Pioneer Technology & Arts Academy

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PTAA/Nevada
(PTAAN)

P-TECH
Pathways in Technology Early College High School

SCIENCE TECHNOLOGY ENGINEERING MATH
STEM ACADEMY

2021 CALL FOR QUALITY CHARTER SCHOOLS
Schools Opening Fall 2022 and Beyond

Pioneer Technology & Arts Academy Nevada
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1. SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. If you are a Charter Management Organization applying directly for sponsorship, please also identify the **primary point of contact for your organization**.

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 founding group 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.

Primary contact person: Shubham Pandey

Mailing Address: [redacted]

City: [redacted] State: [redacted] Zip Code: [redacted]

Phone Number: [redacted] Evening: [redacted]

Fax Number: _____ Email: [redacted]

Name of team or entity applying: CMO: SSS Education Corp

In accordance with NRS 388A.249, a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements below and 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.

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:*
        i. *Satisfies the qualifications of paragraph (a); or*
        ii. *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:*
        i. *Accounting;*
        ii. *Financial services;*
        iii. *Law; or*

iv. *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.*

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

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

Is the applicant a Committee to Form or a charter management organization (CMO)?
☐Committee to Form x Charter Management Organization

If the applicant is a CMO, identify the CMO and any affiliated NV non-profit:	CMO: SSS Education Corp

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. For CMO applicants, please instead list members of the applicant team including CMO employees, proposed school employees, board members, etc.

CMO employees, proposed school employees, board members, etc.		
Full Name	**Current Job Title and Employer**	**Position with Proposed School**
Jean Paul Avekoe	IT Director SSS Partners	IT Director
Rick Blanc	St. Christopher School Principal	PTAAN Principal
Patty Copeland	Professional Development Officer SSS Partners	Professional Development Officer
Sonya Gracy	HR	HR/Accounting
Melissa Gruenahgen	Crystal Rey St. Viator College Preparatory High School	Board Member
Joe Hoffer	Schulman, Lopez, Hoffer & Adelstein	Board Member
Shannon Houston	PTECH Coordinator (CertifiedTeacher)	Board Member
Paul King	PTAA Chief Financial Officer	Financial Officer
Katie Krackhardt	Teach for America Director	Board Member

Derrick Love	100 Academy of Excellence Principal	CMO Regional Director
Rudy Pamintuan	Resident, Guardian/Parent	Board Member/ Parent
Shubham Pandey	CMO Head/ Superintendent	CMO Head/ Superintendent
Johanna Stark	PTECH Coordinator with Educate Texas	Regional PTECH Coordinator
Cathy Thompson	Superintendent of schools of the Roman Catholic Diocese of Las Vegas	Board Member

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

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

	Authorizer	Proposed School Name	Application Due Date	Decision Date
	N/A			

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 2021-22 or 2022-23 school years? ☐Yes x No

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

Proposed School Name	City		Opening Date
PTAA Arizona*	Phoenix		2021-22*
*Note: This is not a new school, but a takeover of an existing charter school.			

Proposed School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Pioneer Technology & Arts Academy Nevada	2022-23	K-8	K-12

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	68	115	115	115	115	115
1	68	115	115	115	115	115
2	68	115	115	115	115	115

3	68	115	115	115	115	115
4	68	115	115	115	115	115
5	56	85	85	85	85	85
6	88	115	115	115	115	115
7	88	115	115	115	115	115
8	76	106	112	112	112	112
9		84	102	102	102	102
10		-	78	102	102	102
11		-	-	78	102	102
12		-	-	-	78	96
Total	**648**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**

Proposed Location

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

Campus Location	County	Zip Code(s) to be Served by School
1840 N. Bruce Street North Las Vegas, NV 89030	Clark County	89030 and 89027, 89032, 89034, 89081, 89101, 89106, 89107, 89110, 89115, 89117, 89191

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? ☐ **Yes** ☐No	
If yes, identify the name of the EMO or CMO and specify which designation:	CMO: SSS Education Corp

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

Was the application prepared by a person who is not a member of the Committee to Form the charter school or CMO, or by another entity including, without limitation, an educational management organization? Additionally, did a person who is not a member of the Committee to Form the charter school, CMO, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? ☐Yes ☐No	
If yes, what is the name of the person(s) and/or entity(s)?	SchoolWorks, LLC supported revisions since the 2020 charter application cycle.
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	N/A
Please provide a resume for the person(s) and or entity(s)?	https://www.schoolworks.org/

