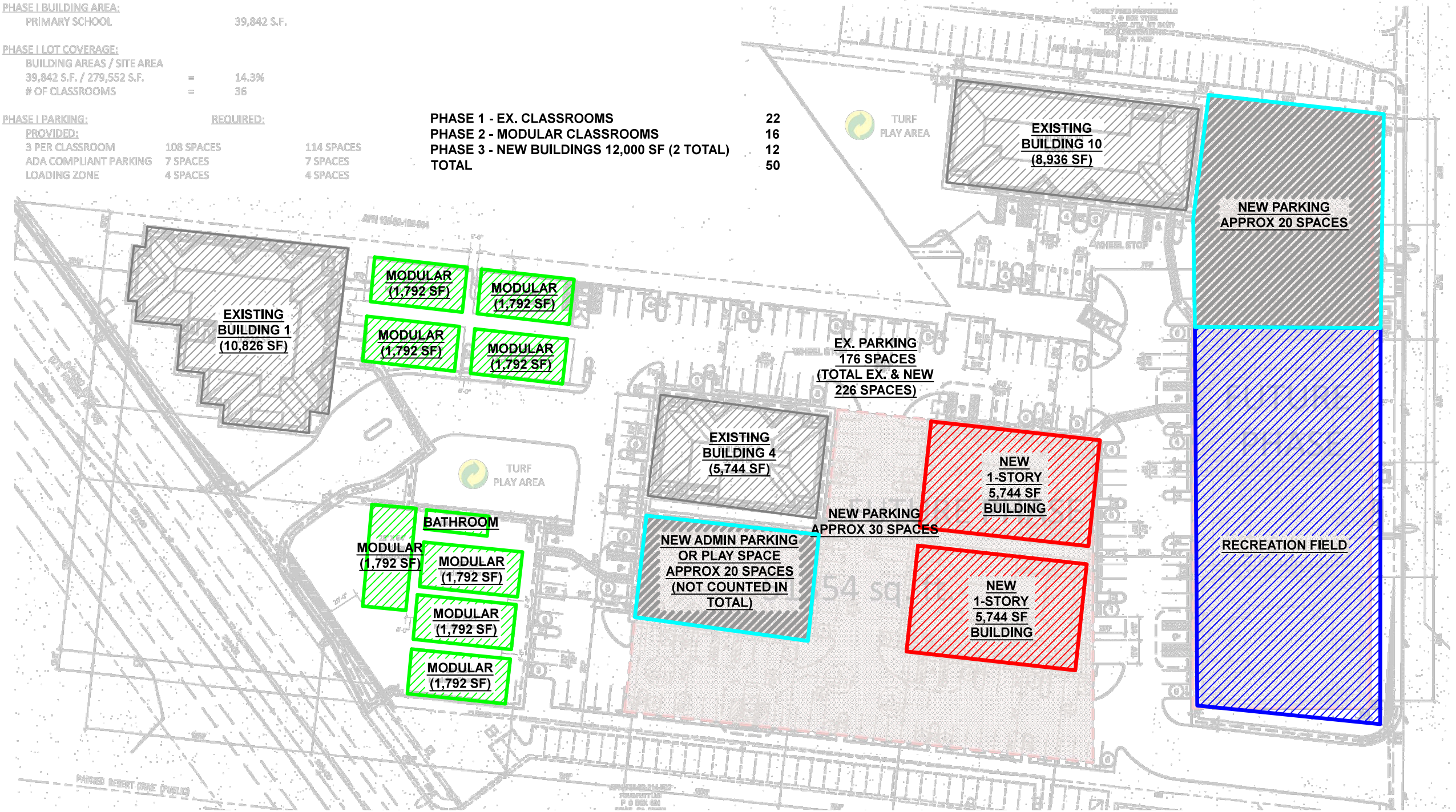


DESIGN-BUILDER

Construction  
These plans are prepared and  
submitted in compliance with HB 534  
for review and approval by the  
DESIGN-BUILDER

Prepared by

Checked



SITE PLAN

C0.04





Attachment 17:  
Insurance Coverage



### **TEACH Las Vegas Insurance Coverage**

TEACH Las Vegas shall acquire and finance general liability, workers compensation, Board Members and Officers insurance, fidelity bonding to secure against financial risks, and other necessary insurance of the types and in the amounts required by Nevada law and other regulations for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the TEACH Las Vegas' insurer.

Insurance amounts will be determined by recommendation of the TEACH Las Vegas' insurance company for schools of similar size, location, and student population. TEACH Las Vegas shall be named an additional insured on the general liability insurance of TEACH Las Vegas.

Please see the Insurance Tab in the TEACH Las Vegas Financial Plan (Attachment 19) for the list and description of types of insurance coverage TEACH Las Vegas plans to secure.



Attachment 18:

- A. Budget Narrative
- B. Fiscal Policies and Procedures
- C. Procurement and Purchasing Procedures

**TEACH Las Vegas**  
**Petition Budget Narrative**  
9/29/2020

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

*Back office services (accounting, bookkeeping, accounts payable, payroll, etc.) for the School will be provided by Charter Impact, Inc. Charter Impact has specialized in charter school and non-profit accounting for a decade and currently provides these services to TEACH Public Schools. A company bio, summary org chart and contract for these services has been attached.*

*The annual audit will be conducted by an independent CPA firm with expertise in charter school audits. The School's Board of Directors will select the CPA firm and review the results on an annual basis.*

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

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

*The DSA calculation and funding level is based on the 2020 amounts available for Clark county at the time the budget was prepared. Total DSA funding for the base year (2021-22) is \$7,243. This per student funding rate is increased by 3% for all future years to account for inflation. The School has also included a DSA Sponsorship Fee of 1.25% per year.*

*Other revenue sources and funding rates include Special Education (\$3,500 per student up to 13%), Title I (\$700 per FRL student), and IDEA (\$1,060 per SPED student).*

- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

*The School's financial model is built on governmental funding only and the financial sustainability is not dependent on philanthropy. Any grants, fundraising, donations will only add to the School's total revenue/resources.*

- (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.

*The School's anticipated expenditures and structure are based on the petitioners' extensive experience operating successful public schools. All areas of spending (as bulleted below), are based on the proven instructional model described in detail within the petition. The budget was developed on a line by line basis from the personnel needed to the facility proposed and cost of instructional materials.*

- *Personnel: Total personnel costs (salary and benefits) remain relatively constant near 58% of total expenditures. "Personnel" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, pension costs, health care and workers' compensation. Teacher staffing levels are based upon enrollment projections. Ratios of Teachers to Students will be at 25:1. The budget is based on an average teacher salary of \$47,500 in the base year and increased by 3% in each year thereafter.*

*The budget also includes significant support for students in the form of special education, counselors, EL and Instructional Aides. Personnel included in addition to direct instruction include IT support, Parent Coordinator, Directors of Data, Instruction and Assessment as well as maintenance and general office support.*

- *Instructional Supplies: Costs included in the budget on a per pupil basis are based on the petitioners' history of operating K-12 public schools. The budget includes professional development per employee of \$750 each year. Another large focus of resources is special education services. In addition to the in-house staffing, the budget includes contracted SPED services of \$2,000 per SPED student.*
- *Facilities: The facility costs included in the budget is based on a proposed location/project developed and leased from Red Hook Capital (experts in charter school facility construction, renovation, and development). The proposed school site is located at 4648, 4656 and 4660 North Rancho Drive, Las Vegas, NV.*
- *Furniture and Equipment: The School intends to utilize technology as a part of the instructional model and has therefore included technology for the classroom, hardware acquisition/replacement, and educational software. The amounts included provide the School with the necessary resources to*

*refresh equipment every three years, ensuring the technology available keeps pace with future advancements.*

- (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.

*The School's financial model is intended to be highly variable based on the number of students served. As such, changes in the actual enrollment will drive hiring and purchasing decisions ensuring that the School maintains a balanced budget.*

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

*Beginning in January of 2021, the School will work with Charter Impact to adjust/revise the budget based on current enrollment trends. This first draft will continue to be refined as enrollment counts are updated and personnel are identified. This process of continuous monitoring allows the School board of Directors to approve a budget based on the most up to date information prior to opening. After the year one operations begin, the School will review an updated forecast on a monthly basis to monitor financial performance and ensure a surplus is maintained.*

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

*As noted above, the School's budget is not reliant on non-governmental funding and it has not been included in the budget.*

- (g) Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:

- i. How the projected number of students in each applicable subgroup was determined

**[RESPONSE NEEDED]**

- ii. How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)

*Beginning with the budget process, the School will review and budget for general instructional services. Additional instructional support costs will then be added for groups targeted by the federal funds. From an expense tracking perspective, the School's accounting system allows all restricted funding sources to be tracked and reported upon separate from general instructional funds. School personnel will review invoices and based on services provided, code them*

*to a particular funding source. On an interim basis during the year, the school will review the spending of these funds to ensure compliance.*

- iii. How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated

*The process for reviewing and revising the budget of restricted funds is a part of the process described above in (e).*

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

*Attached.*

- (4) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

*The Board will annually appoint an audit committee by January 1 to oversee the independent auditors for that fiscal year. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. If applicable, the audit shall be prepared in accordance with any relevant federal Office of Management and Budget audit circulars.*

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



# **TEACH Las Vegas**

## **Fiscal Policies and Procedures**



## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

#### **OVERVIEW AND GENERAL BUSINESS POLICIES**

The Board of TEACH Las Vegas (or “School”) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the School to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board approves financial policies and procedures, delegate’s administration of the policies and procedures to the Executive Director or Chief Operating Officer/Chief Financial Officer and reviews operations and activities on a regular basis.
2. The Executive Director has responsibility for all operations and activities related to financial management. However, the Board and Executive Director can appoint or delegate someone else to perform the responsibilities.
3. Financial duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.
4. The School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:
  - a. expenditures are authorized by and in accord with amounts specified in the board-adopted budget,
  - b. the school’s funds are managed and held in a manner that provides a high degree of protection of the school’s assets, and
  - c. all transactions are recorded and documented in an appropriate manner.

#### **Budget Development, Oversight Calendar and Responsibilities**

The School will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

##### *January - April*

Charter Impact works with Executive Director and Chief Operating Officer/Chief Financial Officer to review proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school’s upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact and the Executive Director or Chief Operating Officer/Chief Financial Officer develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. Then a five-year budget projection is developed in accordance with the schools’ established strategic and growth plans.

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

#### **Budget Development, Oversight Calendar and Responsibilities (continued)**

##### *May – June*

Charter Impact and the Executive Director and Chief Operating Officer/Chief Financial Officer reviews revenue projections subsequent to the Governor's annual budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for upcoming fiscal year before June 20. A copy of the final budget is provided to the charter-granting agency.

##### *July – August*

Books for prior fiscal year are closed by Charter Impact, all transactions are posted, and records assembled for audit.

The budget is reviewed and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

##### *September – December*

The independent auditor performs audit of the closed fiscal year and prepares audit report for submission to the Audit Committee.

At the end of the first full week of school, the Executive Director or Chief Operating Officer/Chief Financial Officer reviews the Charter School's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is revised to match likely revenues.

The Audit Committee of the Board reviews a copy of the audit. The Executive Director address any audit exceptions or adverse findings. Once the Board approves the audit report, it is submitted to charter-granting agency.

On a monthly basis, the Executive Director and Chief Operating Officer/Chief Financial Officer and Board reviews current year actual versus budgeted revenues and expenditures and other financial reports as presented by Charter Impact. The Board approves any needed changes to the annual budget.

#### **Budget Transfers**

The Executive Director or Chief Operating Officer/Chief Financial Officer may transfer up to \$10,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

#### **Banking Arrangements**

The School will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies and all checks over \$50,000 must be signed by two authorized signatories. Charter Impact will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis.

#### **Record Keeping**

Transaction ledgers, duplicate unsigned checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Charter Impact will retain electronic records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.

#### **Property Inventory**

The Executive Director or Chief Operating Officer/Chief Financial Officer shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$1,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year. Any excess or surplus property owned by the school may be sold or auctioned by the Executive Director or Chief Operating Officer/Chief Financial Officer provided the Executive Director or Chief Operating Officer/Chief Financial Officer engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of \$1,000 shall be approved in advance by the Board.

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

The Executive Director or Chief Operating Officer/Chief Financial Officer will immediately notify Charter Impact of all cases of theft, loss, damage or destruction of assets.

#### **Attendance Accounting**

The Executive Director or Chief Operating Officer/Chief Financial Officer will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the School and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with Nevada Law.

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of Instruction by the School.
2. The School's Instructional calendar will include at least 175 days of Instruction. The calendar must also document that the school offers an amount of annual minutes of Instruction as required pursuant to applicable law.
3. Independent study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in Instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

#### **Annual Financial Audit**

The Board will annually appoint an audit committee by January 1 to oversee the independent auditors for that fiscal year. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. The audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars if the School spends in excess of the amount which requires an audit. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency by December 15 of each year.

#### **Required Budget and Other Fiscal Reports**

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### **Fiscal Policies and Procedures**

The Executive Director or Chief Operating Officer/Chief Financial Officer, working in conjunction with Charter Impact, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter.

#### **Property and Liability Insurance**

The Executive Director or Chief Operating Officer/Chief Financial Officer shall ensure that the school retains appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than \$50,000 per occurrence and limit of no less than \$5 million per occurrence. The school's Executive Director or Chief Operating Officer/Chief Financial Officer and other staff who manage funds shall be placed under a fidelity bond.

#### **Board Compensation**

Board members may not receive compensation for their services as directors or officers. They may receive reimbursement of expenses by resolution to be just and reasonable as to the time the resolution is adopted.

#### **Fundraising, Grant Solicitation, and Donation Recognition**

All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

#### **Contracts**

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the Executive Director or Chief Operating Officer/Chief Financial Officer may enter into contracts and agreements not to exceed \$50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of \$50,000 must be submitted for board approval and may be

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

executed by the Executive Director or Chief Operating Officer/Chief Financial Officer or other person specifically designated by the Board after the Board has duly approved the contract or agreement. Board approval is only required if a contract is entered into that exceeds \$50,000 in value or an individual transaction exceeds the \$50,000 threshold. The \$50,000 board approval threshold does not apply to cumulative expenditures that may exceed \$50,000 in a fiscal year if no contract exists.

Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$25,000. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Executive Director or Chief Operating Officer/Chief Financial Officer may also require that contract service providers list the school as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Office Manager will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact.

The Executive Director or Chief Operating Officer/Chief Financial Officer will approve proposed contracts and modifications in writing. Contract service providers will be paid in accordance with approved contracts as work is performed. The Executive Director or Chief Operating Officer/Chief Financial Officer will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the Executive Director or Chief Operating Officer/Chief Financial Officer and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

### **PURCHASING AND VENDOR PAYMENT**

#### **Segregation of Duties**

The School will develop and maintain purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by the Executive Director or Chief Operating Officer/Chief Financial Officer, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. In the absence of a vendor invoice, the School will develop and maintain a check request form to document the approval of payment for specific items.

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### **Fiscal Policies and Procedures**

All transactions will be posted in an electronic general ledger maintained by Charter Impact. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

#### **General Purchasing Procedures**

Purchases of individual items and services over \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Executive Director or Chief Operating Officer/Chief Financial Officer shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least two vendors were contacted and such documentation shall be maintained for three years. Purchases in excess of \$50,000 must be bid by a board-approved process, except in the case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services. While the lowest possible cost will always be reasonably secured, bidding and documentation of a good faith effort is not needed for cumulative expenditures that may exceed \$50,000 in a fiscal year if no contract exists or if no individual good or service exceeds \$50,000 in cost.

The Executive Director or Chief Operating Officer/Chief Financial Officer may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts and non-budgeted expenses over \$50,000.

When approving purchases, the Executive Director or Chief Operating Officer/Chief Financial Officer must:

- a. Determine if the expenditure is budgeted
- b. Determine if funds are currently available for expenditures (i.e. cash flow)
- c. Determine if the expenditure is allowable under the appropriate revenue source
- d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
- e. Determine if the price is competitive and prudent.

Any individual making an authorized purchase on behalf of the school must provide Charter Impact with appropriate documentation of the purchase. Individuals other than those specified above are not authorized to make purchases without pre-approval.

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

The Executive Director or Chief Operating Officer/Chief Financial Officer may authorize an individual to use a school debit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Executive Director or Chief Operating Officer/Chief Financial Officer and/or Governing Board. The following provisions apply to debit card purchases:

1. The school card will be kept under locked supervision in the Executive Director or Chief Operating Officer/Chief Financial Officer's office, and authorized individuals must sign the debit card out and must return the debit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Executive Director or Chief Operating Officer/Chief Financial Officer.
2. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
3. Debit cards will bear the names of both the Schools and the Executive Director or Chief Operating Officer/Chief Financial Officer .

#### **Petty Cash**

The Office Manager will manage the petty cash fund, which will be capped at \$200. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Office Manager, Executive Director or Chief Operating Officer/Chief Financial Officer will have keys to the petty cash box and drawer or file cabinet. All disbursements will require documentation of purchase. A register receipt for all purchases must be provided. The following are general petty cash operating procedures:

1. At all times the petty cash box will contain receipts and cash totaling \$200. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Office Manager within 24 hours of withdrawing the petty cash.
2. When expenditures total \$200 (when cash balance is reduced to \$0), the Office Manager will total the disbursements, complete a Petty Cash Reimbursement Form, and obtain the approval of the Executive Director or Chief Operating Officer/Chief Financial Officer. This should be done on at least a quarterly basis. The supporting receipts will be attached to the reimbursement request form and forwarded to Charter Impact.
3. Petty cash fund reimbursement checks will be made payable to the Executive Director or Chief Operating Officer/Chief Financial Officer.
4. Any irregularities in the petty cash fund will be immediately reported in writing to the Executive Director and Chief Operating Officer/Chief Financial Officer.



## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

5. Charter Impact will conduct surprise counts of the petty cash fund.

#### **Purchase Orders**

Non-recurring purchases should be accompanied by a purchase order, which must be approved by the Executive Director or Chief Operating Officer/Chief Financial Officer.

1. The Office Manager and Office Technician will have the ability to generate a PO request in Office Books.
2. The PO is then automatically sent in Office Books to the Executive Director and/or Chief Operating Officer/Chief Financial Officer for approval.
3. Once approved, the PO is then emailed to the vendor or copied and mailed for confirmation.

#### **Payment Authorization**

All original invoices will be forwarded to the Executive Director or Chief Operating Officer/Chief Financial Officer for approval.

1. The Executive Director or Chief Operating Officer/Chief Financial Officer will carefully review each invoice, attach all supporting documentation (including a PO), and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to Charter Impact with the invoice.
2. Once approved by the Executive Director or Chief Operating Officer/Chief Financial Officer, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (Executive Director or Chief Operating Officer/Chief Financial Officer should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting documentation.
3. The Executive Director or Chief Operating Officer/Chief Financial Officer may authorize Charter Impact to pay recurring expenses (e.g. utilities, leases, etc.) without the Executive Director or Chief Operating Officer/Chief Financial Officer's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

#### **Accounts Payable Checks**

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

The Governing Board will approve, in advance, the list of authorized signers on the school account. The Executive Director or Chief Operating Officer/Chief Financial Officer and any other employee authorized by the Governing Board may sign bank checks within established limitations.