Applicant Certification:

[redacted] 07/12/21

Signature **Date**

Shubham Pandey

Printed Name:

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

2. Meeting the Need

MISSION AND VISION

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

(1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:

(a) The key components of your educational model

(b) The outcomes you expect to achieve

(c) Key supporters, partners, or resources that will contribute to your school's success

Mission: The mission of Pioneer Technology and Arts Academy Nevada (PTAAN) is to empower and engage students, especially underserved and underrepresented populations, to reach their full potential as global leaders who enhance their communities and the world through an inquiry-based STEAM curriculum that emphasizes creativity, collaboration, and innovation.

PTAAN graduates attain the skills and knowledge to earn advanced degrees, secure fulfilling positions in science, technology, engineering, arts, and math (STEAM) professions, and become international leaders. PTAAN's programming allows children to expand their critical thinking and problem-solving skills, creativity and innovation, and communication and collaboration skills, which are necessary to solve complex engineering, science, and math problems. "We prepare students for jobs and technologies that don't yet exist... in order to solve problems that we don't even know are problems yet."[1]

Vision: The vision of PTAAN is to

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

Mission/Vision Serving as PTAAN's Foundation

PTAAN is founded on the belief that all students can and should develop the character traits, knowledge, skills, and work habits (i.e., 21st century skills) to pursue STEAM fields in higher education and to become successful STEAM professionals. The mission and vision respond to the fast, ever-changing global economy and critical shortage of professionals to fill local and national demand for STEAM professions. PTAAN believes that training in STEM fields is vital and indispensable to making Nevada and the nation more innovative and competitive. This belief is supported by job projections. The U.S. Bureau of Labor Statistics (BLS) 2019–29 employment projections show that occupations in the STEM field are expected to grow 8.0 percent by 2029, compared with 3.7 percent for all

[1] Richard Riley, former Secretary of Education

occupations. Additionally, the BLS estimates there will be 16 million jobs by 2024 that require a post-secondary degree, though not necessarily a four-year college degree; additionally, there will be more than 1.5 million computer science jobs to fill by 2030, and the United States will only be able to produce enough qualified candidates to fill less than 35% of them (CO app). Further, STEM occupations continue to rank higher on the pay scale, with the typical STEM worker earning more than those in other occupations.[2] We know the STEM workforce produces at its highest level when people from all races, backgrounds, and walks of life are working in science, technology, engineering, and mathematics careers.[3] However, while research shows there has been dramatic growth in the number of STEM graduates from U.S. colleges and universities at all degree levels since 2010, the long-term outlook for diversity in the STEM workforce indicates the STEM workforce will remain underrepresented by Blacks, Hispanics, as well as females. Therefore, the mission and vision serve as PTAAN's foundation. The school's seamless learning continuum (K-12) is designed to ensure our students graduate fully prepared for college, and guides them directly into high-demand, high-wage careers or the military. Our K-8th graders are equipped with the 21st century skills and are prepared to excel in our Pathways in Technology Early College High School (PTECH) program, which begins in grade 9. We create a culture of high expectations and a belief that all students can attain their high school diploma and earn a college degree.[4]

PTAAN seeks to replicate the highly successful curriculum model of PTAA Texas. PTAA Texas (PTAA) has successfully opened and implemented the proposed curriculum model and best practices at its schools in Dallas and Hunt Counties in Texas, which were approved for opening in 2015. The PTAA model is adaptable and reflects the target community we plan to serve at PTAAN. In the spring of 2019, PTAA began its work in Nevada as the Education Service Provider (ESP) at the 100 Academy School of Engineering and Technology, a K-8 charter school, formally managed by Imagine Schools. Immediately upon being introduced to the school community in March 2020, PTAA began implementing its program to address low proficiency. Although state assessment data is unavailable due to COVID, preliminary (NWEA MAP) results show 7-12% growth.

Key Components

PTAA was founded to address the achievement and opportunity gaps in underserved and underrepresented groups (e.g., educationally disadvantaged populations, minority populations, etc.) in STEAM.[5] PTAAN's mission and vision is to increase the number and diversity of STEM graduates to reflect the multicultural global market. PTAAN plans to accomplish this goal by 1) increasing the secondary and postsecondary graduation rates of underserved populations, 2) increasing the number of STEAM degrees awarded to underserved populations, and 3) increasing the number of students who pursue a career in the STEAM fields. PTAA believes that the classroom of today and of the near future must involve the implementation of 21st century skills, student investigation, STEAM career pathways, and differentiated individual educational plans geared towards a culture of college readiness, career readiness, and global readiness. PTAAN utilizes curricula and instructional practices proven to be effective with all students, but especially with our targeted population. Our instructional methods, such as project-based learning (PBL), technology-based instruction/blended learning, and other student-centered practices, not only allow students to excel at courses offered at the campus but also allow PTAAN high school students the opportunity to earn an associate degree, industry-recognized certification, and over 150 hours of work-based learning experiences with local

[2] https://www.pewresearch.org/science/2021/04/01/stem-jobs-see-uneven-progress-in-increasing-gender-racial-and-ethnic-diversity/.
[3] https://www.energy.gov/articles/delivering-stem-workforce-development-future-planet
[4] https://www.ptech.org/how-it-works/the-model/
[5] As noted in other parts of the application, arts have become an important component of our programming. STEM + arts = STEAM

business employers.

While the core of PTAAN's instructional model is the PTECH model offered in high school and supported through the process of backwards design for all grades, our long-term commitment to college, career, and military readiness is evident in our enrollment plan. PTAAN, like the PTAA schools in Texas, proposes serving students in K-12. The seamless learning continuum prepares students to be the highly skilled, critical thinkers and problem solvers that our 21st century workforce requires. Distinguishing features of the PTAAN model include:

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

These elements (summarized in the table below and described in other parts of the application) are woven throughout all classrooms and support the school's mission that ALL students become empowered to reach their full potential in high school, college, and beyond. We prepare our students to excel in our PTECH programming, beginning in kindergarten.

PTECH, a national model focused on college attainment and career readiness, now in over 200 schools across 11 US states and 28 countries,[6] serving over 150,00 students,[7] was launched in 2011 to provide a holistic approach to workforce development and address the global skills gap. PTECH is helping close the gap between young people's ambitions for college and careers and the specific skills needed by employers in high-growth industries.[8] Students take high school and college coursework simultaneously and engage in industry-guided workforce development to gain relevant work experience in growing fields. We have secured a partnership (see MOU in Attachment 2) with the College of Southern Nevada (CSN) to provide PTAAN students with the opportunity to enroll in higher education courses. This partnership supports our ability to offer an integrated scope and sequence of high school and college courses, mapped to specific industry skills (e.g., software development associate program, network administration associate program, pre-med/pre-dental associate program) that are not only needed but strongly desired by our families. PTAAN's feedback survey, conducted in Summer 2021 (See Attachment 13), shows 94% of respondents would like each of these three pathways offered in high school while 8.06% of respondents showed particular interest in the pre-med/pre-dental associate program. 100% of respondents feel an associate degree would be beneficial to their child's future.

Key Components of the PTAAN Model	
Name	**Description**
Emphasis on STEAM Curriculum	One of the most critical components of PTAAN's design is our commitment to expose all students at every grade level to science, technology, engineering, arts, and math. The K-12 model allocates time to the STEAM subjects in a variety of ways, including the incorporation of arts and technology throughout all components of its curriculum and a special time block designated for computer coding (an integration of engineering and technology). Engineering design is incorporated into both the science and mathematics curricula using resources such as the standards-based Project Lead the Way (PLTW) Launch units, which are integrated and built into the scientific and mathematical units. The curricula, aligned to the Nevada Academic Content Standards (NVACS), are designed to encourage all students to see interdisciplinary connections between all STEM