1. Charter Impact does not use pre-printed check stock to avoid the risk of theft.
2. When there is a need to generate a check, the Office Manager will send appropriate approved documentation to Charter Impact. This is usually an approved invoice or Check Request Form.
3. Once approved by the Executive Director or Chief Operating Officer/Chief Financial Officer, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).
4. The Executive Director/Chief Operating Officer/Chief Financial Officer and/or Board Treasurer/Chief Financial Officer will co-sign checks in excess of \$50,000 for all non-recurring items. All checks less than \$50,000 require only the signature of the Executive Director or Chief Operating Officer/Chief Financial Officer.
5. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
6. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
7. A copy of any impress check will be sent to Charter Impact with directions to transfer funds from the schools operating account to refresh the impress account balance to \$10,000 within 5 business days.
8. Charter Impact will distribute the checks and vouchers as follows:
  - a. Original – mailed or delivered to payee
  - b. Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
  - c. Cancelled Checks – maintained with the banking institution.
  - d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

#### **Bank Reconciliations**

Bank statements will be received directly, unopened, by a district office staff member that does not have access to cash or the authority to approve payments or electronically. This staff member then scans and emails the statement to Charter Impact (or Charter Impact may be granted view-only online access). Once the statement is received:

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6<sup>th</sup> months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
2. Charter Impact will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
3. Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the Executive Director or Chief Operating Officer/Chief Financial Officer.

### **CASH RECEIPT MANAGEMENT**

#### **General Procedures for Non-Governmental Cash Receipts**

For all fundraising activities approved by the board, the School will establish internal controls to ensure the safeguarding of assets. The following are general procedures for recurring activities:

1. All fundraising activities must receive written preapproval from the Executive Director , or Chief Operating Officer/Chief Financial Officer.
  - a. All funds must be collected by the Office Manager and deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
  - b. The Office Manager and one other staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
  - c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
2. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only"
3. A deposit slip will be completed by the Office Manager and initialed by the Executive Director or Chief Operating Officer/Chief Financial Officer for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to Charter Impact to be filed and recorded weekly.

#### **Volunteer Expenses**

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

All volunteers will submit a purchase requisition form to the Executive Director or Chief Operating Officer/Chief Financial Officer for all potential expenses. Only items with prior written authorization from the Executive Director or Chief Operating Officer/Chief Financial Officer will be paid/reimbursed.

#### **Returned Check Policy**

A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Charter Impact or the Executive Director or Chief Operating Officer/Chief Financial Officer, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Executive Director or Chief Operating Officer/Chief Financial Officer and/or Governing Board. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Executive Director or Chief Operating Officer/Chief Financial Officer and/or Governing Board.

## **HUMAN RESOURCES AND PAYROLL**

#### **Payroll Services and Setup**

Charter Impact prepares payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The Executive Director, Chief Operating Officer/Chief Financial Officer or Office Manager will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Executive Director or Chief Operating Officer/Chief Financial Officer will review payroll statements each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, the Office Manager will be responsible for the creation of a personnel file will with all appropriate payroll-related documentation and completing or providing all of the

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

items on the Employee Payroll Set-up/Change Form. Items include a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

#### **Timesheets**

All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

#### **Overtime**

Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime. Overtime only applies to classified employees and is defined as hours worked in excess of eight (8) hours within a day or forty (40) hours within a week. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Executive Director or Chief Operating Officer/Chief Financial Officer for further guidance.

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

#### **Payroll Processing**

For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The or Office Manager will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. For school site salaried employees, employees must sign into a log book to verify working days for accuracy. The Office Manager will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. The Executive Director or Chief Operating Officer/Chief Financial Officer will notify Charter Impact of all authorizations for approved stipends.

Payroll is processed within 10 days after the period in which it is earned for hourly employees.

1. The signatory supervisor will submit a Payroll Summary Report of timesheets to Charter Impact for processing.
2. Charter Impact will prepare the payroll worksheet based on the summary report.
3. The payroll checks (if applicable) will be delivered to the district office. The Executive Director, COO/CFO or Office Manager will document receipt of the paychecks and review the payroll checks prior to distribution.

#### **Payroll Taxes and Record Keeping**

Paychex will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

Paychex will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the Executive Director or Chief Operating Officer/Chief Financial Officer, and submit the forms to the state on behalf of the school.

The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.

1. The designated school employee will immediately notify the Office Manager or COO/CFO if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
2. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

#### **Expense Reports**

## **TEACH Las Vegas**

### **Fiscal Policies and Procedures**

Employees will be reimbursed for expenditures within thirty (30) business days of presentation of appropriate documentation. Receipts or other appropriate documentation will be required for all expenses over five dollars and all reports must be approved by the Executive Director or Chief Operating Officer/Chief Financial Officer. Expenses greater than two months old will not be reimbursed.

Executive Director or Chief Operating Officer/Chief Financial Officer expense reports must be approved by another staff member (one of the other three not receiving the reimbursement) and always be submitted to Charter Impact for processing and payment, petty cash may not be used.

#### **Travel**

Employees will be reimbursed for mileage when the activity is pre-approved by the Executive Director or Chief Operating Officer/Chief Financial Officer. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.

The Executive Director or Chief Operating Officer/Chief Financial Officer must pre-approve all out of town travel. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.

Travel advances require written approval from the Executive Director or Chief Operating Officer/Chief Financial Officer and receipts for all advanced funds not returned. After the trip, the employee must enter all of the appropriate information on a Travel Expense Report and submit it to the Executive Director or Chief Operating Officer/Chief Financial Officer for approval and then on to Charter Impact for processing. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

#### **Telephone Usage**

Employees will not make personal long distance calls on the telephones without prior approval from a supervisor. Employees will reimburse the school for all personal telephone calls.

**TEACH Las Vegas**  
**Fiscal Policies and Procedures**

**FINANCE AND FINANCIAL REPORTING**

**Monthly Reporting**

Charter Impact will submit a monthly financial report including:

- a. Statement of Financial Position
- b. Budget vs. Actual Report
- c. Monthly Forecast
- d. Accounts Payable Aging
- e. Monthly Check Register

The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

**Third Party Loans**

The Executive Director or Chief Operating Officer/Chief Financial Officer and the Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the Executive Director or Chief Operating Officer/Chief Financial Officer before funds are borrowed.

**Fund Balance Reserve**

A cash reserve of at least 1% of the annual expenses will be maintained. Charter Impact will provide the Executive Director or Chief Operating Officer/Chief Financial Officer with a Statement of Financial Position on a monthly basis. It is the responsibility of the Executive Director or Chief Operating Officer/Chief Financial Officer and the Governing Board to understand the school's cash situation. It is the responsibility of the Executive Director or Chief Operating Officer/Chief Financial Officer to prioritize payments as needed. The Executive Director or Chief Operating Officer/Chief Financial Officer has responsibility for all operations and activities related to financial management.



**2021-2022**  
**School Nutrition Program (Food Service)**  
**Procurement and Purchasing Procedures**



**Procurement and Purchasing Procedures**

# **TEACH LAS VEGAS**

## **Procurement and Purchasing Procedures**

### **I. PURPOSE**

These procedures are designed to enable TEACH LAS VEGAS, to purchase, establish contracts and generally carry on its procurement functions in a manner that deals equitably with all vendors and provides for efficient management and proper expenditure of public monies.

The policies and procedures presented here are consistent with current applicable state and federal law. As necessary, the TEACH LAS VEGAS Board of Directors will revise this document as federal, state, county and city laws, may change from time to time. Such changes, if approved by the TEACH LAS VEGAS Board, will be reflected by the corresponding minutes of such action, which will be included as an addendum to this document.

### **II. SCOPE**

These procedures apply to all purchases made by the organization or any of its schools. The procedures apply regardless of the source of the funds to be expended, including, but not restricted to:

- Tax money
- State and federal grants
- Donations

These procedures apply to all purchases of supplies, equipment, materials, and services.

### **III. PROGRAM SECURITY**

#### **A. Personal Conduct**

All TEACH LAS VEGAS employees understand and accept their fiduciary responsibility to protect the interest of the organization, to place the organization's interest above his/her own, and most importantly, to safeguard the organization's resources.

#### **B. Ethics**

Ethics is an overarching theme for the organization and its employees from the time preceding the initiation of the procurement process through the fulfillment of a contract. Procurements utilizing organization funds are either direct or indirect spending of public funds and subject to a higher level of scrutiny. Therefore, before, during and after the procurement process, all employees must be responsible, honest, prudent and avoid participating in any decision-making where there could be a conflict of interest or the appearance of a conflict.

All employees of the organization are subject to the provisions set forth in the TEACH LAS VEGAS Employee Handbook, which outlines the expectations of all employees and consequences of non-adherence.

C. Anti-Kickbacks

It is the organization's policy that all employees act with integrity and good judgment and recognize that accepting personal gifts from vendors may cause favoritism. No employee of the organization shall solicit or accept any personal favor, gratuity, or offer of entertainment, or another personal gift directly or indirectly from a vendor who is doing or seeking to do business with the organization.

D. Incentives and Rebates

It is the organization's policy not to use incentives and rebates for personal benefit. In addition, it is the organization's policy to negotiate either quantity or trade discounts in lieu of accepting incentives or entering into rebate agreements with suppliers for all methods of purchase. TEACH LAS VEGAS employees are not to accept either incentive or offers for rebates from a supplier without the explicit advance written approval of the Executive Director or Board Chair. If a vendor proposes incentives or rebate agreements, the employee is to refer the vendor to the Executive Director who will review the conditions of the offer to determine if:

- It is reasonable;
- More favorable prices are available from other vendors; and
- Either the rebate or incentive value can be applied toward the purchase price.

E. Incentives

Incentives are deliberate enticements offered by a vendor to encourage a purchase. Incentives are tangible non-monetary benefits to the recipient and include any value-added goods and services offered at no charge. Examples include:

- Extra goods or services
- Gifts
- Tickets to an event
- Free merchandise

Incentives are not accepted because it is inappropriate for a public institution to accept either property or in exchange in for a purchase, as such, employee may not accept incentives from vendors without the explicit, advance written approval from the Executive Director or Board President.

F. Rebates

Rebates are offers from the supplier either to return part of the cost of the order to the purchaser or to provide additional consideration or compensation to encourage the purchase of goods and/or services. Examples are:

- Cash or credit based on total purchases
- Value-added goods or services offered at a substantially reduced price
- Checks to either the purchaser or organization

If a manufacturer's rebate is offered on a purchase made by an employee, policy requires that the rebate check is made payable to TEACH LAS VEGAS and that the credit of the

funds is returned to the same fund source as the expenditure. The rebate check is to be submitted to the TEACH Las Vegas School Office. Failure to do so may result in an investigation, criminal prosecution, and disciplinary action.

- G. Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price. When price, fitness, and quality are equal, recycled products shall be preferred when procuring materials for use in schools and buildings.

#### **IV. BIDDING REQUIREMENTS AND PURCHASE LIMITS**

The TEACH LAS VEGAS Board of Directors will also review professional services under consideration for purchase and determine final approval. TEACH LAS VEGAS elects to follow the procedures set forth below.

##### **A. Bid Threshold**

All contracts involving expenditures of > \$50,000 must be competitively procured.

All procedures listed below will be followed for all procurements including, but not limited to, services for professional development, purchases of instructional materials and other related supplies and resources, and food services management contracts.

Awards shall be made to the lowest responsive and responsible bidder meeting the listed specifications (including product, price, delivery, and terms).

The TEACH LAS VEGAS Board of Directors reserves the right to reject any and all bids or any part of any bid.

##### **B. Publication of Notice for Bids**

For the purpose of securing bids over the amount of \$150,000, the Board shall publish at least once a week for two weeks in some newspaper of general circulation, circulated in the county, a notice calling for bids, stating the work to be done or materials or supplies to be furnished and the time when and the place where bids will be opened.

All bid instructions and specifications will be clear and complete, setting forth all necessary conditions for competitive bidding and shall describe in detail the quality, delivery, and service required. To assist TEACH LAS VEGAS in determining whether bidders are responsible, the Board may require prequalification procedures.

##### **C. Opening and Acceptance of Bids**

All advertised bids shall be opened in public at a prescribed time and place. Interested parties may receive prices and other information listed in the bid at the public opening. After the bids have been opened and tabulated, they will be made available for interested

persons to review. No bid document will be removed from the TEACH LAS VEGAS Home Office Operations Office.

Any bid received after the time specified in the advertised notice will be returned unopened to the bidder.

**D. Protest Procedures**

If any bidder who submitted an offer has an objection to the award of the contract to the apparent bidder who submitted a responsive offer and is a responsible bidder with the lowest costs (in the case of a bid) or scored the greater number of points on a proposal, the objecting bidder shall notify the Executive Director of TEACH LAS VEGAS within two (2) business days of the intent to dispute the awarded contract and furnish that protest, in writing, to the TEACH Las Vegas Operations Office within five (5) business days of the date of the notification of an awarded contract.

The protest shall describe in detail the basis for the protest, and shall request a determination under this section. If a protest is filed in a timely fashion, the Executive Director will review the basis for the protest, and relevant facts under such terms and conditions, as the organization considers proper. Upon completion of the review, the Executive Director shall submit the findings and recommendations to the TEACH LAS VEGAS Board of Directors who shall then review the matter under such terms and conditions as deemed proper. Upon receipt of authority to act from the TEACH LAS VEGAS Board of Directors, the Executive Director will notify the bidder involved in the organization's decision. The decision shall be final and binding on the objecting bidder.

**V. EMERGENCY PURCHASES**

An emergency is defined as a direct threat to life or safety of the public or protection of public facilities (not poor planning).

Emergency purchases shall be made following the school's policies and procedures as closely as possible, while still assuring that the required supplies, services, or construction items are procured in time to address the emergency.

If an emergency purchase needs to be made, a school employee may request that the Executive Director or designee approve the issuance of an immediate check. Emergency purchases requiring an immediate check are to be signed out by the employee in the TEACH Las Vegas Home Office Operations Office after the employee receives written approval from the Executive Director or designee. The employee is responsible for using the check solely to purchase the items that were approved by their manager. The employee is responsible for bringing the receipts or purchase confirmation documents, along with any other supporting documents, to the Operations Office immediately after the transaction has occurred.

**VI. REQUIRED APPROVALS**

For supplies, equipment, general services and professional services:

<b>Dollar Threshold</b>	<b>Approvals</b>
\$1 to \$49,999.99	Approving official: Executive Director, CFO/COO (CMO) Superintendent (CMO)

## **VII. RECEIVING PROCEDURES**

A critical part of the purchasing program is receiving. Proper receiving is critical because it has a direct correlation with nearly every other area of the program. It will also have a major effect on how the organization does business with vendors.

### **A. General Guidelines**

1. Receiving will be completed by the employee who ordered/requested the item.
2. Packing slips for the item received will be submitted to the TEACH Las Vegas Home Office Operations Office after the order has been reviewed for accuracy and it has been verified that goods/services were received as expected.
3. Any problems will be immediately reported to the Operations Office for review and intervention, as necessary, by the Executive Director.

### **B. Final Steps**

Payment will be processed once packing slips have been received for goods, and confirmation has been received for services provided.

## **VIII. ORDER STATUS**

Purchase orders will be submitted to the TEACH Las Vegas Home Office Operations Office after the order has been placed with the vendor. The purchase order form must have a clear description of the items ordered and must specify if the cost is shared with other TEACH schools.

It is the originator's responsibility to do a follow-up for their orders. Schools must check their Purchase Orders weekly to track outstanding orders, and are responsible for follow-up calls as necessary. Calls and letters to follow up must be completed on a weekly basis for items not yet received. All information on the status of the requisition must be kept and saved as documentation of ordering and follow-up.

Purchase Orders will automatically be canceled after ninety (90) days unless other arrangements have been made prior to submitting the final order.

## **IX. PAYMENT PROCEDURES**

It is the originator's responsibility to confirm receipt of all items or services ordered and received prior to any payment of an invoice for vendors.



Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support.

Our regular service scope includes not only the accounting, accounts payable and payroll departments, but also assistance with reviewing contracts, ad hoc financial analysis, support with vendor negotiations, assistance with facility financing, management of lender relationships, and much more. As a general guideline, we provide all of the services that you would expect from an in-house finance and accounting department, plus student data services.

Started in 2010, Charter Impact specializes in providing insight and guidance for complex organizations in a way that only experienced financial advisors and CPAs can. Our Director-level team has an extensive background in finance, public accounting, auditing, grant management and technical consulting, which has helped us understand and identify the challenges facing mission-driven individuals and organizations, and shape and inform how all Charter Impact staff are trained.

Charter Impact has highly developed procedures, practices, and methodologies that can support the mission and vision of independent charter schools, and we customize internal controls and procedures based specifically on individual client needs. Our focus on sound internal controls, with an eye toward incorporating the highest degree of client efficiency and industry best practices provides the utmost security for client assets and financial stability, without overburdening client staff with unnecessary red tape.

We believe that strong financial management is a tool that can give small organizations the confidence and focus of big ones. It is our duty to address changing financial conditions, requirements and regulations in advance, discuss them with our clients as they happen, and report them in real-time, not a month or two after the fact. By bringing the expertise and expectations gleaned from nonprofit, for-profit and government programs, we help improve and refine the financial process for charters.

We know that what we do here has a positive, measurable impact on the students, families and communities we serve, and we take pride in providing our clients with timely, accurate fiscal information and guidance to enable sound, data-driven decisions for their organizations.

## **CHARTER IMPACT, INC.**

### **MANAGEMENT AND ACCOUNTING SERVICES AGREEMENT**

This agreement (the “Agreement”) is entered into as of July 1, 2021 (the “Effective Date”) by and between Charter Impact, Inc. (“CI”), and TEACH Las Vegas (“Client”).

#### **ARTICLE 1. DUTIES AND RESPONSIBILITIES**

Section 1.01. CI, a provider of business management and accounting services, will provide accounting, budgeting, compliance, strategic planning, documentation, deliverables, and other related services necessary to fulfill Client's business management and accounting requirements, as more particularly described in Exhibit A, B and C attached hereto and incorporated herein by this reference (the “Services”).

Section 1.02. Client will provide CI with the compensation and business expense reimbursement specified in Article 3 of this Agreement.

#### **ARTICLE 2. TERM OF AGREEMENT**

Section 2.01. Client will retain CI to work as a consultant for Client in the field of business management, accounting and consulting, beginning July 1, 2021, and ending June 30, 2022. CI accepts this engagement. CI will use CI's best efforts to accomplish the technical and commercial goals identified by Client during the term of this Agreement. Client acknowledges that CI may have other confidentiality commitments. Client will not require CI to perform tasks which might reasonably result in CI's breach of any confidentiality commitment.