[6] https://www.ptech.org/results/
[7] https://theconversation.com/p-tech-high-school-model-connects-students-to-college-and-careers-146899
[8] Ibid

	subjects. Utilizing STEM-based curricula, PTAAN students are taught through hands-on, inquiry-based, student-initiated projects that focus upon the application of both the scientific method and the engineering design process to further develop and encourage the interdisciplinary creative diversity of thought so needed in the world today. The addition of arts to our STEM programming gives students a license to create just for the fun of it, for the beauty of it, and for the love of creating.[9] "The 'A' reminds us of this and shows us that the creative process has just as much value as the product, if not more. A budding engineer doesn't build soapbox cars because they believe it will lay the foundations for a sound knowledge of engineering principles that will help them succeed in the industry once they graduate. To a child, building a soapbox car is pure creation. It's about closing your eyes and dreaming. It's about making something new that no one has ever made before."[10] Art is about discovering and creating ingenious ways of problem-solving, integrating principles and presenting information. By adding the elements of art to STEM based thinking, PTAA Nevada believes that students can use both sides of their brain—analytical and creative— to develop the best thinkers of tomorrow.
Building 21st Century Skills	The workforce demands that employees work collaboratively in teams, communicate effectively, think innovatively, and solve problems creatively. In fact, the top skills and skill groups which employers see as rising in prominence in the lead up to 2025 include groups such as critical thinking and analysis as well as problem-solving, and skills in self-management such as active learning, resilience, stress tolerance, and flexibility.[11] PTAAN provides students with educational opportunities that foster the development of the 21st century skills (e.g., creativity, communication, critical thinking, problem solving, technology proficiency/literacy, collaboration, as well as flexibility and adaptability).
Project-Based Learning (PBL)	PBL uses the context of real world, relevant problems to introduce new concepts and principles to students who then must develop the pathways and products with the use of technology to demonstrate their emerging understanding of the new material. PBL provides the vehicle for collaborative learning and teamwork.
Blended Learning Environment	In our blended learning-based classroom, PTAAN teachers expose students to a variety of technological applications to add dimension and personalization to their courses. We incorporate blended learning through personalized learning experiences in such programs as ITooch Middle School, Numbler, Dragonbox Algebra, Mathspace, Canvas Learning LMS, and Algebra Touch to increase transformational learning though PBLs. We discard the "one size fits all" teaching model to meet all learning styles.

[9] https://www.nordangliaeducation.com/article/2017/4/25/the-importance-of-a-in-steam
[10] https://www.nordangliaeducation.com/article/2017/4/25/the-importance-of-a-in-steam
[11] https://www.weforum.org/reports/the-future-of-jobs-report-2020/digest

PTECH	PTAA's PTECH model offers 9–12th grade students an opportunity to earn an associate degree in high demand STEM fields to further fulfill the school's mission to empower and engage students in reaching their full potential as global STEM leaders who will have the skillset and academic knowledge base to meet the job market needs of their local, national, and global communities. The program is based upon local high school and community needs, and targeted industries in the STEM sector. The model, in partnership with CSN, directly addresses both education and workforce development skill gaps by providing innovative approaches to high school and college education while engaging corporate partners and local communities for student success. It is designed to give historically underrepresented students at the postsecondary level the opportunity to get a jumpstart on their college education and their future career.

Outcomes

PTAAN intends to hold itself and its students to high standards of achievement. The school has established a clearly defined set of goals and objectives in alignment with NVACS and the 2020 Statewide Plan for the Improvement of Pupils (STIP).[12] PTAAN plans for frequent and objective measurement of its progress toward meeting these goals, including assessments within the Nevada State Assessment System. PTAAN expects to increase academic achievement and realize its vision through a rigorous curriculum, character development, and creating a school-wide culture of excellence. Graduates fulfill NV graduation standards.[13] The goals described in PTAAN's application focus on student achievement and growth both at the individual and group level(s).

PTAAN has identified three overarching academic goals:

1. Student success in English Language Arts/Literacy, Math, and Science.
2. Demonstration of at least one (1) year of growth in Reading and Math annually with the goal of meeting and exceeding proficiency in the core curriculum.
3. All students graduate future-ready and globally prepared for postsecondary success and civic life.

PTAAN is committed to achieving the following inputs, outputs, and outcomes:

- Delivering increased learning opportunities for all students, by providing a rigorous, NVACS-aligned curriculum within a nurturing and supportive learning environment.
- Differentiating instruction that enables all students to realize their highest academic potential in a creative collaborative learning environment.
- Matching or surpassing the average student academic performance of the local district in all required state accountability tests (e.g., Measures of Academic Progress (MAP), Smarter Balanced Assessments (SBAC), End of Course examinations (EOC), College and Career Readiness Assessments (ACT), etc.).

Mission Specific Goals

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

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

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

[12]https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/April/2020STIPPlainText(1).pdf

[13] https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/High_School_Graduation/Grad_Requirements.pdf

- **Objective b)** Average teacher satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.
- **Objective c)** Average student satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.
- **Objective d)** In each year, PTAAN will maintain an average daily attendance rate of at least 95%.

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

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

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

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

Organizational Goals

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

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

- **Objective a)** Upon opening, and each year thereafter, PTAAN will meet or exceed its annual projected enrollment.
- **Objective b)** PTAAN will always maintain a waitlist of at least 50 (or 25-30% per number of grade seats at each level) interested students.
- **Objective c)** PTAAN will maintain a lower student mobility rate than the surrounding district. At least 90% of students who enroll in PTAAN will remain throughout the year.
- **Objective d)** PTAAN will retain at least 90% of its student body from year to year.

Goal 2) PTAAN will demonstrate financial responsibility.

- **Objective a)** PTAAN will prepare a balanced and realistic budget every year it operates.
- **Objective b)** Actual income and expenses will not vary from projected income/expenses by more than 10%, except in extraordinary circumstances.
- **Objective c)** Every year, PTAAN will receive a clean audit with either no management letter or only minor issues in the management letter.

Goal 3) PTAAN will ensure high-quality governance and oversight.

- **Objective a)** PTAAN will maintain a minimum of 5 board members with the majority of members being Nevada residents at all times.
- **Objective b)** Average Board member attendance at meetings will be at least 80%.
- **Objective c)** PTAAN Board members will comply with all state and federal laws governing charter school oversight.

Goal 4) PTAAN will maintain highly effective educators that are well equipped to meet the needs of students.

- **Objective a)** All PTAAN teachers will have at least a bachelor's degree and the school will strive to hire a majority of teachers with master's degree or higher.
- **Objective b)** Annually, at least 80% of teachers who are invited to return to PTAAN will be retained.
- **Objective c)** By Year 2 of operation, each teacher will average 10 hours of professional development in strategies for effective instruction in targeted, traditionally-underserved

student populations.

Key Supporters, Partners and Resources

PTAAN continues to attain strong support from the local community. Key supporters include Senator Keith Pickard, Esq., Nevada Senate District 20 and John J. Lee, Mayor of City of North Las Vegas, as well as the Charter School Association of Nevada (CSAN) and Opportunity 180 who works with the community to ensure more kids can access a great school in their neighborhood that puts them on track to be college and career ready. We have established partnerships with the Shade Tree (wrap around service provider in NV), Microsoft Teals, Sharp, BB&T, Tortoise, Colliers, and Kimley Horn. (More detail is provided in the Parent & Community Involvement section below.) Further, upon approval of the charter, we plan to formalize discussions we have had with local community and business partners who share a commitment to our mission and vision, and support our academic program. Organizations that have already shown interest as well as their anticipated service include the following: Think Wonder Art, Center Art Gallery, Workforce Connection, Power 2 Parent, The Shade Tree.

(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.**

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

a) The academic achievement of all pupils is the cornerstone of PTAAN's mission to engage and prepare all students for post-secondary success in the 21st century.

b) PTAAN's use of blended learning and PBL are innovative and effective ways of delivering instruction that enhance inquiry and individualized learningand are integral to its mission and vision.

c) Through a schoolwide focus on immediate action planning assessments data and its use of standardized assessments such as NWEA MAP testing and WIDA, PTAAN will demonstrate student's academic achievement progress which is critical to fulfilling its mission and vision.

d) By providing a model that achieves success with underserved populations that results in a four- or five-star rating, and by regularly engaging and responding to the community, PTAAN will establish accountability and transparency as a public school and lead by example.

e) Project-Based Learning utilizes inquiry-based instruction and is led by students, with learning measured through multiple assessments including rubrics, written reports, and products. Blended learning generates data aggregated daily on each child's performance. These formative assessments are then measured against all students' achievement on SBAC. This process allows PTAAN to measure achievement based on its performance and aligns with its mission and vision to emphasize creativity innovation and collaboration that prepares all students for post-secondary success.

f) PTAAN's use of blended learning and PBL offers teachers multiple sustained opportunities for professional development. These are standard-based 21st century instructional skills that are part of PTAAN's mission and vision for its students.