Section 2.02. This Agreement will be renewed automatically for succeeding terms of one year each, unless either party gives notice to the other at least 60 days before the expiration of any term of his or her or its intention not to renew.



## ARTICLE 3. COMPENSATION AND EXPENSES

### Section 3.01. Fees.

Business Management Services: For services in Exhibit A, the Client will pay CI a fee equal to 2.00% of revenue as calculated based on each reporting unit (i.e. charter school, department, location, central office and any other additional reporting units which may be added at the discretion of the Client). Fees for services in Exhibit A are subject to a minimum of \$48,000 per year.

Payroll Processing: For services in Exhibit B, the Client will pay CI fees as follows:

- Payroll processing - \$100 base plus \$2.75 per employee per pay period
- Garnishment reporting - \$2.50 per occurrence
- New employee reporting - \$3.50 per occurrence
- Payroll delivery via FedEx - \$35.00 per occurrence, per 50 employees
- Quarterly/Annual Reporting - \$20.00 per occurrence
- Form W-2 or 1099 (for contractors paid via payroll) - \$5.75 each
- AATRIX late processing fees – based on a reimbursement of fees charged by AATRIX for priority processing of tax payments.

Rush Check Processing (optional): Upon special request of Client, emergency checks can be processed on a same-day basis in addition to the regular weekly cycle described in Exhibit A, Section 2C. For these rare occasions, an expedited processing fee of \$75 per check will be charged in addition to the reimbursement for shipping charges noted in Section 3.02 below.

Other Services: For other services requested by Client outside of the items included in Exhibit A or B, the Client will pay CI a fee based on CI's standard hourly rates as listed in Exhibit C.

Section 3.02. Expenses. In addition to the compensation specified in Section 3.01, CI will be paid for actual reasonable out-of-pocket expenses incurred in providing the Services, including mileage reimbursement for Client-requested meeting attendance. Reimbursement of aggregate monthly expenses will not exceed \$500, without written approved by Client before being incurred, unless Client elects to reimburse CI after the fact.

Section 3.03. Invoicing. CI will invoice Client on a monthly basis for Business Management, starting July 1st, 2021 and will CI will automatically update the amount based on 1/12<sup>th</sup> of the Client's projected annual revenue pursuant to the percentage based fee in Section 3.01. Student Data, Other Services and expenses pursuant to sections 3.01 and 3.02 above will be billed monthly based on the actual time and expenses incurred during the preceding month. Payroll processing fees will be invoiced upon processing of the payroll. CI will automatically prepare a check from Client on the invoice date for payment from Client. Payment for all services and expenses is due upon presentation of invoices.

Section 3.04. Right to Suspend Performance. In the event of default or delay in payment greater than 30 days from the date of the invoice, CI reserves the right to suspend part or all of its performance of duties under this contract until all amounts for Services and Expenses are paid in full. In the event Client disputes all or any portion of an invoice, Client shall notify CI within 15 days of receipt of the invoice; and initiate the dispute resolution process under Section 15 hereof, but shall pay the invoice in full, pending the outcome of such process.

Section 3.05. Late Payments. Payments made after the payment terms are subject to a late payment penalty equal to an annual rate of twelve percent (12%).

Section 3.06. Price Changes. The prices and related charges for the Services are subject to increase upon renewal of this Agreement. CI reserves the right to immediately pass through increases in costs incurred from third parties, e.g., vendors, subcontractors and licensors, to the extent such services and supplies are identified in Exhibit A, B and C. In addition, CI will give Client not less than 30 days prior written notice of any price increases for Services.

#### ARTICLE 4. REPRESENTATIONS AND WARRANTIES

Section 4.01. Organization of Client. Client is a non-profit public benefit corporation, duly organized, validly existing, and in good standing and has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as it is now being conducted.

Section 4.02. No Breach. Each party hereto warrants and represents that neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which it is subject, or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which it is a party or by which it is bound or to which any of its assets is subject.

Section 4.03. CI represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a timely and professional manner.

## ARTICLE 5. DISCLAIMER OF WARRANTIES

Section 5.01. THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE THAT ARE EXPRESSLY CONTAINED HEREIN. CI DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE SERVICES, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY; FITNESS FOR A PARTICULAR PURPOSE; THIRD PARTY SOFTWARE OR HARDWARE; OR, RESPONSIBILITY FOR CLIENT DATA.

Section 5.02. Limited Remedy. Client's exclusive remedy for defective Services is re-performance of the Services by CI at CI's expense, subject to CI's confirmation of the existence of such defect after receiving notice of a claimed defect from Client.

## ARTICLE 6. LIMITATION OF LIABILITY

Section 6.01. EVEN IF CI CANNOT OR DOES NOT RE-PERFORM ANY DEFECTIVE SERVICES, AND CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, CI'S ENTIRE LIABILITY SHALL IN NO EVENT EXCEED \$50,000. CI HAS NO LIABILITY FOR GENERAL, CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES ARISING FROM A DEFECT IN ANY SERVICES.

Section 6.02. EXCEPT FOR DAMAGES FLOWING FROM GROSS NEGLIGENCE OR INTENTIONALLY TORTIOUS CONDUCT, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY LOSS OR INJURIES TO EARNINGS, PROFITS OR GOODWILL, OR FOR ANY INCIDENTAL, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES OF ANY PERSON OR ENTITY WHETHER ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF EITHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE. Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any defective Services between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of the risk.

## ARTICLE 7. CONFIDENTIAL BUSINESS INFORMATION

Section 7.01. CI agrees that all of the business information related specifically to Client developed by or communicated by or to CI in the performance of the services described in this Agreement is of a highly confidential nature, and that, unless the CI has the prior written approval of Client, no use or oral or written disclosure of that information by CI will be made either during or after the term of this Agreement, except that CI may disclose that information to persons or companies who may be designated by Client to work with the CI in connection with CI's performance of the Services. Nothing herein

shall be construed as restricting CI in performing the Services, which require routine disclosure of such information to auditors, regulatory agencies, insurance carriers, and providers, and the Client as its agent. With the Client's consent, CI will provide financial references upon request by certification organizations, financial institutions, and potential grantors.

Section 7.02. For purposes of this Agreement, "Confidential Information" means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, software source documents. Confidential Information includes, without limitation, financial information, procurement requirements, purchasing information, and plans and personnel information of the parties and students as protected under FERPA, HIPPA, and other privacy protection laws. The restriction of Section 7.01 does not apply to information which CI can demonstrate was at the time of the execution of this Agreement:

- (a) In the public domain or is otherwise considered public information; or
- (b) Part of CI's prior knowledge; or
- (c) Learned from a third party without the breach of a confidential relationship with Client.

## ARTICLE 8. OBLIGATIONS OF CLIENT

Section 8.01. Authorized Personnel. The Client must identify to CI, in writing, the authorized staff member(s) to work with CI with respect to: general information about the Client, accounts payable, personnel and payroll, attendance records as well as funding compliance and reporting.

Section 8.02. Principal Contact. The Client must also identify, in writing to CI, its key or principal contact who is authorized to receive and disclose Confidential Information, receive payroll checks and discuss personnel issues.

Section 8.03. Financial Records and Audit.

- (i) The Client will maintain customary and reasonably correct, complete and accurate books and records of account as required by the United States government, the State of Nevada (and any other funding authority). The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by CI. Unless otherwise stated, this deadline will be 5 calendar days following the end of the month.

- (ii) The Client will obtain a timely annual audit of its books and records from an independent certified public accounting firm (reasonably acceptable to CI) and immediately provide CI with a copy of any annual audit and related reports, notes or statements. Client authorizes and instructs its independent accountants to speak and work directly with CI on any matter or issue pertinent to the Services.
- (iii) Client covenants that it will respond promptly and professionally to any and all questions or investigations from any investigating or funding authority or Client's accountants, including exceptions noted in any independent accountant's report.

Section 8.04. Coordination and Cooperation. Client, its authorized staff members and principal contact will work closely and cooperatively with CI to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of CI for information or documents from the Client. Client covenants to assist CI in reconciling outstanding invoices, and to provide CI with copies or originals of vendor invoices and correspondence, as well as other statements and receipts in accordance with the monthly close deadline established by CI. In the case where CI is required to incur additional time researching, obtaining or documenting transactions, re-processing payments or re-classifying expenses outside of the standard processes and procedures and established by CI, CI may charge additional fees based on the standard hourly rates for actual time spent as noted in Section 3.01 above.

Section 8.05. Payroll. Client will provide all necessary and proper data to CI for payroll processing.

- (i) All original documents as it relates to personnel files or payroll logs will be maintained at the Client site.
- (ii) Client will use, and purchase if necessary to use, commercially reasonable time clocks for hourly personnel if CI systems are not used.

Section 8.06. Attendance Records and Reports. Client must take all necessary and proper steps to provide regular, accurate and timely responses to daily attendance tracking reports.

Section 8.07. Grant and Funding Requirements. Client covenants to use its best efforts to comply with all grant and funding requirements, including record keeping, reporting, management and financial controls and policies and procedures. Client also recognizes that it is Client's sole responsibility to know and be aware of all restrictions and requirements of its grants and funding sources including both governmental and non-governmental sources.

Section 8.08. Client Policies and Procedures. Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures applicable to: Human Resources, Payroll Administration, Internal Financial Controls, Accounts Payable and other disbursements and competitive bid procedures for vendors.

Section 8.09. Notice and Information. Client covenants that it will provide CI with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client' books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by any governmental authority. Client will provide CI promptly with copies of every report, including any schedules or exhibits, provided to any governmental agency.

Section 8.10. Client acknowledges that CI's employees, consultants and any other personnel have been thoroughly trained and employed at great expense, are of great value and provide CI with a substantial competitive advantage in its business. Client agrees not induce or attempt to induce any employees, consultants or other personnel of CI to breach their agreements with CI. Should Client hire or employ any current employee, consultant or any other personnel of CI within one year of their termination from CI, Client agrees to pay CI a fee equal to 100% of the annual starting salary, payment of which is due upon the offer of employment.

Section 8.11. Chartering Agency Requirements. Client covenants to use its best efforts to comply with all material requirements, including policies and procedures, of the Chartering Agency. Client also recognizes that it is Client's sole responsibility to know and be aware of all restrictions and requirements of its Chartering Agency.

## ARTICLE 9. AGENCY

Section 9.01. It is understood and agreed that the CI is an independent contractor in respect to CI's relationship to Client, and that CI is not and should not be considered an agent or employee of the Client for any purpose. CI agrees not to represent itself as an agent or employee of the Client at any time.

Section 9.02. Nothing in this Agreement will be construed or implied to create a relationship of partners, agency, joint venture partners, or of employer and employee between CI and Client.

## ARTICLE 10. INDEPENDENT CONTRACTOR STATUS

Section 10.01. CI and Client are independent contractors. No representations or assertions shall be made nor actions taken by either party that would create any agency, joint venture, partnership, employment or trust relationship between the parties with respect to the subject matter of this Agreement. Neither party shall have any right to bind the other party, to make any representations or warranties, or to perform any act or thing on behalf of the other party, except as expressly authorized under this Agreement or in writing by the other party in its sole discretion. CI will have full control and discretion as to the ways and means of performing any and all services to be provided under this

Agreement. It is understood that in the performance of this Agreement CI is not in any way acting as an employee of Client, and CI will be responsible for all taxes, social security payments, and other similar payments or contributions due as a result of any payments made to CI pursuant to the terms of this Agreement.

Section 10.02. As an independent contractor, CI agrees that Client has no obligation to CI under the state or federal laws regarding employee liability, and that Client's total commitment and liability under this arrangement is the performance of its obligations and the payment of CI's compensation and expenses as described herein. Each party will exercise day-to-day control over and supervision of their respective employees, and all instruction and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance on its employees. Except as expressly stated in this Agreement, CI and Client are responsible for any and all taxes on their respective net incomes, and for payment and withholding of all applicable taxes on the income of their respective employees.

Section 10.03. CI reserves the right to subcontract with other individuals and businesses for the Services. CI will be responsible for all payments to, as well as the direction and control of the work to be performed by, its subcontractors, if any.

## ARTICLE 11. INDEMNIFICATION

Section 11.01. Indemnification. Client and CI warrant to indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions under this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.

## ARTICLE 12. INSURANCE

Section 12.01. CI carries customary and reasonable comprehensive insurance coverage for errors and omissions.

Section 12.02. Client will obtain and maintain customary and reasonable insurance for its facilities and operations, naming CI as additional insured under all policies.

## ARTICLE 13. ETHICAL CONDUCT; RECORDKEEPING

Article 13.01. Client's policy requires ethical conduct in all business activities and practices, including proper recording and reporting of all transactions and compliance with applicable laws. The adequacy and accuracy of CI's billings, supporting documentation, and other information rendered to Client become the basis for Client's further recording and reporting, both internally and externally. CI is not expected or authorized to take any action on Client's behalf that would result in inadequate or



inaccurate recording or reporting of assets, liabilities, or any other transaction or that would violate any applicable laws, rules, or regulations.

Section 13.02. Integrity and Financial Responsibility. Client will act with integrity and alert the management of CI to any fraudulent or unethical activity related to Client operations as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that CI's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets, maintaining a positive variance to budget throughout the year to the extent feasible and proper submission of supporting documentation for incoming and outgoing payments of any kind. Notwithstanding Section 14 hereof, CI may immediately terminate this contract in the event it determines, in its sole discretion, that Client personnel are or have acted in a fraudulent or unethical manner or in the case that CI cannot provide the Services in a professional manner consistent with laws and regulations governing the Client, Client approved policies and procedures or business management best practices, based upon the actions or inaction of the Client.

#### ARTICLE 14. TERMINATION

Section 14.01. If either party defaults in the performance of this Agreement or materially breaches any of its provisions, the non-breaching party may terminate this Agreement by giving written notification to the breaching party. Termination will take effect if either Party breaches any of its material obligations under this Agreement in any respect, which breach is not remedied within ninety (90) days following written notice to such breaching Party. For the purposes of this paragraph, material breach of this Agreement includes, but is not limited to, the following:

- (a) Client's failure to pay CI any undisputed compensation due within 30 days after written demand for payment or invoicing.
- (b) CI's failure to complete the services specified in Article 1.
- (c) Client's material breach of any representation or agreement contained in this Agreement.

Section 14.02. In the event that Client is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, CI may terminate this Agreement upon written notice to Client.

Section 14.03. Effect of Termination; Survival. Expiration or termination of this Agreement will not relieve either party from its obligations arising hereunder prior to such expiration or termination. Rights and obligations which by their nature continue or should survive will remain in effect after termination or expiration of this Agreement.



Section 14.04. All Services, including preparation of financial statements and compliance reporting related to a period within the term, will cease upon termination or expiration of this Agreement. If Client has compliance needs that stretch beyond the term of this Agreement into the next fiscal year, it is common for a closing agreement to be created upon termination or expiration to clearly define a term and scope of services falling outside this Agreement. The fee for such services is determined at that time based upon the scope of work to be completed past the Agreement term.

Section 14.05. In the event of early termination, the Business Management fee deemed to be earned by and due to CI will be equal to the fee in Section 3.01 and the forecasted revenue from the most recently prepared financial report, prorated from the commencement date of this agreement to the termination date, regardless of fee actually invoiced as of the termination date.

## ARTICLE 15. DISPUTE RESOLUTION

Section 15.01. Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section.

- a. Resolution Sequence. If the Dispute cannot be settled by good faith negotiation between the Chief Executive Officers of the parties – which must take place within thirty days of receipt by one party of a claim of a Dispute – CI and Client will submit the Dispute to non-binding mediation in Los Angeles County. If complete agreement cannot be reached within thirty days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with Sections (c) and (d) below. Arbitration will comply with and be governed by the provisions of the California Arbitration Act
- b. Arbitrator. A single Arbitrator who is a retired judge and knowledgeable in commercial matters will conduct the arbitration. The Arbitrator's decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expand any of the provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.
- c. Rules and Expenses. Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution ("ADR") firm in the site selected by the parties. If the parties are unable to agree on an ADR firm, the parties will conduct the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. CI and Client will

each bear its own attorneys' fees associated with the mediation and, if necessary, the arbitration. CI and Client will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide.

- d. Limitation on Actions. Any dispute Client may have against CI with respect to this Agreement must be brought within two years after the cause of action arises.

## ARTICLE 16. GENERAL PROVISIONS

Section 16.01. Any notices to be given under the Agreement by either party to the other will be in writing and may be transmitted by personal delivery or by e-mail, mail, registered or certified, postage prepaid with return receipt requested. Mailed notices will be addressed to the parties at their known place of business, but each party may change that address by written notice in accordance with this section. Notices delivered personally will be deemed communicated as of the date of actual receipt; mailed notices will be deemed communicated as of two days after the date of mailing.

Section 16.02. This instrument contains the entire Agreement of the parties with respect to the subject matter hereof and there are no other promised representations or warranties affecting it. This Agreement supersedes any and all other agreements, either oral or in writing, between CI and Client with respect to the engagement of CI by Client and contains all of the covenants and agreements between the parties with respect to that engagement in any manner whatsoever. Each party to this Agreement acknowledges that no representation, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party that are not embodied in the Agreement, and that no other agreement, statement, or promise not contained in this Agreement will be valid or binding on either party.

Section 16.03. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.

Section 16.04. The failure of either party to insist on strict compliance with any of the terms, covenants, or conditions of this Agreement by the other party will not be deemed a waiver of that term, covenant, or condition, nor will any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for all or any other times.

Section 16.05. If any provision in this Agreement is held by a court or arbitrator of competent jurisdiction to be unreasonable, invalid, void, or unenforceable, then this Agreement will be deemed amended to provide for the modification of the unreasonable, invalid, void, or unenforceable provision to the extent that the court or arbitrator finds reasonable, and the remaining provisions of this Agreement will continue in full force without being impaired or invalidated in any way.

Section 16.06. Governing Law. This Agreement will be governed by and construed in accordance with the laws of the State of California, without giving effect to its conflict of law provisions or to constructive presumptions favoring either party.

Section 16.07. Force Majeure. Neither Party shall be in breach of this Agreement to the extent that any delay or default in performance is due to causes beyond the reasonable control of the delayed or defaulting Party; provided, that the delayed or defaulting Party shall immediately notify the other Party of the event, an estimate of the duration of the event, and the delaying or defaulting Party's plan to mitigate the effects of the delay or default.

Section 16.08. Successors and Assigns. Neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.

Section 16.09. Publicity. Client agrees to act as a reference for CI with respect to the Services upon CI's reasonable request. CI may issue press releases or identify Client in marketing materials, including the start and termination of the Agreement, provided that all references to Client are fair, accurate and not misleading.

Section 16.10. Corporate Power and Authorization. The parties hereto have full corporate power and authority to execute and deliver this Agreement and to perform their obligations hereunder. The execution, delivery and performance of this Agreement by each party has been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by each party and constitutes the valid and legally binding obligation of Client and CI enforceable in accordance with its terms and conditions.