TARGETED PLAN

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

Meeting Our Community's Needs PTAAN, in response to family and community demand, seeks to provide families living in Clark County of the city of North Las Vegas with equitable access to a diverse, innovative, and high-quality public school. Specifically, we seek to serve families living within a 3-mile radius of our proposed school facility site on N. Bruce Street in zip code 89030, encompassing zip codes 89027, 89032, 89034, 89081, 89101, 89106, 89107, 89110, 89115, 89117, and 89191. The proposed community was also selected in response to SPCSA's third iteration of the Academic and Demographic Needs Assessment. The current and persistent low performance and inequitable results of schools in the Clark County School District (CCSD) compelled us to select North Las Vegas.

North Las Vegas, "a unique community located at the northern tip of Las Vegas, is one of the fastest growing cities in the nation and is a friendly all welcoming city with numerous development opportunities, civic pride, and a responsive government;"[14] however, the schools struggle to meet academic targets. Data (described below) indicates that the majority of elementary and middle school students are not achieving proficiency in reading, math, or science. All high school students are not graduating ready for college, career, or military. We anticipate the proposed school's success will contribute to achievement of goals set forth by the Clark County School District (CCSD) (e.g., that all schools be rated three stars or higher on the Nevada School Performance Framework) as well as the goals set forth in the City of North Las Vegas's strategic plan, Visioning 2025. For example, through promoting and supporting equal access to quality public education (K through 12), we support the city's vision to become "Your Community of Choice."[15] In alignment with Visioning 2025, we intend to implement the PTAA's proven educational model that develops students' employment skills to ensure that Nevada's youth can take advantage of growing employment opportunities achieved through economic development opportunities. As evidenced through the success of our founding PTAA school in Texas, our graduates have the skills needed to fill and advance in high paying jobs. PTAAN is prepared to meet the needs of the community. PTAA, with a proven track record in meeting the needs of students in communities with similar needs, is prepared to open a charter school in North Las Vegas.

As stated above, PTAAN's model provides the community with an educational model that places emphasis on STEAM curriculum, 21st Century Skills, Project-Based Learning, and Blended Learning. None of the existing options incorporate our key design elements in this way. Each element supports students in building the foundation needed to excel in our PTECH program at the high school level.

In addition to demand shown through survey responses (See Attachment 13) received from over 270 parents and families and 447 letters of intent to enroll, findings from the PTAAN academic feedback survey (see below), conducted in the summer of 2021 with an additional 124 respondents, indicate the community needs not just a high performing K-8 but a high performing K-12 school.

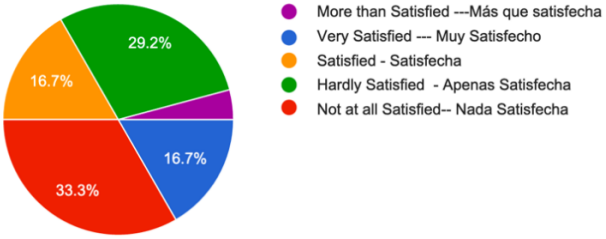
- The majority of families and community members are not satisfied with current high school options.
- 100% of respondents agreed there is a need in the community for a PTECH school. (The complete set of survey results are provided in Attachment 13.)

[14] Ibid

[15] http://www.cityofnorthlasvegas.com/docs/CityManager/Visioning2025_StrategicPlan.pdf

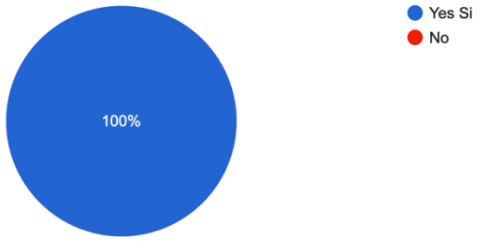
How satisfied are you with current high school options made available to your child/ren In North Las Vegas Area? ¿Qué tan satisfecho está con las opciones existentes de la escuela secundaria disponibles para su hijo?

124 responses



Do you feel there is a need in your zip code for a PTECH (Pathway in Technology for Early College High School) high school? ¿Siente que existe la necesidad en su código postal de una escuela secundaria PTECH?

124 responses



(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.

(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.

Demographics

In alignment with SPCSA's Academic and Demographic Needs Assessment, the demographics of PTAAN's proposed community include student groups that may greatly benefit from the creation of high-quality school options that are focused on meeting their needs. More specifically, the student groups we intend to serve have been those identified as persistently underperforming based on data provided by the Nevada Department of Education (NDE): students with disabilities (i.e., students with an individual education program (IEP)), English Language Learners (ELLs), and students qualifying for free and reduced lunch (FRL).

Projected Special Student Subgroups (Surrounding Schools)[16]

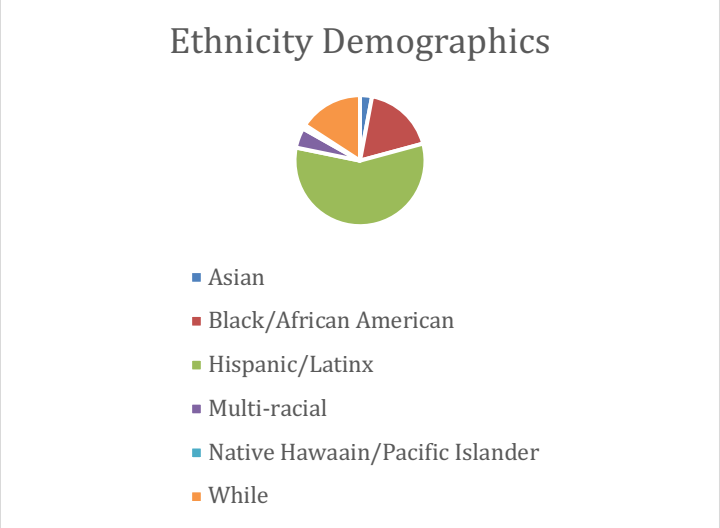
Zip Code	IEP	EL	FRL
89030	12	35	93

[16] http://www.greatschoolsallkids.org/report-builder.php

89107	13	27	84
89032	14	19	83
89027	14	17	58
89115	11	30	93
89081	14	11	61
89117	12	12	52
89101	11	28	76
89106	10	17	86
89110	12	32	84
89034	N/A	N/A	N/A
89191	AFB	AFB	AFB
PTAAN	12%	34-35%	95%

Following outreach and reviewing data for the surrounding zip codes (see table above), we anticipate that the majority of students attending will mirror the demographics in zip code 89030. Approximately 12% of our students will be on an Individualized Education Plan (IEP), while 34-35% will be English Learners (EL). We expect that roughly 95% of our students will qualify for Free/Reduced Lunch (FRL) services. The proposed student population is similar to the population effectively being served in other PTAA schools; performance data from these schools demonstrates the proposed program has proven to support these student groups in achieving academic performance at or above the state average.

Additionally, according to SPCSA's Academic and Demographic Needs Assessment, NDE data shows that not all students groups (e.g., Black/African American and Hispanic/Latinx) are equitably served. Specifically, three years of available data show these student groups have underperformed relative to the average Nevada student. As demonstrated in the chart below, PTAAN expects to be located in and to target recruitment efforts in Clark County so we may address the gap in performance and serve students with similar ethnic and racial background to those for whom our model has proven successful. As demonstrated in the pie chart to the left and based on demographics in surrounding zip codes, we anticipate serving a student population that is 3% Asian, 18% Black/African American, 58% Hispanic/Latino, 5% Multi-Racial, 1% Native Hawaiian/Pacific Islander, and 7% White. PTAAN plans to effectively serve an ethnically diverse, targeted population encompassing a variety of needs.



(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.

Academic Need(s)

Community and student needs are further defined by the educational achievement of students in the surrounding area.[17] Proficiency data from schools within Clark County demonstrates a need for the proposed community to have access to school choice that provides an excellent education for all students. More specifically, 2018-19 accountability report card data shows the students we intend to serve consistently underperform. Schools in PTAAN's targeted area consistently underperformed in all subjects, with lower proficiency percentages than the district and the state in those same subjects.