*[signature page to follow]*



Accepted and Agreed, as of the Effective Date first written above:

**TEACH LAS VEGAS**

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

**CHARTER IMPACT, INC.**

By \_\_\_\_\_  
Spencer Styles, President & CEO

CI Initials:

\_\_\_\_\_

Client Initials:

\_\_\_\_\_

## **EXHIBIT A**

### **SCOPE OF WORK: BUSINESS MANAGEMENT SERVICES**

#### **1. IMPLEMENTATION AND TRAINING**

- a. Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
- b. Import historical data to the extent possible (typically monthly balances as far back as data is available) to allow for maximum comparability of financial information
- c. Review existing contracts for terms, requirements and school responsibilities
- d. Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
- e. Provide training in specific processes and procedures including to school site staff including: accounts payable, accounts receivable/deposits, petty cash accounts, student stores, payroll, etc.
- f. Provide training to new and/or existing board members on:
  - i. Charter school funding - including drivers, calculations, restrictions and cash flow timing,
  - ii. Reading and interpreting financial reports, and
  - iii. Internal controls and the board's responsibility for oversight and maintenance

#### **2. ACCOUNTS PAYABLE PROCESSING**

- a. Review all invoices sent to Charter Impact for proper approval and coding
  - i. Any discrepancies will be reported to the Client within three business days of CI becoming aware of the discrepancy. CI is not responsible for communicating any information to Client vendors. The fees described in Section 3.01 are based upon Client cooperation and compliance with CI processes and procedures. Time incurred to process payments outside of the pre-established timeline is subject to additional fees as described in Section 8.04 above.
- b. Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
- c. Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis
- d. On an emergency basis, same day payments can be processed in addition to the weekly cycle (\*additional processing fees apply).
- e. Complete 1099s for all independent contractors.
  - i. It is the Client's sole responsibility to obtain and submit to CI the IRS Form W-9 for all vendors. Client acknowledges that CI is not responsible for processing of Form 1099 for any vendor for which CI has not received a Form W-9 or for any vendor that has not been paid through CI's vendor payment process.

### **3. ACCOUNTS RECEIVABLE PROCESSING**

- a. Monitor the receipt of State approved funding amounts and verify balances paid are correct
- b. Work directly with governmental agencies to resolve any issues or discrepancies identified
- c. Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP
- d. Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance

### **4. BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE**

- a. Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
- b. Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
- c. Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis

### **5. CASH MANAGEMENT**

- a. On a weekly basis, use reconciled bank balance to project daily cash balances for 30 days (for analysis of cash for any period of time over 30 days, the monthly forecast will be utilized)
- b. On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
- c. Plan and manage payment of outstanding debt as needed
- d. Prepare all financial reporting necessary for renewal of loans or lines of credit
- e. Present line of credit status to board and obtain board resolutions as needed
- f. Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
- g. Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.

### **6. MONTHLY FINANCIAL REPORTING**

- a. Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions
- b. Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
- c. Offer a menu of report options for the monthly financial reports including, but not limited to:
  - i. Monthly summary by financial section with bulleted highlights for presentation purposes
  - ii. Monthly Cash Flow Forecast and comparison to approved budget
  - iii. Budget vs. Actual Report (both current month and year-to-date)

- iv. Schedule of Revenue and Expenses by Period
  - v. Comparative Statement of Financial Position
  - vi. Combining/Consolidating Statements of Activities and Financial Position
  - vii. Statement of Cash Flows (both current month and year-to-date)
  - viii. Accounts Payable/Receivable Aging
  - ix. Check Register(s)
  - x. General Ledger Detail
  - xi. Other customized reports as requested by the school, executive team or board
- d. On a monthly basis, review and present the financial package with the school staff and/or board members to assess the current fiscal condition of the school
  - e. Provide access to the accounting database via a VPN connection allowing school staff to run reports and see real-time data as it exists in the system
  - f. On an as needed basis, provide or present financial information or training to lenders, board members, community members, parents or other external parties as requested by the school.

## **7. COMPLIANCE AND GRANT REPORTING**

- a. Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
- b. In the event that new funding programs become available, funding program elements and pricing will be revised if the Client wishes CI to pursue such funding. These applications will be subject to the timelines and conditions of the funding programs and will be the primary responsibility of the Client.
- c. Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
- d. Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

## **8. CHARTER AUTHORIZER SUPPORT**

- a. Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to: Prepare regular financial reporting (budget and interim financial reports)
- b. Provide ad hoc financial documents and reports as requested
- c. Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
- d. Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections.

## **9. ANNUAL BUDGET CREATION AND REVISIONS**

- a. Work with school staff on an annual basis to create a 5-year budget and cash flow projection on an annual basis to ensure proper future planning
- b. Provide a monthly budget and cash flow report to monitor the cash balance and protect against the gap caused by revenue and expenditure seasonality

- c. Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

#### **10. AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS**

- a. Maintain electronic records of all transaction support
- b. Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees
- c. Participate in, and support all oversight reviews from charter authorizers and governmental agencies to improve outcomes

#### **11. TAX PREPARATION AND SUPPORT**

- a. Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
- b. Prepare and report sales and use tax returns
- c. Provide any and all information necessary for the preparation and submission of Form 990. *Payroll tax reporting is included in the payroll processing Exhibit B below.*

#### **12. STRATEGIC PLANNING**

- a. Work with school management and the Board of Directors to develop long-term strategies to ensure the school's prosperity
- b. Provide second opinions and act as sounding board for school management and the Board on business and financial matters



## **EXHIBIT B**

### **SCOPE OF WORK: PAYROLL SERVICES**

#### **1. PAYROLL PROCESSING**

- a. Maintain employee static pay information in a payroll database
- b. Process status updates, new hires, terminations, and/or informational changes in payroll system
- c. Assist in the development of a regular payroll schedule that is compliant with State labor laws and consistent with employee contracts
- d. Process supplemental payroll runs such as the following:
  - i. Involuntary termination - the check will be prepared ahead of time and provided to the school on the termination date
  - ii. Voluntary termination without notice - the check will be prepared and delivered to the employee within the time frame required by the State
  - iii. Scheduled bonuses/stipends
  - iv. Additional unscheduled/emergency payroll runs
- e. Process and pay all federal and state payroll tax payments according to required guidelines
- f. Prepare the state payroll tax filing report annually, and quarterly for federal and state agencies
- g. Prepare, review, and distribute W-2s to all employees

#### **2. RETIREMENT REPORTING**

- a. Process and submit retirement reports
- b. Submit payment via ACH or cashier's check within the requisite timeframe for the pension contributions
- c. Process 403(b) retirement plan deductions, if applicable, and in compliance with State and Federal laws submit payments to the third-party administrator

#### **3. WEB-BASED EMPLOYEE TIMEKEEPING SYSTEM**

- a. All employees can be given online access to a streamlined, secure electronic timekeeping system which is fully integrated into our accounting system and eliminates the need for paper timesheets.
- b. In addition to entering time, employees can also electronically:
  - i. request time off
  - ii. make changes to their addresses and W2s
  - iii. access their historical paystubs

#### **4. GENERAL SUPPORT**

- a. Provide support and assistance with creation of internal processes and procedures, forms and tracking systems

**EXHIBIT C**  
**HOURLY RATES**

Level	Rate
Clerk	\$100.00
Staff	\$150.00
Senior	\$175.00
Director	\$200.00
Executive	\$250.00

CI Initials:

Client Initials:

# School's Proposed Support Team

## TEACH Las Vegas



**Spencer Styles**  
President & CEO

**Shiva Bahrami**  
Director of  
Accounting Services

**Theresa Thompson**  
Director of  
Client Finance

**Vireak Chheng**  
Director of Data  
and Technology

**Christopher Lee**  
Director of Payroll

Accounting  
Manager

Accounts  
Payable  
Supervisor

Data  
Analyst

Payroll Manager

Staff  
Accountant

AP  
Specialist

Data  
Clerk

Payroll  
Coordinator

Accounting  
Associate

AP  
Clerk

Payroll  
Clerk



Attachment 19:  
Financial Plan Workbook  
(Please see excel attachment)



Attachment 20:  
Resume of Proposed Regional Director Candidate  
(Not Applicable)



Attachment 21:  
CMO Services Agreement

## MANAGEMENT SERVICES AGREEMENT

THIS MANAGEMENT SERVICES AGREEMENT (this “*Agreement*”) is made as of this \_\_\_\_\_ day of \_\_\_\_\_ 2020 (the “*Execution Date*”), by and between TEACH Inc., a California nonprofit corporation (“*Manager*”), and TEACH Las Vegas, a Nevada nonprofit corporation (“*Company*” or “*School*”) (collectively, the “*Parties*”).

### Recitals

WHEREAS, the Company, acting through its committee-to-form, is applying for approval to enter into a charter contract (the “*Charter Contract*”) with its prospective authorizer, the Nevada State Public Charter School Authority (the “*Authorizer*” or “*SPCSA*”), to organize and operate a charter school in Clark County, Nevada, pursuant to the Charter School Act, Nevada Revised Statutes (“*NRS*”) Chapter 388A (the “*Act*”) and its accompanying regulations;

WHEREAS, Manager is a not-for-profit charter school management organization (a “*CMO*”) which manages and provides support services to multiple charter schools located in Southern California;

WHEREAS, Manager therefore has the knowledge, skills, and experience to assist the School in opening and successfully operating its Nevada charter school, to ensure that the Board’s mission and vision is faithfully and efficiently implemented;

WHEREAS, after careful and due deliberation by the committee-to-form, the Company desires to obtain Manager’s Services in connection with the Company’s operation of the Nevada school pursuant to the terms hereof, and Manager is able and willing to provide the Services as hereinafter set forth, all for the fundamental purpose of ensuring the academic, financial, and regulatory success of the School;

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained and of the fees to be paid to Manager as hereinafter set forth, the parties hereto do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

### Agreement

1. **DEFINITIONS.** The following terms have the meanings set forth in the Section of this Agreement cross-referenced below:

<u>Term</u>	<u>Section</u>	<u>Term</u>	<u>Section</u>
“ <i>Act</i> ”	Recitals	“ <i>FERPA</i> ”	Section 8(a)
“ <i>Agreement</i> ”	Preamble	“ <i>Indemnitees</i> ”	Section 10(a)
“ <i>Authorizer</i> ”	Recitals	“ <i>I.P. License</i> ”	Section 8(b)
“ <i>Bankruptcy</i> ”	Section 3	“ <i>Manager</i> ”	Preamble
“ <i>Board</i> ”	Section 4(g)	“ <i>NRS</i> ”	Recitals
“ <i>Charter Contract</i> ”	Recitals	“ <i>Parties</i> ”	Preamble
“ <i>CMO</i> ”	Recitals	“ <i>School</i> ”	Preamble
“ <i>Deferred Fees</i> ”	Section 5(c)	“ <i>School Records</i> ”	Section 8(a)
“ <i>DSA</i> ”	Section 5(a)	“ <i>Services</i> ”	Section 4
“ <i>Execution Date</i> ”	Preamble	“ <i>Service Fee</i> ”	Section 5(a)
“ <i>Facility</i> ”	Section 4(d)	“ <i>SPCSA</i> ”	Recitals

2. **APPOINTMENT.** Company hereby engages Manager on the terms and conditions hereinafter set forth to provide the described Services to Company; and Manager hereby agrees to provide the Services to Company, pursuant to the terms hereof.

3. **LEGAL COMPLIANCE.** The provisions of the Agreement are enforceable only to the extent they comply with the Charter Contract and all applicable laws and regulations, including the Act. Both Parties will also conduct all of their actions in accordance with the Charter Contract and all applicable laws and regulations, including the Act.

4. **TERM; TERMINATION.**

- (a) Termination. This Agreement shall commence on August 20, 2020 and shall continue until terminated by one of the Parties by written notice stating its intention to terminate this Agreement. Either Party may terminate this Agreement (i) upon thirty (30) days' prior written notice, if with cause (and provided there is no reasonable cure in that period); or (ii) upon ninety (90) days' prior written notice, if without cause. This Agreement shall automatically terminate (with no prior written notice) upon: (a) the SPCSA revoking the Company's Charter Contract; or (b) if Manager were to file a voluntary bankruptcy petition or a petition or answer seeking reorganization, arrangement, composition, a receivership, or similar relief under present or future federal or state bankruptcy codes or laws, or make an assignment for the benefit of its creditors, or admit in writing its inability to pay its debts as they become due, or consent to the appointment of any receiver, trustee or liquidator of all or a substantial part of its property, or if any petition seeking any such relief were commenced against Manager and not dismissed within ninety (90) days (any of the foregoing, a "*Bankruptcy*").
- (b) Duties upon Termination. In the event of a termination, the Parties shall work reasonably and cooperatively to ensure that the School's operations continue without substantial interruption or decline in performance. Manager shall immediately deliver to Company any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School, retaining only electronic copies as required by the law or for the purpose of adjudicating any dispute arising out of this Agreement.

5. **DUTIES OF MANAGER.** Manager shall provide the following services to the School (collectively, the "*Services*"):

- (a) creating the Company as a legal entity, including preparing and filing any and all required legal and financial filings with the Nevada Secretary of State and Internal Revenue Service;
- (b) creating, preparing and submitting the School's charter school application to the SPCSA;
- (c) reviewing and commenting on the draft Charter Contract;
- (d) researching, locating and preparing a suitable facility (the "*Facility*") to house the operation of the School, including consulting on the selection of suitable, independent third-party vendors and professionals (e.g., real estate brokers,



architects, engineers, land-use consultants, attorneys, contractors, and subcontractors);

- (e) researching, providing or preparing for any future expansion of the Facility to accommodate growth of the School;
- (f) consulting with and advising the School's Board of Directors (the "*Board*") in matters of self-governance, regulatory compliance, and other core governing matters;
- (g) providing professional development training for certain employees of the Company prior to the commencement of the school year and continuing throughout each school year as necessary;
- (h) providing or contracting for office services, such as accounting, payroll, human resources and billing;
- (i) supervising the development, tracking, and amendment of the annual budget, and advising the Board on the same;
- (j) oversee the preparation and maintenance of proper financial books and records;
- (k) developing and executing fundraising opportunities;
- (l) working with the SPCSA and other relevant governmental authorities as necessary, including complying with reporting requirements and any other general inquiries received from the SPCSA;
- (m) attending Board meetings and reporting on the status and performance of the School and the Manager;
- (n) assisting the Executive Director in supervising and evaluating senior School staff (e.g., the Superintendent [a/k/a Principal]);
- (o) marketing for student enrollment;
- (p) assisting with public relations;
- (q) writing grants for state and other funding;
- (r) providing guidance relating to the curriculum;
- (s) providing support for information technology;
- (t) providing financial support as needed; provided, however, that such support shall be agreed to by the Parties in a separate writing; and
- (u) providing any other operational or educational needs relating to the School that the Company may reasonably request of Manager from time to time.

Any duties and obligations required to be carried out by the School, or for the operation of the school, and not listed under the Services above, shall be the Company's responsibility.

**6. SERVICE FEE.**

- (a) Service Fee. In consideration for the Services, Manager shall receive a monthly "*Service Fee*" equal to ten percent (10%) of the total gross revenues actually received by Company from the State of Nevada in per-pupil funding for such

month (including Distributive School Account (“*DSA*”) payments, but excluding one-time or dedicated grants), determined in accordance with United States generally accepted accounting principles which are consistently applied.

- (b) Payment Terms. The Service Fee shall be payable by Company to Manager on or before the 30th day after the end of each calendar month during the term of this Agreement. The Service Fee is the only compensation or other payments to which Manager will be entitled hereunder; Manager shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement, including compensation and other benefits payable to any Manager employees, and including any and all travel, accommodation, meal, and other out-of-pocket expenses, costs, or “overhead.”
- (c) Deferral in Initial Years. Notwithstanding Sections 5(a) and (b), during the interim (a/k/a “stub”) year between authorization and the first day of the first school year, and during school years one (1) through three (3), the School shall have no obligation to pay [fifty percent (50%) of] the Service Fee if, in the reasonable opinion of the Board and based on a vote taken at an open, public meeting, the School’s cash flow is so limited that it would be in risk of running over budget for that fiscal year if it paid out the full Service Fee, and thus a deferral is warranted (“*Deferred Fees*”). If Deferred Fees arise from time to time, the School shall promptly pay those Deferred Fees to Manager as soon as the cash flow permits (and no later than by the end of the first Charter Contract term, prior to any renewal by the SPCSA).

7. **INDEPENDENT ENTITIES; NO CONFLICTS OF INTEREST.**

- (a) Independent Contractor. It is expressly agreed by the Parties hereto that Manager is not an employee of the Company for any purpose whatsoever, including for federal or state tax purposes, but is an independent contractor. Furthermore, no relationship of joint venture or partnership of any form is created by this Agreement. Upon being authorized by, and entering into the Charter Contract with, the SPCSA, the School shall be formally governed by the School’s Board. Manager acknowledges and agrees that it does and will not control the Board, which will instead remain an independent, self-governing public body whose powers and authority shall not be unlawfully usurped or interfered with. The Board will retain sole authority for setting and approving reasonable rules, regulations, policies and procedures for the School, including final decision-making over the budget, curriculum, student conduct, special education, school calendars, and student recruitment.
- (b) Limited Authority. Manager does not have, and will not purport to have, the power to bind or legally obligate the Company, to threaten or to commence any legal actions or proceedings of any kind on behalf of the Company, nor to defend the same (except pursuant to an indemnity obligation).
- (c) No Conflicts. Manager represents and warrants that it has not, and covenants that it will not, offer, gift, or transfer, whether directly or indirectly, a substantial gift, commission, or other benefit to any School director, officer, or employee, now or in the future. Manager will comply with the conflicts of interest rules set forth in

the Charter Contract, as well as any and all Conflict of Interest Policies, Codes of Conduct, Bylaws, and other guidelines adopted by the School from time to time. No director, officer, or employee of the Manager will serve on the Board. If at any time there exists some relationship between the Manager and any other person or entity providing goods or services to the School, the Manager shall immediately disclose the nature and details of that relationship to the Board.

**8. RECORDS; INTELLECTUAL PROPERTY.**

- (a) School Records. Company hereby grants permission to Manager to access the financial, educational, and student records pertaining to the School (the “*School Records*”) solely for the purpose of providing Services under this Agreement. The School Records are the property of the Company. The Parties acknowledge and agree that such records may be subject to various state and federal laws governing both the disclosure and confidentiality of the same, including the Nevada Public Records Act (NRS Chapter 239) and the Family Educational Rights and Privacy Act (“*FERPA*”), and both Parties shall strictly act in compliance with the same.
- (b) I.P. License; Purpose. During this Agreement, each Party is permitted to use the other Party’s intellectual property. Each Party hereby grants the other Party a limited, revocable, world-wide, non-exclusive, royalty-free, personal, non-assignable, non-transferrable, and non-sublicensable license (the “*I.P. License*”) to use its intellectual property (e.g., its trademarks and service marks) for the sole purpose of the other Party meeting its obligations in the Charter Contract, this Agreement, and under applicable law, and for no other purposes. The IP License is not a transfer or assignment, meaning each Party shall maintain sole and exclusive ownership of its own intellectual property.

9. **INSURANCE.** During the term of this Agreement, each Party shall procure and maintain general liability insurance coverage, as well as standard employment, workers’ compensation, automotive, and criminal coverages, in no less than the amounts and coverages (i) required by the Charter Contract and applicable laws, and (ii) which are reasonable and customary for similarly-situated parties in Southern Nevada, consistent with sound business practices. All such policies shall name the other Party as an additional insured. Each Party will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance. Each Party shall supply the other Party with certificates from time to time which evidence its compliance with these insurance obligations.

**10. INDEMNIFICATION.**

- (a) Mutual Indemnity. Each Party hereby agrees to indemnify, defend, hold harmless, and protect the other Party, and its directors, officers, employees, successors and assigns (collectively, the “*Indemnitees*”) from and against any and all liabilities, fines, losses, claims, causes of action, suits, forfeitures, penalties, punitive, liquidated, or exemplary damages, or voluntary settlement payments, of whatever kind and nature, and costs and expenses incident thereto (including reasonable attorneys’ fees) which an Indemnatee may incur, become responsible for, or pay out as a result of claims arising out of or connected to the acts, services, conduct or omissions of the indemnifying Party and its directors, officers, employees, successors and assigns, including any breach of this

Agreement (except to the extent that the same is subject to indemnification by another Indemnatee).

- (b) Procedure. Promptly after receipt by an Indemnatee of commencement of a proceeding against it, such Indemnatee shall, if indemnification is requested hereunder, give notice to the relevant indemnifying Party of such claim, but the failure to notify the indemnifying Party will not relieve it of any liability (except to the extent of any prejudice caused thereby). If the indemnifying Party assumes the defense of the proceeding, no compromise or settlement of such claims may be effected by the indemnifying Party without the Indemnatee's consent unless (A) there is no finding or admission of any violation of law by the Indemnatee, and (B) the sole relief provided is monetary damages that are paid in full by the indemnifying Party; and (c) the Indemnatee will have no liability with respect to any compromise or settlement of such claims. If notice is given to the indemnifying Party of the commencement of any proceeding and the indemnifying Party does not, within ten (10) days after the Indemnatee's notice is given, give notice to the Indemnatee of its election to assume the defense, the indemnifying Party will be bound by any determination made in such proceeding or any compromise or settlement effected by the Indemnatee.

11. **MISCELLANEOUS.**

- (a) Agreement in Entirety. This Agreement constitutes the entire agreement of the Parties and supersedes and replaces any and all prior agreements and understandings.
- (b) School Obligations. All School obligations of the Company herein are not the obligations, directly or indirectly, in whole or in part, of the State of Nevada, State Public Charter School Authority, or State Department of Education.
- (c) Governing Law; Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of Nevada. Any disputes arising hereunder shall be solely and exclusively heard in state courts located in Clark County, Nevada. The Parties waive any objection based on lack of jurisdiction, *forum non conveniens*, or venue in such courts.
- (d) Fee Reimbursement. In any disputes arising hereunder, the losing Party shall pay to the prevailing Party the reasonable attorneys' fees incurred by the prevailing Party in connection therewith (even if no formal lawsuit is commenced), together with all costs and expenses of the prevailing Party.
- (e) Reservation of Immunities. Nothing herein constitutes a waiver of the protections and immunities in NRS Chapter 41 or any other applicable state and/or federal laws.
- (f) No Personal Liability. Each Party agrees that absent clear and convincing evidence of fraud or willful misconduct, no Board member, owner, director, executive, agent, or employee of either Party shall be personally liable for payment or damages under this Agreement, and each Party shall only look to the other Party for payment or performance of the obligations herein.

- (g) Further Assurances. The Parties agree to do any act or thing and execute any and all documents or instruments which is or are reasonably necessary or proper to effectuate the provisions and intent of this Agreement; provided, however, neither Party shall have any obligation to agree to changes which (i) materially increase that Party's obligations or materially reduce its rights, or (ii) materially alter the terms of the Agreement, including economic terms.
- (h) Severability. Any provision of this Agreement which shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect. In lieu of such invalid, void or illegal provision, there shall be added to this Agreement a provision that is valid and enforceable and as similar (in purpose and effect) to such invalid, void or illegal provision as is reasonably possible.
- (i) Survival. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement for a reasonable period of time.
- (j) No Third-Party Beneficiaries. Except as otherwise provided herein, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or either of them, and any third party, nor create any third-party beneficiary or fiduciary rights in any third party.
- (k) Negotiation; Counsel. Each Party has had a full opportunity to be represented by counsel in this Agreement. No provision in this Agreement shall be construed in either Party's favor based on who drafted or revised that particular provision.
- (l) Confidentiality. The Parties shall treat all of the terms of this Agreement, as well as any reasonably confidential and proprietary information of the other Party, confidentially and shall not disclose the terms hereof to any third party other than as required by federal or State law (including NRS Chapter 239), or by the Authorizer, or in order to meet the disclosing Party's obligations under this Agreement.
- (m) Force Majeure. Neither Party will be liable for any delay in performance or inability to perform due to acts of God, war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, pandemic, epidemic, quarantine, or other acts or events beyond its reasonable control (which does not include mere financial inability to perform). If a Party encounters a Force Majeure event, it shall immediately contact the other Party and provide all known details regarding the same, and the Parties shall work together reasonably and in good faith to implement temporary measures to address the situation. The Parties acknowledge and agree that there is an existing Force Majeure event in effect as of the Effective Date—i.e., the COVID-19 pandemic—but the Parties do not currently anticipate the pandemic materially interfering in the performance of their obligations hereunder.
- (n) Prohibited Persons. Neither Party shall include any persons with whom U.S. citizens and companies are prohibited from conducting business due to federal or state laws concerning, for example, government embargoes, sanctions, terrorism, or money laundering.

- (o) Non-Discrimination. Neither Party will discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, disability, or other classification protected by law.
- (p) No Boycott. If Manager's annual amount to perform hereunder exceeds \$50,000, Manager hereby certifies that it is not currently engaged in, and will not during the Term of this Agreement engage in, a boycott of Israel as defined in NRS 332.065.
- (q) Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, and all of which constitute one and the same instrument. Signatures may be delivered by facsimile or e-mail with the same force and effect as originals.

*[The remainder of this page is intentionally blank and the signature page follows.]*

IN WITNESS WHEREOF, Company and Manager have caused this Agreement to be executed as of the day and year first above written.

***Manager***

TEACH Inc.,  
a California nonprofit corporation

***Company***

TEACH Las Vegas,  
a Nevada nonprofit corporation

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

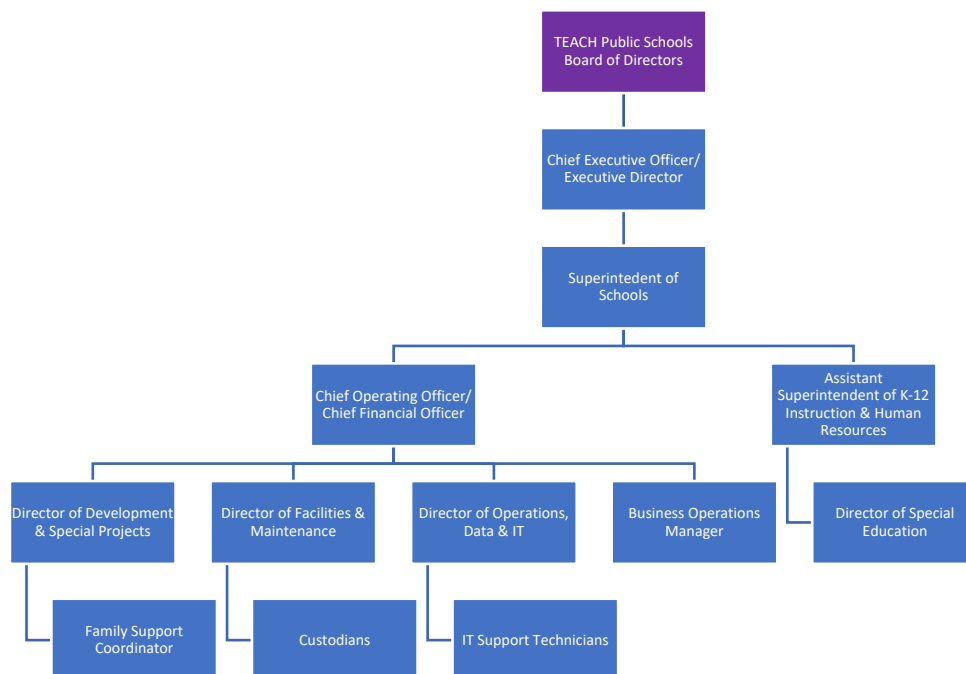


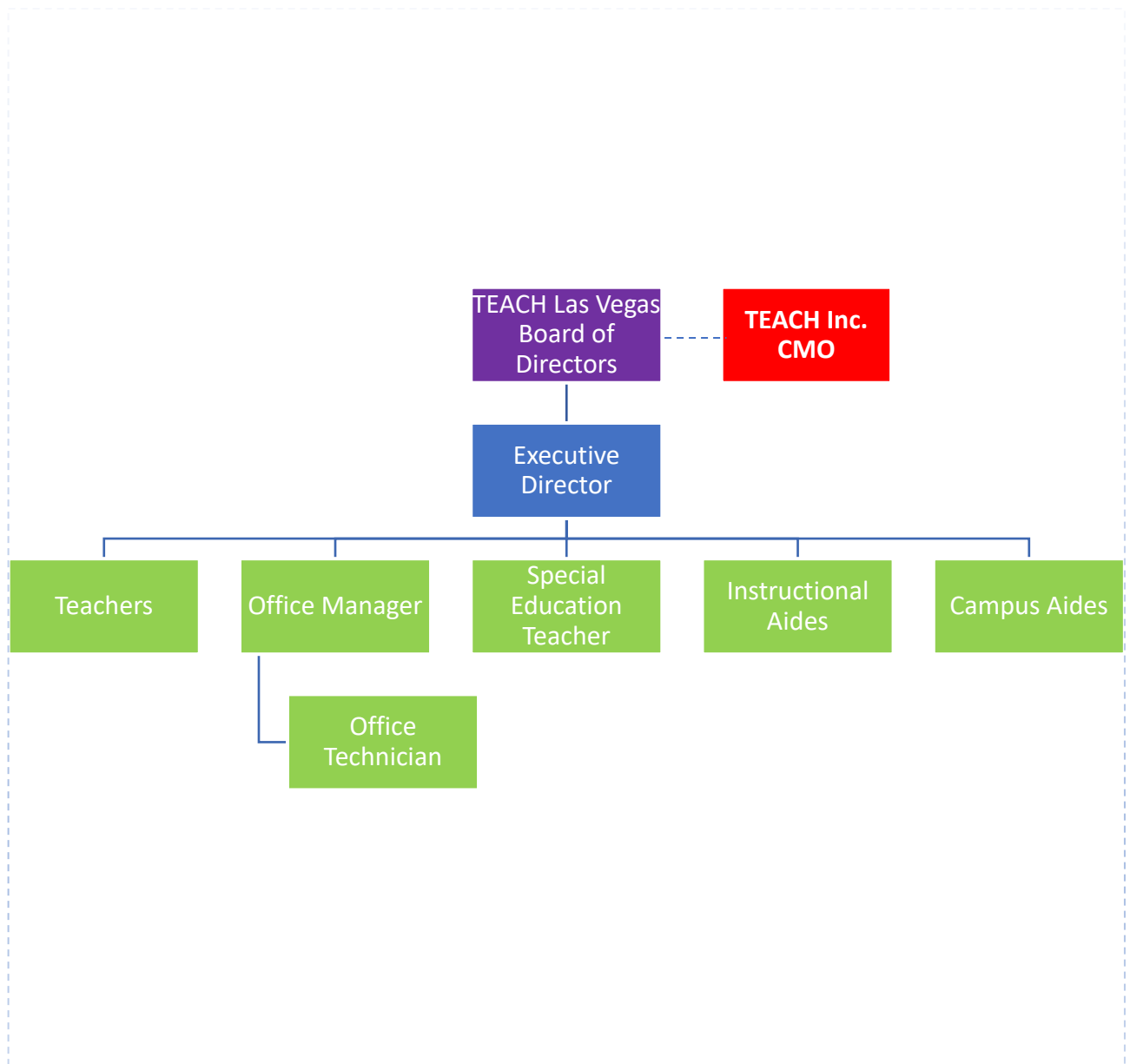
Attachment 22:  
Organization Charts Y1, Y3, Y6

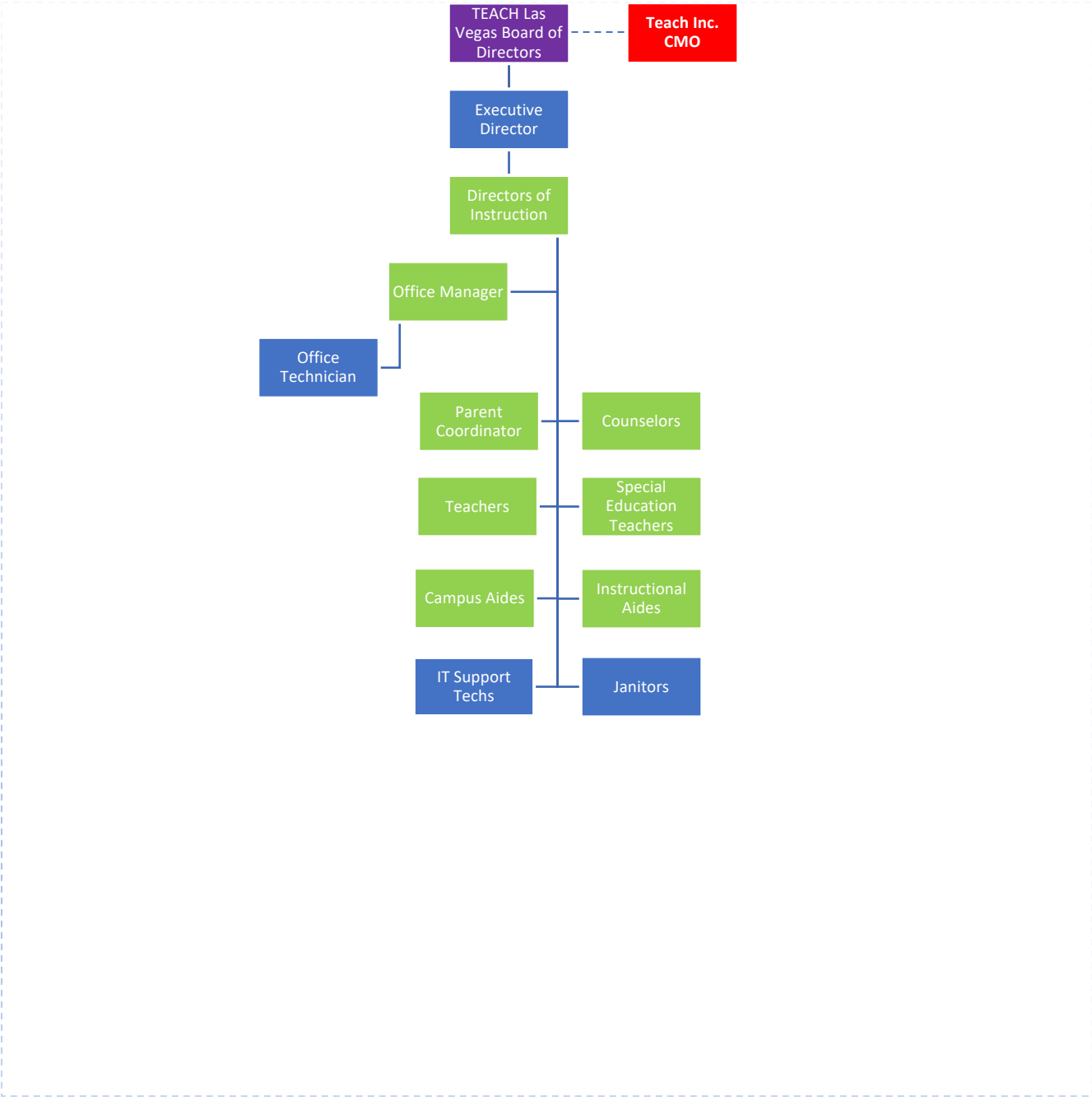
- A. CMO Org Chart
- B. TEACH LV Org Chart Year 1
- C. TEACH LV Org Chart Year 3
- D. TEACH LV Org Chart Year 6

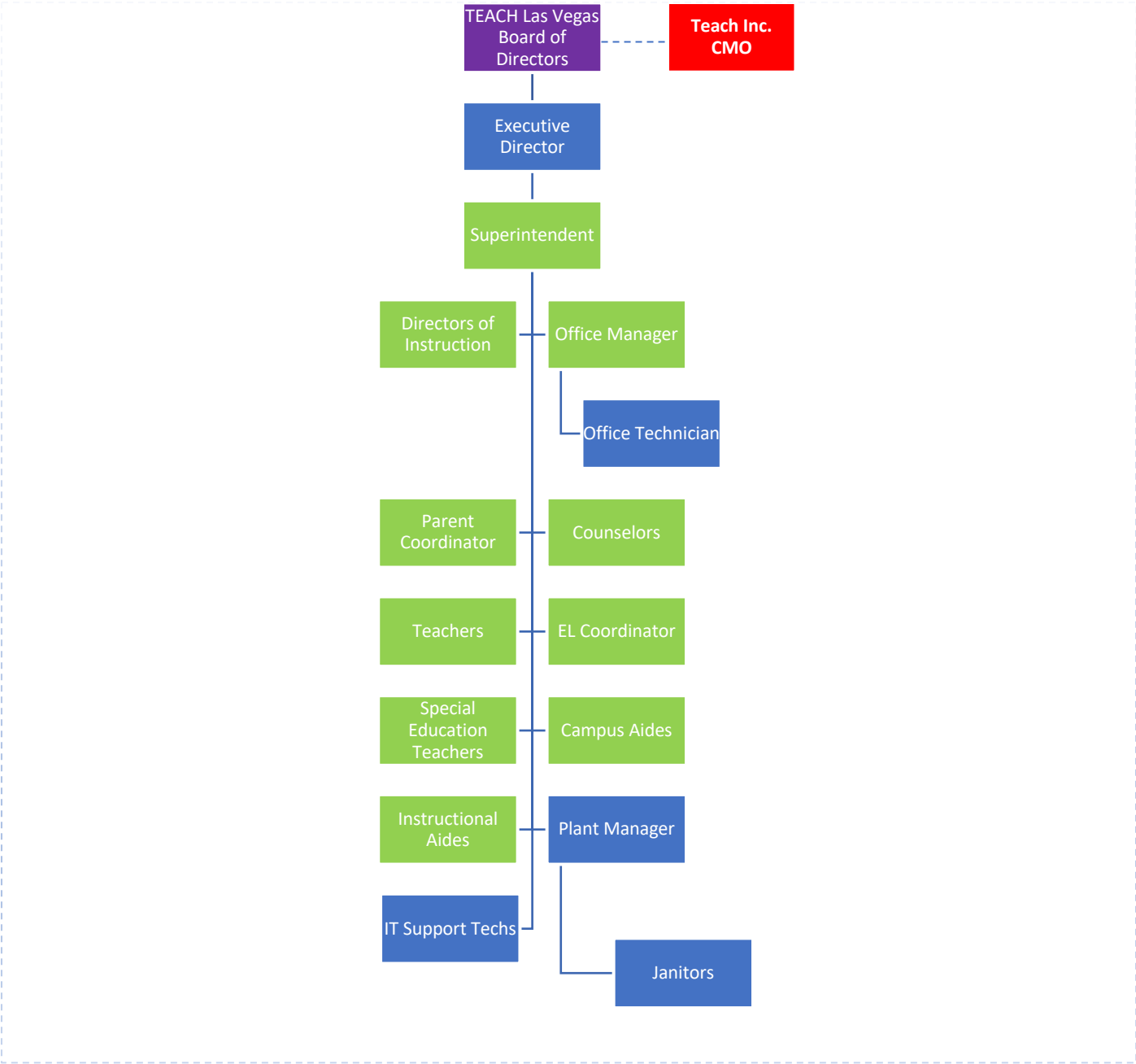


CMO Organization Chart, TEACH PUBLIC SCHOOLS: TEACH Preparatory Elementary School, TEACH Academy of Technologies, TEACH Tech Charter High School











### Attachment 23:

- A. CMO Evaluation Tools
- B. Articles of Incorporation and Resolution
- C. Statement of Information
- D. Tax Exempt Status
- E. TEACH Inc. 501(3)
- F. TEACH Inc. Foreign Nonprofit Corporation

To see (a) proposed duration and (b) draft of proposed management contract, please see *Attachment 21, CMO Services Agreement*. TEACH Las Vegas will utilize adapted and applicable portions of the SPCSA Academic, Operational and Financial Performance Frameworks to evaluate the CMO, TEACH Public Schools.

Nevada State Public Charter School Authority (SPCSA)  
Organizational Performance Framework (OPF)  
**Appendix B**

**SPCSA Organizational Performance Ratings Scorecard**

For the \_\_\_\_\_, a SPCSA Public Charter School

For School Year Ending \_\_\_\_\_

Date \_\_\_\_\_

A “No” in any subsection does not necessarily result in a failing score for a that subsection, the greater section or the entire questionnaire. Points may be awarded ranging from 0 to the maximum shown for the indicator below. An overall score of 80 points (80%) is required for a Meets Standards Rating.

**Indicator Point Breakdown**

	Category	Points Possible	Points Earned	% Earned
1	Education Program	20		
2	Financial Management and Oversight	20		
3	Governance and Reporting	20		
4	Students and Employees	20		
5	School Environment	20		
	<b>Total</b>	<b>100</b>		

**Indicator 1: Education Program (20 pts)**

	Rating		Notes
	MS	DNMS	
<b>Measure 1a (0 to 5 pts)</b>			
Is the school implementing the material terms of the education program as defined in the current charter contract?			
<b>Measure 1b (0 to 5 pts)</b>			
Is the school complying with applicable education requirements?			
<b>Measure 1c (0 to 5 pts)</b>			
Is the school protecting the rights of students with disabilities?			

<b>Measure 1d (0 to 5 pts)</b>			
Is the school protecting the rights of English Language Learner (ELL) students?			

(MS = Meets Standards ; DNMS = Does Not Meet Standards)

## Indicator 2: Financial Management and Oversight (20 pts)

	Rating		
	MS	DNMS	Notes
<b>Measure 2a (0 to 6.7 pts)</b>			
Is the school meeting financial reporting and compliance requirements?			
<b>Measure 2b (0 to 6.7 pts)</b>			
Is the school following Generally Accepted Accounting Principles (GAAP)?			
<b>Measure 2c (0 to 6.7 pts)</b>			
Is the school using the chart of accounts prescribed by the Department?			

(MS = Meets Standards ; DNMS = Does Not Meet Standards)

## Indicator 3: Governance and Reporting (20 pts)

	Rating		
	MS	DNMS	Notes
<b>Measure 3a (0 to 6.7 pts)</b>			
Is the school complying with governance requirements?			
<b>Measure 3b (0 to 6.7 pts)</b>			
Is the school holding management accountable?			
<b>Measure 3c (0 to 6.7 pts)</b>			
Is the school complying with reporting requirements?			

(MS = Meets Standards ; DNMS = Does Not Meet Standards)

**Indicator 4: Students and Employees (20 pts)**

	Rating		Notes
	MS	DNMS	
<b>Measure 4a (0 to 3.3 pts)</b>			
Is the school protecting the rights of all students?			
<b>Measure 4b (0 to 3.3 pts)</b>			
Is the school meeting attendance goals?			
<b>Measure 4.c (0 to 3.3 pts)</b>			
Is the school meeting recurrent enrollment requirements?			
<b>Measure 4d. (0 to 3.3 pts)</b>			
Is the school meeting teacher and other staff credentialing requirements?			
<b>Measure 4e (0 to 3.3 pts)</b>			
Is the school complying with laws regarding employee rights?			
<b>Measure 4f (0 to 3.3 pts)</b>			
Is the school completing required background checks?			

(MS = Meets Standards ; DNMS = Does Not Meet Standards)

**Indicator 5: School Environment (20 pts)**

	Rating		Notes
	MS	DNMS	
<b>5.a. Facilities and Transportation</b>			
<b>Measure 5a (0 to 10.0 pts)</b>			
Is the school complying with facilities and transportation requirements?			
<b>Measure 5b (0 to 10.0 pts)</b>			
Is the school complying with health and safety requirements?			

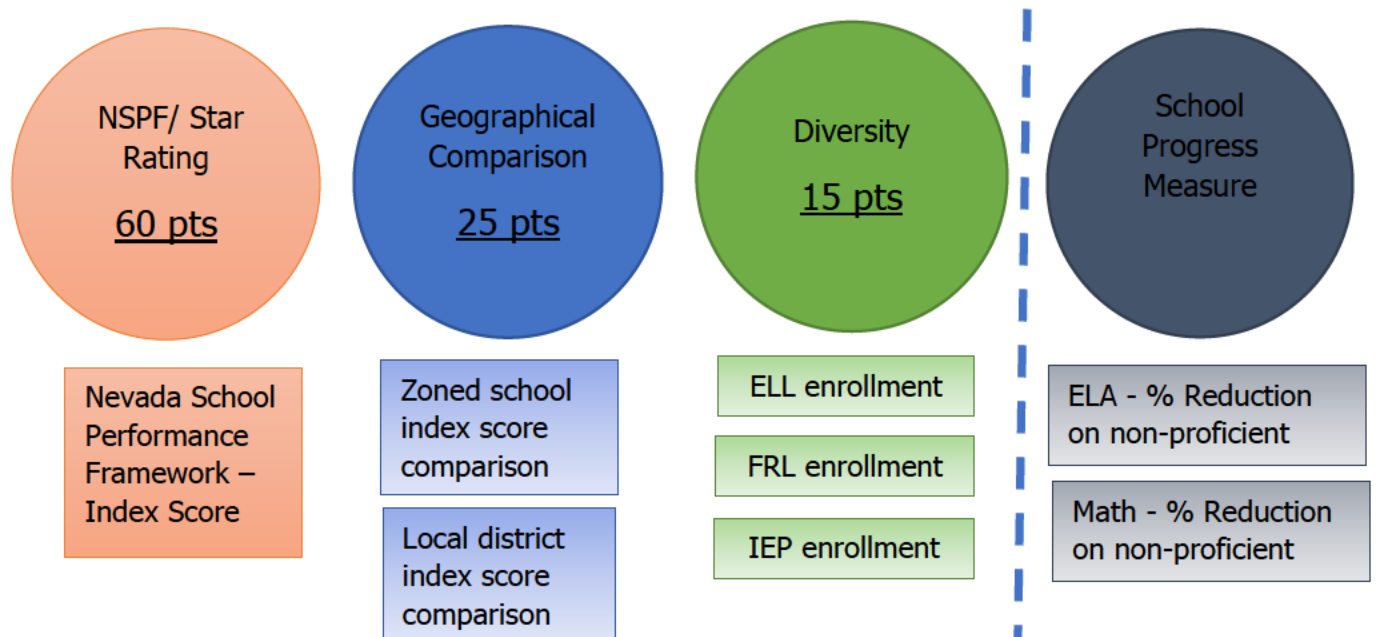
(MS = Meets Standards ; DNMS = Does Not Meet Standards)

The SPCSA reserves the right to add/remove/edit additional obligations from time to time as it deems fit to achieve its mission to improve and influence public education in Nevada. Should changes to measures need to be made, or if additional measures needed to be added, SPCSA staff will bring those to the Authority for final approval. Non-substantive updates, such as updating statutes to reflect recent changes in law or regulation, may be done without Authority approval.



## SPCSA ACADEMIC PERFORMANCE FRAMEWORK

The primary goal for the SPCSA Academic Performance Framework is to provide charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.



The SPCSA Academic Performance Framework will incorporate the Nevada School Performance Framework because it includes many key performance indicators. The NSPF results for each school will be combined with the following measures to create a final score/rating under a revised SPCSA Academic Performance Framework.

### Data Sources

- 2018-2019 Validation Day File (October 1, 2018)
- 2018- 2019 Nevada School Performance Framework (NSPF) School Ratings (September 15, 2019)

## SPCSA Academic Performance Framework Overview

SPCSA schools receive an index score from 1 – 100 for Academic Performance Framework. Points are assigned to earned Measures according to the Point Attribution Tables (PATs). A school may also earn additional points for increasing their English Language Learners (ELL), Free or Reduced Lunch (FRL) or Individual Education Plan (IEP) enrollment. Schools demonstrating improvement of at least 25 percent, or more, over the prior year's enrollment will earn 3 bonus points for the Diversity Indicator.

A total index score is the sum of the number of points earned for all indicators (NSPF, Geographic Comparison, Diversity etc.). Each score range corresponds to an academic performance level (Exceeds Standards, Meets Standards, Does Not Meet Standards, Far Below Standards)

Exceeds Standard	$\geq 80$
Meets Standard	$\geq 50$ and $< 80$
Does Not Meet Standard	$\geq 20$ and $< 50$
Far Below Standard	$> 20$ and $50$

## Point Attribution Tables 2018 - 2019

The Point Attribution Tables (PATs) identifies points for each indicator and measure. Measures include; Nevada School Performance Framework, Geographical Comparison (both zoned school and district), Diversity (ELL, FRL and IEP enrollment) and School Progress.

The PATs for each measure can be found below:

SPCSA Academic Performance Framework										
Index Score	Geographical Comparison - Zoned school index		Geographical Comparison - District index		Diversity		School Progress - ELA		School Progress - Math	
	>= 50	15	>= 50	10	See Point Attribution Table by District		>=10	5	>=10	5
	<50 and >=45	14	<50 and >=40	9			<10 and >=8	4	<10 and >=8	4
	<45 and >=40	13	<40 and >=37	8			<8 and >=5	3	<8 and >=5	3
	<40 and >=36	12	<37 and >=30	7			<5 and >=2	2	<5 and >=2	2
	<36 and >=32	11	<30 and >=25	6			<2 and >=0	1	<2 and >=0	1
	<32 and >=28	10	<25 and >=20	5			No reduction	0	No reduction	0
	<28 and >=25	9	<20 and >=15	4						
	<25 and >=21	8	<15 and >=10	3						
	<21 and >=18	7	<10 and >=5	2						
	<18 and >=15	6	<5 and >= Dist. Perf.	1						
NEVADA SCHOOL PERFORMANCE FRAMEWORK										
0.6*Index Score	<15 and >=12	5	Below District Perf.	0						
	<12 and >=9	4								
	<9 and >=6	3								
	<6 and >=3	2								
	<3 and >= School Perf.	1								
	Below School Perf.	0								
60 pts		15 pts		10 pts		5 pts each		Informational Only		

## Nevada School Performance Framework (NSPF) (60 points)

The total index score from NSPF results will incorporate (0.6\*Index Score) to this indicator. For example, assuming the school earned a total of 80 index points, the calculation would be 80 multiplied by 0.6, giving the school 48 points (80\*0.6= 48).

Student proficiency, growth, graduation rates, closing opportunity gaps, WIDA AGP measure and school quality indicators results included in NSPF – Star Rating results. The detail measures under NSPF can be found below:

### Elementary School

INDICATOR/MEASURES	POINTS
<b>Academic Achievement Indicator</b>	<b>25</b>
Pooled Proficiency Measure	20
Read-by-Grade-3 Measure	5
<b>Growth Indicator</b>	<b>35</b>
Math Median Growth Percentile (MGP) Measure	10
ELA MGP Measure	10
Math Adequate Growth Percentile (AGP) Measure	7.5
ELA AGP Measure	7.5
<b>English Language Proficiency Indicator</b>	<b>10</b>
WIDA AGP Measure	10
<b>Closing Opportunity Gaps Indicator</b>	<b>20</b>
Math Closing Opportunity Gaps Measure	10
ELA Closing Opportunity Gaps Measure	10
<b>Student Engagement Indicator</b>	<b>10</b>
Chronic Absenteeism Measure	10

## Middle School

MIDDLE SCHOOL INDICATOR/MEASURES	POINTS
<b>Academic Achievement Indicator</b>	<b>25</b>
Pooled Proficiency Measure	25
<b>Growth Indicator</b>	<b>30</b>
Math Median Growth Percentile (MGP) Measure	10
ELA MGP Measure	10
Math Adequate Growth Percentile (AGP) Measure	5
ELA AGP Measure	5
<b>English Language Proficiency Indicator</b>	<b>10</b>
WIDA AGP Measure	10
<b>Closing Opportunity Gaps Indicator</b>	<b>20</b>
Math Closing Opportunity Gaps Measure	10
ELA Closing Opportunity Gaps Measure	10
<b>Student Engagement Indicator</b>	<b>15</b>
Chronic Absenteeism Measure	10
Academic Learning Plans Measure	2
8 <sup>th</sup> Grade Credit Requirements (NAC 389) Measure	3

## High School

INDICATOR/MEASURES	POINTS
<b>Academic Achievement Indicator</b>	<b>25</b>
Math Proficiency Measure	10
ELA Proficiency Measure	10
Science Proficiency Measure	5
<b>Graduation Rates Indicator</b>	<b>30</b>
4-year ACGR Measure	25
5-year ACGR Measure	5
<b>English Language Proficiency Indicator</b>	<b>10</b>
WIDA AGP Measure	10
<b>College and Career Readiness Indicator</b>	<b>25</b>
Post-Secondary Preparation Participation Measure	10
Post-Secondary Preparation Completion Measure	10
Advanced/CCR Diploma Measure	5
<b>Student Engagement Indicator</b>	<b>10</b>
Chronic Absenteeism Measure	5
9 <sup>th</sup> Grade Credit Sufficiency Measure	5

## Geographical Comparison (25 pts)

Zoned school index score and district index score will be compared with SPCSA schools. This comparison will allow us to analyze if the students are performing well on the state accountability (NSPF index score) compared to zoned schools and local district?

If the SPCSA school receives a 5-Star rating from NSPF, it will automatically qualify for 25 points in the Geographical Comparison indicator. If the SPCSA school receives a 5-Star rating from NSPF, it will automatically be given 25 points. If the SPCSA school receives a 4-Star rating from NSPF, it will automatically earn 15 points and may qualify for additional points depending on comparison results.

Geographical Comparison - Zoned school index pts		Geographical Comparison - District index pts	
>= 50	15	> = 50	10
<50 and >=45	14	<50 and >=40	9
<45 and >=40	13	<40 and >=37	8
<40 and >=36	12	<37 and >=30	7
<36 and >=32	11	<30 and >=25	6
<32 and >=28	10	<25 and >=20	5
<28 and >=25	9	<20 and >=15	4
<25 and >=21	8	<15 and >=10	3
<21 and >=18	7	<10 and >=5	2
<18 and >=15	6	<5 and >= Dist. Perf.	1
<15 and >=12	5	Below District Perf.	0
<12 and >=9	4		
<9 and >=6	3		
<6 and >=3	2		
<3 and >= School Perf.	1		
Below School Perf.	0		
15 pts		10 pts	

## Diversity (15 pts – plus 3 bonus points)

How is student enrollment on special populations (English Language Learners, Free and Reduced Lunch and Individualized Education Plan) compared with their local district?

If the SPCSA school serves statewide, a statewide comparison will be used for special populations enrollment.

The significant increase in ELL, FRL and IEP enrollment measure is included in the SPCSA Academic Performance Framework as a bonus. Schools showing an annual increase 25% or more in ELL, FRL or IEP categories will receive three bonus points.

SPCSA Academic Performance Framework- State					
Diversity - ELL 14.74%		Diversity - FRL 60.54%		Diversity - IEP 12.07%	
> 14	5	> 60	5	> 12	5
< = 14 and > = 10	4	< = 60 and > = 47	4	< = 12 and > = 9	4
<10 and >=7	3	< 47 and >=33	3	<9 and >= 6	3
<7 and < = 4	2	< 33 and < = 20	2	< 6 and < = 3	2
< 4 and > = 1	1	< 20 and > = 8	1	< 3 and > = 1	1
<1	0	<8	0	< 1	0
5 pts		5 pts		5 pts	

SPCSA Academic Performance Framework-Clark					
Diversity - ELL 16.75%		Diversity - FRL 68.22%		Diversity - IEP 11.93%	
> 16	5	> 68	5	> 11	5
< =16 and > = 12	4	< = 68 and > = 53	4	< = 11 and > = 8	4
<12 and >=8	3	<53 and >=38	3	< 8 and >= 5	3
<8 and < = 4	2	< 38 and < = 23	2	< 5 and < = 3	2
< 4 and > = 2	1	< 23 and > = 8	1	< 3 and > = 1	1
<2	0	<8	0	< 1	0
5 pts		5 pts		5 pts	

### SPCSA Academic Performance Framework- Washoe

Diversity - ELL 14.97%		Diversity - FRL 46.10%		Diversity - IEP 13.5%	
> 14	5	> 46	5	> 13	5
< = 14 and > = 10	4	< = 46 and > = 36	4	< = 13 and > = 11	4
<10 and >=7	3	<36 and >=26	3	< 11 and >=9	3
<7 and < = 4	2	< 26 and < = 16	2	< 9 and < = 6	2
< 4 and > = 1	1	< 16 and > = 9	1	< 6 and > = 3	1
<1	0	<9	0	< 3	0
5 pts		5 pts		5 pts	

### SPCSA Academic Performance Framework- Churchill

Diversity - ELL 6.87%		Diversity - FRL 45.96%		Diversity - IEP 15.20%	
> 6	5	> 45	5	> 15	5
< = 6 and > = 5	4	< = 45 and > = 35	4	< = 15 and > = 12	4
<5 and >=4	3	<35 and >=25	3	< 12 and >= 8	3
<4 and >=3	2	< 25 and < = 15	2	< 8 and < = 5	2
<3 and < = 2	1	< 15 and > = 5	1	< 5 and > = 2	1
<2	0	<5	0	< 2	0
5 pts		5 pts		5 pts	

### SPCSA Academic Performance Framework- Elko

Diversity - ELL 9.92%		Diversity - FRL 33.95%		Diversity - IEP 12.56%	
> 9	5	> 33	5	> 12	5
< = 9 and > = 7	4	< = 33 and > = 26	4	< = 12 and > = 9	4
<7 and >=5	3	<26 and >=20	3	< 9 and >= 6	3
<5 and < = 3	2	< 20 and < = 14	2	< 6 and < = 3	2
< 3 and > = 1	1	< 14 and > = 8	1	< 3 and > = 1	1
<1	0	<8	0	< 1	0
5 pts		5 pts		5 pts	

SPCSA Academic Performance Framework- White Pine					
Diversity - ELL 2.18%		Diversity - FRL 49.31%		Diversity - IEP 16.37%	
> 2	5	> 49	5	> 16	5
< = 2 and > = 1.7	4	< = 49 and > = 39	4	< = 16 and > = 12	4
< 1.7 and > = 1.3	3	< 39 and > = 29	3	< 12 and > = 8	3
< 1.3 and < = .9	2	< 29 and < = 19	2	< 8 and < = 4	2
< .9 and > = .5	1	< 19 and > = 9	1	< 4 and > = 1	1
< .5	0	< 9	0	< 1	0
5 pts		5 pts		5 pts	

### School Progress Measure (No points assigned)

This measure will focus the non-proficient students' performance on the mandated state assessment. Current and prior year state mandated assessment results will be used. School progress measure will check if the school demonstrating reduction in non-proficiency rate compared to the previous year results in ELA and Math. This indicator is informational only, there are no points attached to this.

School Progress - ELA		School Progress - Math	
>=10	5	>=10	5
<10 and >=8	4	<10 and >=8	4
<8 and >=5	3	<8 and >=5	3
<5 and >=2	2	<5 and >=2	2
<2 and >0	1	<2 and >0	1
No reduction	0	No reduction	0
Informational Only			



2301528

**FILED**  
In the Office of the Secretary of State  
of the State of California

JAN 2 2001

*Bill Jones*  
BILL JONES, Secretary of State

**ARTICLES OF INCORPORATION  
of  
TEACH, INC.**

ARTICLE I

The name of this corporation is TEACH, INC.

ARTICLE II

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

ARTICLE III

The specific purpose of this corporation is to provide charitable and public assistance to the general public by organizing events and programs on worldwide public and social concerns.

ARTICLE IV

The name and address in the State of California of this corporation's initial agent for service of process is Mildred S. Cunningham, located at 3883 West Century Boulevard, Suite 615, Inglewood, California 90303.

ARTICLE V

This corporation is organized and operated exclusively for charitable and public purposes within the meaning of Internal Revenue Code Section 501 (c)(3).

#### ARTICLE VI

No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation; and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

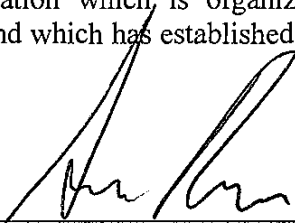
#### ARTICLE VII

The property of this corporation is irrevocably dedicated to charitable and public purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code; and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member thereof; or to the benefit of any private person.

#### ARTICLE VIII

Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and public purposes and which has established its tax-exempt status under Internal Revenue Code 501(c)(3).

**Dated: November 8, 2000**

  
\_\_\_\_\_  
Gene M. Ramos, Esq.  
Incorporator

## CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and the Secretary of TEACH, INC., a California nonprofit public benefit corporation.
2. Article III of the Articles of Incorporation of this Corporation is amended to read as follows:


The specific purposes for which this Corporation is organized are manage, operate, guide, direct and promote one or more California public charter schools.
3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.
4. This Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 11/13/2017

  
Mildred S. Cunningham, President

DATE: Nov 13, 2017

  
Matthew Brown, Secretary



**Secretary of State**  
**Statement of Information**  
 (California Nonprofit, Credit Union and  
 General Cooperative Corporations)

125

SI-100

883

**FILED**  
**Secretary of State**  
**State of California**

DEC 14 2017

**IMPORTANT — Read instructions before completing this form.**

**Filing Fee — \$20.00;**

**Copy Fees — First page \$1.00; each attachment page \$0.50;**  
**Certification Fee — \$5.00 plus copy fees**

**1. Corporation Name** (Enter the exact name of the corporation as it is recorded with the California Secretary of State)

TEACH, INC.

7/mj/cc/pc

This Space For Office Use Only

**2. 7-Digit Secretary of State File Number**

2301528

**3. Business Addresses**

a. Street Address of California Principal Office, if any - Do not enter a P.O. Box

1846 W. Imperial Hwy.

City (no abbreviations)

Los Angeles

State

CA

Zip Code

90047

b. Mailing Address of Corporation. If different than Item 3a

City (no abbreviations)

State

Zip Code

**4. Officers**

The Corporation is required to enter the names and addresses of all three of the officers set forth below. An additional title for Chief Executive Officer or Chief Financial Officer may be added; however, the preprinted titles on this form must not be altered.

a. Chief Executive Officer/ Mildred	First Name	Middle Name S.	Last Name Cunningham	Suffix
Address 1846 W. Imperial Hwy.		City (no abbreviations) Los Angeles	State CA	Zip Code 90047
b. Secretary Matthew	First Name	Middle Name	Last Name Brown	Suffix
Address 1846 W. Imperial Hwy.		City (no abbreviations) Los Angeles	State CA	Zip Code 90047
c. Chief Financial Officer/ Matthew	First Name	Middle Name	Last Name Brown	Suffix
Address 1846 W. Imperial Hwy.		City (no abbreviations) Los Angeles	State CA	Zip Code 90047

**5. Service of Process** (Must provide either Individual OR Corporation.)

**INDIVIDUAL —** Complete Items 5a and 5b only. Must include agent's full name and California street address.

a. California Agent's First Name (if agent is not a corporation) Matthew	Middle Name	Last Name Brown	Suffix
b. Street Address (if agent is not a corporation) - Do not enter a P.O. Box 1846 W. Imperial Hwy.		City (no abbreviations) Los Angeles	State CA Zip Code 90047

**CORPORATION —** Complete Item 5c only. Only include the name of the registered agent Corporation.

c. California Registered Corporate Agent's Name (if agent is a corporation) — Do not complete Item 5a or 5b

**6. Common Interest Developments**

☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Sterling Common Interest Development Act (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act (California Civil Code section 6500, et seq.). The corporation must file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code sections 5405(a) and 6760(a). See Instructions.

**7. The Information contained herein, including in any attachments, is true and correct.**

12/13/17

Date

Kimberly Rodriguez

Type or Print Name of Person Completing the Form

Attorney

Title

*Kimberly Rodriguez*  
 Signature



I hereby certify that the foregoing  
transcript of \_\_\_\_\_ page(s)  
is a full, true and correct copy of the  
original record in the custody of the  
California Secretary of State's office.

DEC 18 2017 *ub*

Date: \_\_\_\_\_

*Alex Padilla*

ALEX PADILLA, Secretary of State

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 05 2004

TEACH INC  
C/O MILDRED S CUNNINGHAM  
4711-11TH AVE  
LOS ANGELES, CA 90043

Employer Identification Number:  
95-4856901  
DLN:  
17053076005044  
Contact Person:  
THOMAS K SHU ID# 52391  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
March 13, 2004  
Contribution Deductibility:  
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations.  
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)



## SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California this day of

**OCT 15 2003**



*Kevin Shelley*  
Secretary of State



A0602780

**CERTIFICATE OF AMENDMENT OF  
ARTICLES OF INCORPORATION**

**ENDORSED - FILED**  
in the office of the Secretary of State  
of the State of California

OCT 15 2003

**KEVIN SHELLEY**  
Secretary of State

The undersigned certify that:

1. They are the president and the secretary, respectively, of **TEACH, INC.**, a California corporation.
2. The Articles of Incorporation of this corporation are amended to add Article IX to read as follows:


**ARTICLE IX**

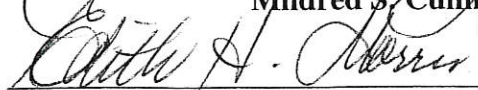
Notwithstanding any other provisions of these articles, the organization is organized exclusively for one or more of the purposes as specified in Section 501 ( c ) ( 3 ) of the Internal Revenue Code of 1986, and shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under IRC 501 ( c ) ( 3 ) or corresponding provisions of any subsequent tax laws.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE October 15, 2003

  
Mildred S. Cunningham, President

  
Edith H. Morris, Secretary





A0602780

**CERTIFICATE OF AMENDMENT OF  
ARTICLES OF INCORPORATION**

**ENDORSED - FILED**  
in the office of the Secretary of State  
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OCT 15 2003

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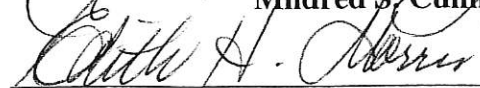
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DATE October 15, 2003

  
Mildred S. Cunningham, President

  
Edith H. Morris, Secretary



INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 05 2004

TEACH INC  
C/O MILDRED S CUNNINGHAM  
4711-11TH AVE  
LOS ANGELES, CA 90043

Employer Identification Number:  
95-4856901  
DLN:  
17053076005044  
Contact Person:  
THOMAS K SHU ID# 52391  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
March 13, 2004  
Contribution Deductibility:  
Yes

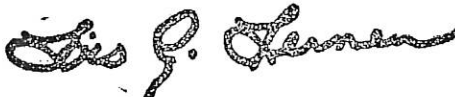
Dear Applicant:

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Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations.  
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

TEACH INC

INFORMATION FOR ORGANIZATIONS EXEMPT UNDER SECTION 501(c)(3)

WHERE TO GET FORMS AND HELP

Forms and instructions may be obtained by calling toll free 1-800-829-3676, through the Internet Web Site at [www.irs.gov](http://www.irs.gov), and also at local tax assistance centers.

Additional information about any topic discussed below may be obtained through our customer service function by calling toll free 1-877-829-5500 between 8:00 a.m. - 6:30 p.m. Eastern time.

NOTIFY US ON THESE MATTERS

If you change your name, address, purposes, operations or sources of financial support, please inform our TE/GE Customer Account Services Office at the following address: Internal Revenue Service, P.O. Box 2508, Cincinnati, Ohio 45201. If you amend your organizational document or by-laws, or dissolve your organization, provide the Customer Account Services Office with a copy of the amended documents. Please use your employer identification number on all returns you file and in all correspondence with the Internal Revenue Service.

FILING REQUIREMENTS

In your exemption letter we indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. Form 990 (or Form 990-EZ) is filed with the Ogden Submission Processing Center, Ogden UT 84201-0027.

You are required to file a Form 990 only if your gross receipts are normally more than \$25,000.

If your gross receipts are normally between \$25,000 and \$100,000, and your total assets are less than \$250,000, you may file Form 990-EZ. If your gross receipts are over \$100,000, or your total assets are over \$250,000, you must file the complete Form 990. The Form 990 instructions show how to compute your "normal" receipts.

Form 990 Schedule A is required for both Form 990 and Form 990-EZ.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. There are penalties for failing to timely file a complete return. For additional information on penalties, see Form 990 instructions or call our toll free number.

If your receipts are below \$25,000, and we send you a Form 990 Package, follow the instructions in the package on how to complete the limited return to advise us that you are not required to file.

If your exemption letter states that you are not required to file Form 990, you

TEACH INC

are exempt from these requirements.

#### UNRELATED BUSINESS INCOME TAX RETURN

If you receive more than \$1,000 annually in gross receipts from a regular trade or business you may be subject to Unrelated Business Income Tax and required to file Form 990-T, Exempt Organization Business Income Tax Return. There are several exceptions to this tax.

1. Income you receive from the performance of your exempt activity is not unrelated business income.
2. Income from fundraisers conducted by volunteer workers, or where donated merchandise is sold, is not unrelated business income.
3. Income from routine investments such as certificates of deposit, savings accounts, or stock dividends is usually not unrelated business income.

There are special rules for income derived from real estate or other investments purchased with borrowed funds. This income is called "debt financed" income. For additional information regarding unrelated business income tax see Publication 598, Tax on Unrelated Business Income of Exempt Organizations, or call our toll free number shown above.

#### PUBLIC INSPECTION OF APPLICATION AND INFORMATION RETURN

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return, or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

#### FUNDRAISING

Contributions to you are deductible only to the extent that they are gifts and no consideration is received in return. Depending on the circumstances, ticket purchases and similar payments in conjunction with fundraising events may not qualify as fully deductible contributions.

#### CONTRIBUTIONS OF \$250 OR MORE

Donors must have written substantiation from the charity for any charitable contribution of \$250 or more. Although it is the donor's responsibility to obtain written substantiation from the charity, you can assist donors by

## TEACH INC

providing a written statement listing any cash contribution or describing any donated property.

This written statement must be provided at the time of the contribution. There is no prescribed format for the written statement. Letters, postcards and electronic (e-mail) or computer-generated forms are acceptable.

The donor is responsible for the valuation of donated property. However, your written statement must provide a sufficient description to support the donor's contribution. For additional information regarding donor substantiation, see Publication 1771, Charitable Contributions - Substantiation and Disclosure Requirements. For information about the valuation of donated property, see Publication 561, Determining the Value of Donated Property.

### CONTRIBUTIONS OF MORE THAN \$75 AND CHARITY PROVIDES GOODS OR SERVICES

You must provide a written disclosure statement to donors who receive goods or services from you in exchange for contributions in excess of \$75.

Contribution deductions are allowable to donors only to the extent their contributions exceed the value of the goods or services received in exchange. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fundraising events such as benefit dinners, shows, membership drives, etc., where something of value is received, you are required to provide a written statement informing donors of the fair market value of the specific items or services you provided in exchange for contributions of more than \$75.

You should provide the written disclosure statement in advance of any event, determine the fair market value of any benefit received, determine the amount of the contribution that is deductible, and state this information in your fundraising materials such as solicitations, tickets, and receipts. The amount of the contribution that is deductible is limited to the excess of any money (and the value of any property other than money) contributed by the donor less the value of goods or services provided by the charity. Your disclosure statement should be made, no later than, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fundraising circumstances where each complete payment, including the contribution portion, exceeds \$75. For additional information, see Publication 1771 and Publication 526, Charitable Contributions.

### EXCESS BENEFIT TRANSACTIONS

Excess benefit transactions are governed by section 4958 of the Code. Excess benefit transactions involve situations where a section 501(c)(3) organization provides an unreasonable benefit to a person who is in a position to exercise substantial influence over the organization's affairs. If you believe there may be an excess benefit transaction involving your organization, you should report the transaction on Form 990 or 990-EZ. Additional information can be





BARBARA K. CEGAVSKE  
Secretary of State  
202 North Carson Street  
Carson City, Nevada 89701-4201  
(775) 684-5708  
Website: [www.nvsos.gov](http://www.nvsos.gov)  
[www.nvsilverflume.gov](http://www.nvsilverflume.gov)

ABOVE SPACE IS FOR OFFICE USE ONLY

## Formation - Nonprofit Corporation

- ☐ NRS 82 - Articles of Incorporation Nonprofit ☐ NRS 81.010 - Formation of Nonprofit Cooperative Corporation With or Without Stock ☐ NRS 81.170-81.270 - Articles of Cooperative Association
- ☒ NRS 80 - Foreign Nonprofit Corporation ☐ NRS 81.410 - Articles of Incorporation Nonprofit Cooperative Corporation Without Stock

TYPE OR PRINT - USE DARK INK ONLY - DO NOT HIGHLIGHT

### 1. Name of Entity:

(If foreign, name in home jurisdiction)

TEACH, INC.

### 2. Registered Agent for Service

of Process: (Check only one box)

☒ Commercial Registered Agent (name only below)

☐ Noncommercial Registered Agent (name and address below)

☐ Office or Position with Entity (title and address below)

Name of Registered Agent OR Title of Office or Position with Entity

Street Address City State Zip Code

Street Address City State Zip Code

Street Address City State Zip Code

Mailing Address (if different from street address) City State Zip Code

### 2a. Certificate of Acceptance of Appointment of Registered Agent:

I hereby accept appointment as Registered Agent for the above named Entity. If the registered agent is unable to sign the Articles of Incorporation, submit a separate signed Registered Agent Acceptance form.

X \_\_\_\_\_ Date  
Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity

### 3. Names and Addresses of the Board of Directors, Member, or Trustees

(NRS 81.410 must not be less than three members, see instructions)

1) SONALI TUCKER USA

Name Country

10600 S. WESTERN AVE. LOS ANGELES 90047

Street Address City State Zip/Postal Code

2) KRISTEN MCGREGOR USA

Name Country

10600 S. WESTERN AVE. LOS ANGELES 90047

Street Address City State Zip/Postal Code

3) KEVIN PIAZZA USA

Name Country

10600 S. WESTERN AVE. LOS ANGELES 90047

Street Address City State Zip/Postal Code

### 4. Jurisdiction of Incorporation: (NRS 80 only)

4a. Jurisdiction of incorporation:

CALIFORNIA

4b. I declare this entity is in good standing in the jurisdiction of its incorporation. ☒

### 5. Authorized Shares:

(Number of shares corporation is authorized to issue, NRS 80 and NRS 81.010)

Number of common shares with Par value: \_\_\_\_\_ Par value: \$ \_\_\_\_\_

Number of preferred shares with Par value: \_\_\_\_\_ Par value: \$ \_\_\_\_\_

Number of shares with no par value: \_\_\_\_\_

If a Nonprofit Entity: (NRS 80 only)

☐ This is a nonprofit entity with authorized stock, as listed above.

☒ This entity is a nonprofit, non-stock corporation.



ARTICLE 3. NAMES AND ADDRESSES OF THE BOARD OF DIRECTORS

- 4) AUSTIN DRAGON  
10600 S. WESTERN AVE.  
LOS ANGELES, CA 90047
- 5) LUZ CASTILLO  
10600 S. WESTERN AVE.  
LOS ANGELES, CA 90047
- 6) SPENCER BURROWS  
10600 S. WESTERN AVE.  
LOS ANGELES, CA 90047
- 7) JAMES LOBDELL  
10600 S. WESTERN AVE.  
LOS ANGELES, CA 90047





**BARBARA K. CEGAVSKE**  
Secretary of State  
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## Initial List and State Business License Application

### Initial List of Officers, Managers, Members, General Partners, Managing Partners, or Trustees:

TEACH, INC.

NAME OF ENTITY

**TYPE OR PRINT ONLY - USE DARK INK ONLY - DO NOT HIGHLIGHT**

**IMPORTANT:** Read instructions before completing and returning this form.

Please indicate the entity type (check only one):

☐ Corporation

☐ This corporation is publicly traded, the Central Index Key number is:

☒ Nonprofit Corporation (see nonprofit sections below)

☐ Limited-Liability Company

☐ Limited Partnership

☐ Limited-Liability Partnership

☐ Limited-Liability Limited Partnership (If formed at the same time as the Limited Partnership)

☐ Business Trust

Additional Officers, Managers, Members, General Partners, Managing Partners, Trustees or Subscribers, may be listed on a supplemental page.

#### **CHECK ONLY IF APPLICABLE**

Pursuant to NRS Chapter 76, this entity is exempt from the business license fee.

☐ 001 - Governmental Entity

☐ 006 - NRS 680B.020 Insurance Co, provide license or certificate of authority number

**For nonprofit entities formed under NRS Chapter 80:** entities without 501(c) nonprofit designation are required to maintain a state business license, the fee is \$200.00. Those claiming an exemption under 501(c) designation must indicate by checking box below.

☒ Pursuant to NRS Chapter 76, this entity is a 501(c) nonprofit entity and is exempt from the business license fee.  
Exemption code 002

**For nonprofit entities formed under NRS Chapter 81:** entities which are Unit-owners' association or Religious, charitable, fraternal or other organization that qualifies as a tax-exempt organization pursuant to 26 U.S.C. § 501(c) are excluded from the requirement to obtain a state business license. Please indicate below if this entity falls under one of these categories by marking the appropriate box. If the entity does not fall under either of these categories please submit \$200.00 for the state business license.

☐ Unit-owners' Association

☐ Religious, charitable, fraternal or other organization that qualifies as a tax-exempt organization pursuant to 26 U.S.C. § 501(c)

**For nonprofit entities formed under NRS Chapter 82 and 80: Charitable Solicitation Information - check applicable box**  
Does the Organization intend to solicit charitable or tax deductible contributions?

☐ No - no additional form is required

☒ Yes - the "Charitable Solicitation Registration Statement" is required.

☐ The Organization claims exemption pursuant to NRS 82A.210 - the "Exemption From Charitable Solicitation Registration Statement" is required

**\*\* Failure to include the required statement form will result in rejection of the filing and could result in late fees.\*\***



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[www.nvsilverflume.gov](http://www.nvsilverflume.gov)

## Initial List and State Business License Application - Continued

### Officers, Managers, Members, General Partners, Managing Partners or Trustees:

CORPORATION, INDICATE THE <u>PRESIDENT</u> , OR EQUIVALENT OF:		Title:	President
MILDRED S. CUNNINGHAM		USA	
Name		Country	
10600 S. WESTERN AVE.	LOS ANGELES		90047
Address	City	State	Zip/Postal Code
CORPORATION, INDICATE THE <u>SECRETARY</u> , OR EQUIVALENT OF:		Title:	Secretary
KRISTEN MCGREGOR		USA	
Name		Country	
10600 S. WESTERN AVE.	LOS ANGELES		90047
Address	City	State	Zip/Postal Code
CORPORATION, INDICATE THE <u>TREASURER</u> , OR EQUIVALENT OF:		Title:	CFO
MATTHEW BROWN		USA	
Name		Country	
10600 S. WESTERN AVE.	LOS ANGELES		90047
Address	City	State	Zip/Postal Code
CORPORATION, INDICATE THE <u>DIRECTOR</u> :			
SONALI TUCKER		USA	
Name		Country	
10600 S. WESTERN AVE.	LOS ANGELES		90047
Address	City	State	Zip/Postal Code

None of the officers or directors identified in the list of officers has been identified with the fraudulent intent of concealing the identity of any person or persons exercising the power or authority of an officer or director in furtherance of any unlawful conduct.

I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.

X

Signature of Officer, Manager, Managing  
Member, General Partner, Managing Partner,  
Trustee, Member, Owner of Business,

Partner or Authorized Signer FORM WILL BE RETURNED IF

UNSIGNED.

CFO TEACH Inc

Title

Sep 29, 2020

Date





BARBARA K. CEGAVSKE  
Secretary of State  
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Carson City, Nevada 89701-4201  
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\*280103\*

## Charitable Solicitation Registration Statement

(PURSUANT TO NRS CHAPTER 82)

Required for any corporation that intends to solicit charitable/tax deductible contributions. To be filed with Initial/Annual List Forms.

USE BLACK INK ONLY - DO NOT HIGHLIGHT

ABOVE SPACE IS FOR OFFICE USE ONLY

<b>1. Names of Charitable Organization:</b> (please complete items a thru c; attach additional page(s) if necessary)	a) Name of charitable organization as filed with the Secretary of State's office: TEACH, INC. b) Exact name of charitable organization as registered with the Internal Revenue Service: TEACH, INC. c) Name or names under which charitable organization may or intends to solicit charitable contributions: TEACH, INC.
<b>2. Web Address:</b> (optional *)	 *will be listed on public entity search
<b>3. USA PATRIOT ACT certification:</b> (optional)	<input type="checkbox"/> Check here to accept the following certification. In compliance with the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act of 2001 and other counterterrorism laws, I hereby certify on behalf of the herein named entity that all funds and donations will be used in compliance with all United States of America anti-terrorist financing and asset control laws, statutes and executive orders.
<b>4. Places of Business:</b> (please complete items a and b; attach additional page(s) if necessary)	a) Address and telephone number of the principal place of business of the charitable organization: 10600 S. WESTERN AVENUE LOS ANGELES CA 90047 USA Address City State Zip Code Country Telephone Number 323-872-0808 b) Address and telephone number of any office in this state OR if none, name, address and telephone number of custodian of its financial records: 10600 S. WESTERN AVENUE LOS ANGELES CA 90047 Address City State Zip Code Country Name of Custodian: MATTHEW BROWN 23-872-0808 Telephone Number
<b>5. Exempt Status and Federal Tax ID:</b>	Federal tax exempt status: 501(C)(3) EIN - Federal Tax ID: 95-4856901
<b>6. Names and Addresses of Executive Personnel:</b> (attach additional page(s) if necessary)	MILDRED C. CUNNINGHAM PRESIDENT Name Title 10600 S. WESTERN AVENUE LOS ANGELES CA 90047 USA Address City State Zip Code Country
<b>7. Fiscal Year:</b>	Day and month of end of fiscal year of the charitable organization: Day: 30 Month: 6
<b>8. Financial Information from IRS Form 990, 990EZ or if no Form 990, a good faith estimate for most recent fiscal year:</b>	<input type="checkbox"/> Check here if you file Form 990N or have not filed a Form 990 or 990EZ. If checked, please provide a good faith estimate for its current fiscal year. All others please provide the information from Form 990 or 990EZ for the most recent fiscal year. Total Revenue (line 12, Form 990; line 9, Form 990EZ)..... \$12,481,885.00 Total Expenses (line 18, Form 990; line 17, Form 990EZ)..... \$11,757,221.00 Revenue less Expenses (line 19, Form 990; line 18, Form 990EZ)..... \$724,664.00 Total Assets (line 20, Form 990; line 25, Form 990EZ)..... \$16,199,988.00 Total Liabilities (line 21, Form 990; line 26, Form 990EZ)..... \$13,684,830.00 Net Assets or Fund Balances (line 22, Form 990; line 27, Form 990EZ)..... \$2,515,158.00
<b>9. Signature:</b> (must be signed by an officer of the nonprofit corporation)	I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.380, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State. X [Signature] 1 CGO TEACH Inc Sep 24, 2020 Officer Signature Title Date




BARBARA K. CEGAUSKE  
Secretary of State  
202 North Carson Street  
Carson City, Nevada 89701-4201  
(775) 684-5708  
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## Registered Agent Acceptance/Statement of Change

(PURSUANT TO NRS 77.310, 77.340, 77.350, 77.380)

TYPE OR PRINT - USE DARK INK ONLY - DO NOT HIGHLIGHT

<b>1. Entity information:</b>	Name of represented entity: <input type="text" value="TEACH, INC."/> Entity or Nevada Business Identification Number (NVID): (for entities currently on file) <input type="text"/>
<b>2. Registered Agent Acceptance:</b>	<input checked="" type="checkbox"/> Registered Agent Acceptance
<b>3. Information Being Changed:</b>	Statement of Change takes the following effect: (select only one) <input type="checkbox"/> Appoints New Agent (complete section 5) <input type="checkbox"/> Update Represented Entity Acting as Registered Agent (complete sections 5) <input type="checkbox"/> Update Registered Agent Name (complete sections 4 & 5) <input type="checkbox"/> Update Registered Agent Address (complete sections 4 & 5)
<b>4. Registered Agent Information Before the Change: (Non-commercial registered agents ONLY)</b>	<input type="text"/> Name of Registered Agent OR Title of Office or Position with Entity <input type="text"/> Nevada <input type="text"/> Street Address City Zip Code <input type="text"/> Nevada <input type="text"/> Mailing Address (if different from street address) City Zip Code
<b>5. Newly Appointed Registered Agent or Registered Agent Information After the Change:</b>	<input checked="" type="checkbox"/> Commercial Registered Agent: (name only below) <input type="checkbox"/> Noncommercial Registered Agent (name and address below) <input type="checkbox"/> Office or Position with Entity (title or position and address below) <input type="text" value="HOWARD &amp; HOWARD ATTORNEYS PLLC"/> Name of Registered Agent OR Title of Office or Position within Entity <input type="text"/> Nevada <input type="text"/> Street Address City Zip Code <input type="text"/> LOS ANGELES Nevada <input type="text"/> Mailing Address (if different from street address) City Zip Code
<b>6. Electronic Notification: (Optional)</b>	Email address for electronic notifications for "Non-Commercial" or "Office or Positions with Entity" registered agents only: <input type="text"/>
<b>7. Certificate of Acceptance of Appointment of Registered Agent: (Required)</b>	<i>I hereby accept appointment as Registered Agent for the above named Entity.</i> <input checked="" type="checkbox"/>  Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity <input type="text" value="09/27/2020"/> Date
<b>8. Signature of Represented Entity: (Required)</b>	<input checked="" type="checkbox"/> <input type="text"/> Authorized Signature On Behalf of the Entity <input type="text"/> Date

FEE: \$60.00

This form must be accompanied by appropriate fees.

ANNUAL LIST OF OFFICERS, AND STATE BUSINESS LICENSE APPLICATION

ADDITIONAL DIRECTORS:

KRISTEN MCGREGOR  
10600 S. WESTERN AVE.  
LOS ANGELES, CA 90047

KEVIN PIAZZA  
10600 S. WESTERN AVE.  
LOS ANGELES, CA 90047

AUSTIN DRAGON  
10600 S. WESTERN AVE.  
LOS ANGELES, CA 90047

LUZ CASTILLO  
10600 S. WESTERN AVE.  
LOS ANGELES, CA 90047

SPENCER BURROWS  
10600 S. WESTERN AVE.  
LOS ANGELES, CA 90047

JAMES LOBDELL  
10600 S. WESTERN AVE.  
LOS ANGELES, CA 90047



**Attachment 24:**  
**CMO Audits and Other Historical Financial Documents**

- A: Form 24 (Please see excel attachment)
- B: Additional Attachment

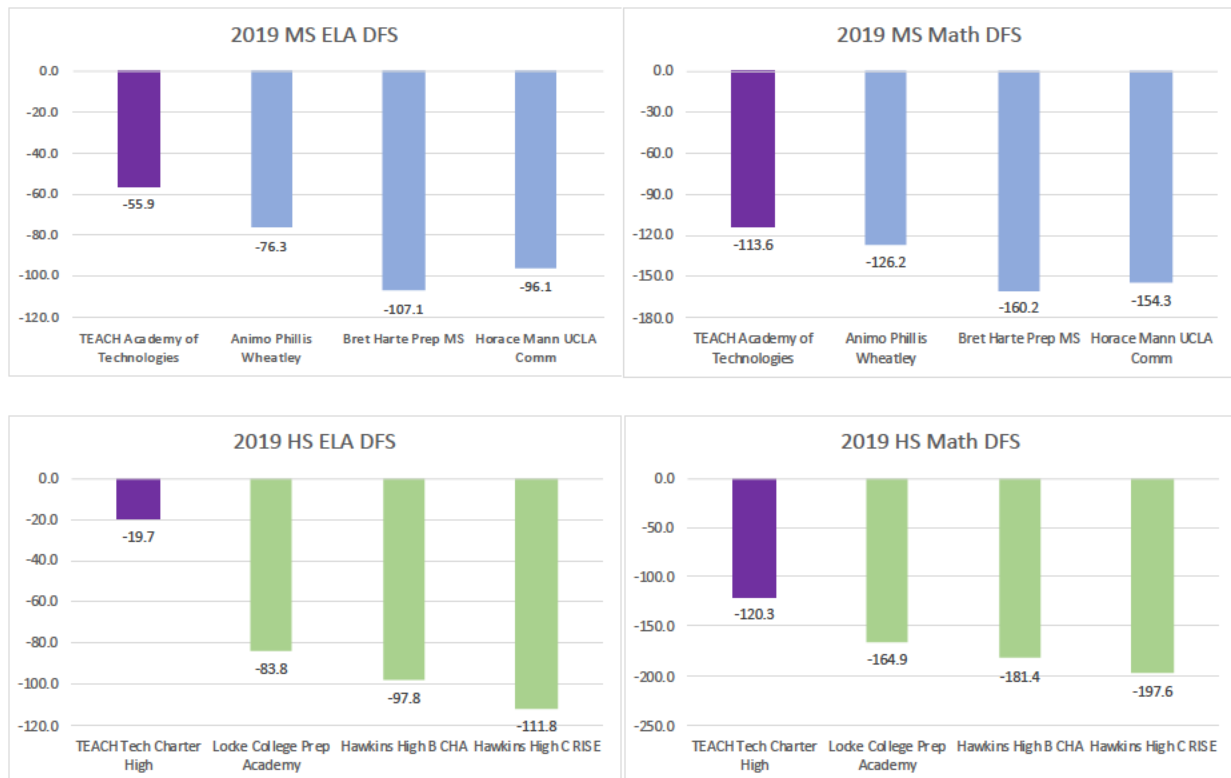


## TEACH Public Schools 2019 Achievement Data

On the 2019 California Assessment of Student Performance and Progress (CAASPP) standardized tests, both TEACH Academy of Technologies (TEACH MS) and TEACH Tech Charter High School (TEACH HS) outperformed their three nearest “Resident Schools in both English Language Arts (ELA) and Math. Resident Schools are identified by the Los Angeles Unified School District as a means of comparing charter school performance against the schools that a charter’s students would otherwise have attended based on their home address – their “resident” school.

The CAASPP is administered in California to students in grades 3-8 and 11. TEACH’s new elementary school was opened in 2018 with grades TK-1 and is adding one grade per year, thus, with the suspension of testing in 2020 due to Covid-19, it has not yet participated in testing. In the charts below, each school’s results are shown on the 2019 CAASPP as a “Distance from Standard” or the number of points the average student was from the standard. While both TEACH MS and TEACH HS students are “below” standard, as illustrated here, TEACH schools outperform their nearby Resident Schools by dramatic margins:

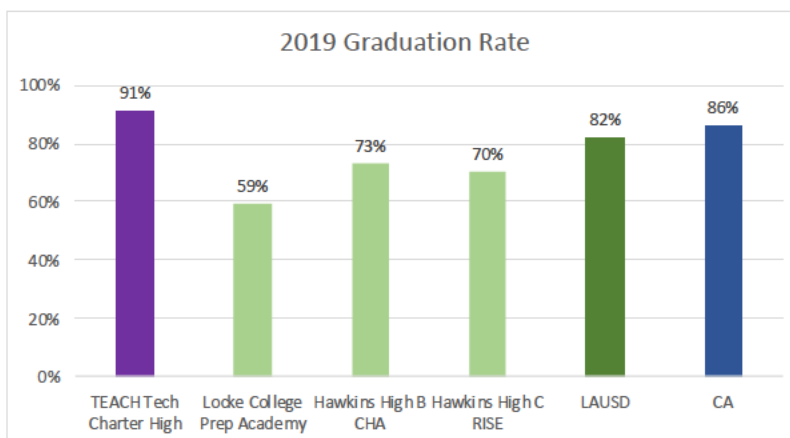
- TEACH MS students were -55.9 in ELA, 40.1 to 51.9 points higher than the three RS’s; and -113.6 in Math, 12.6 to 46.6 points higher than the three RS’s.
- TEACH HS students were -19.7 in ELA, 64.1 to 92.1 points higher than the three nearest RS’s; and in Math, -120.3, 44.6 to 77.3 points higher than the three RS’s.



Source: <https://www.caschooldashboard.org/>

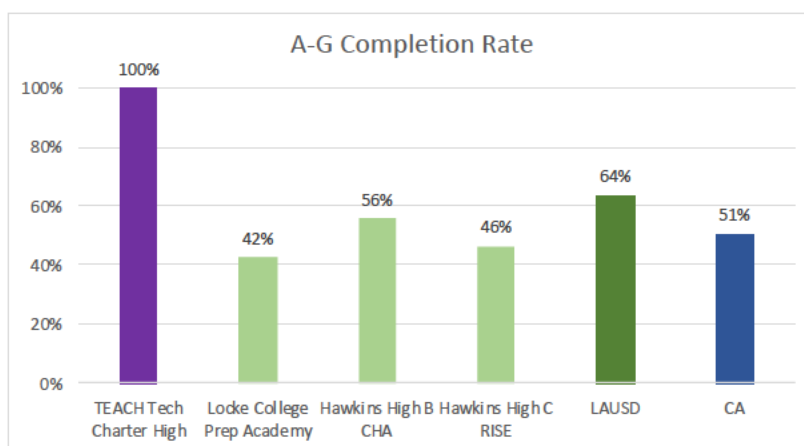
<sup>1</sup> It should be noted that LAUSD and State DFS rates are also below standard: LAUSD (all grades tested, 3-8 and 11) had a DFS of -23.7 in ELA and -54.1 in Math in 2019; CA had a DFS of -2.5 in ELA and -33.5 in Math.

TEACH HS also had a 2019 graduation rate that was higher than all three nearest Resident Schools, LAUSD and statewide averages, with 91% of students graduating within four years, compared to 59%-73% at the Resident Schools, 82% across LAUSD and 86% across California.<sup>2</sup>



Source: <https://data1.cde.ca.gov/dataquest/>.

Even more notably, in California, in order to be eligible for admission to the 32 campuses in the prestigious public university system (University of California and California State University), students must complete the “a-g” requirements, which detail 15 courses required in high school (e.g., four years of English, three years of Math, etc.) which must be completed with a grade of “C” or better. A full 100% of TEACH HS’s 2019 graduates completed the a-g requirements for UC/CSU admission eligibility, compared to just 51% of high school graduates in 2019 statewide and 64% across LAUSD.



Source: <https://data1.cde.ca.gov/dataquest/>.

<sup>2</sup> <https://data1.cde.ca.gov/dataquest/>. While not officially published yet, the TEACH HS 2020 graduation rate was 92.2%.