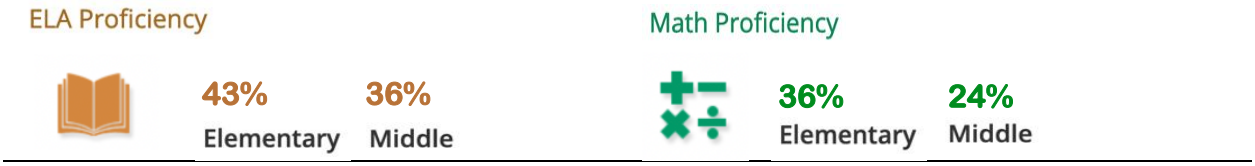
Clark County:



Nevada State:



Target Zip Codes:



SBAC Proficiency ES, MS; ACT at 22 or better and grad rate for HS[18]

	ES			MS			HS	
Zip Code	**Reading**	**Math**	**Science**	**Reading**	**Math**	**Science**	**ACT score of ≥22 or**	**Grad**
89030	43	40	16	36	23	25	43	48
89107	37	31	15	44	33	37	4	86
89032	39	30	14	31	13	17	5	92
89027	54	56	28	42	39	31	17	88
89115	41	32	14	30	20	17	N/A	5
89081	40	33	12	38	20	30	12	70
89117	54	45	27	N/A	N/A	N/A	N/A	N/A

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

[18] https://opportunity180.org/data-research/

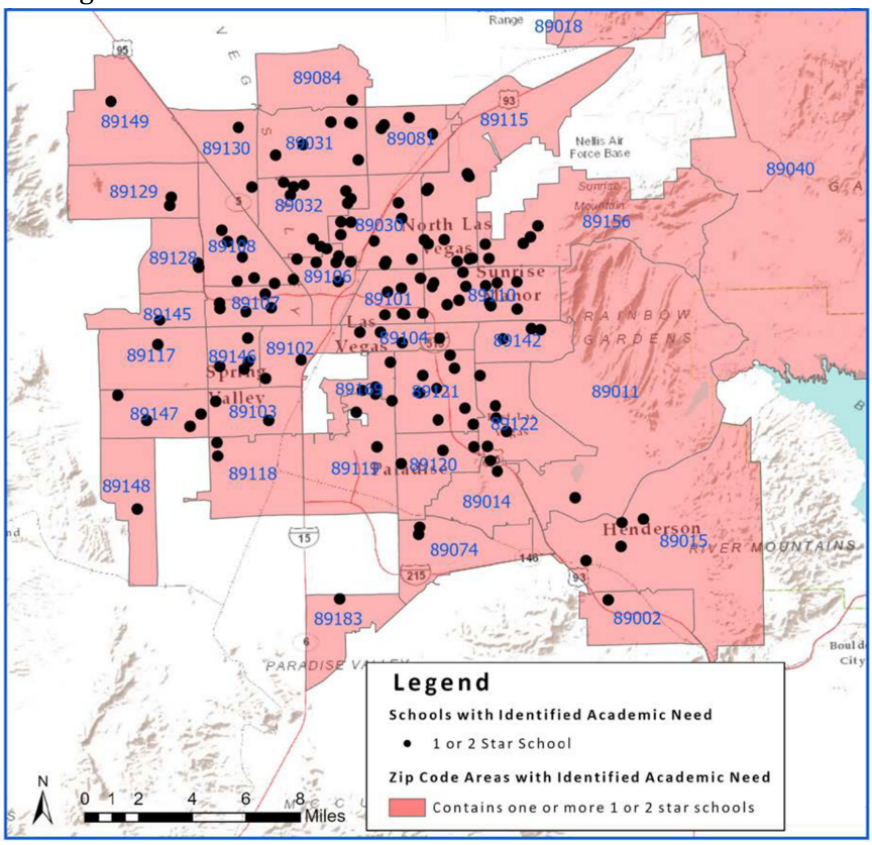
89101	41	33	17	38	26	27	31	93
89106	39	32	15	31	20	16	57	100
89110	40	31	12	37	21	24	5	88
Average	43	36	17	36	24	25	22	74

While these results represent the average proficiencies of the surrounding schools across all grade levels, these educational outcomes decrease when disaggregated by special student subgroups. Please see the Table[19] below.

2018-19 SBAC Results – Disaggregated by Special Subgroup

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

The community has been selected based on demographic and academic need. Academic need is evident across the zip codes that PTAAN intends to serve. Each of the zip codes in the target area aligns to the SPCSA's definition of "Academic Need" as outlined in the recent 2019 Academic and Demographic Needs Assessment[20] or otherwise being a zip code, which contains one or more 1- or 2- star schools.



Further, based on 2018-19 Nevada School Performance Framework (NSPF) star ratings, 63% of the schools located in the target area have 1-2 stars, meaning students and subgroups' academic performance or growth requires improvement. In other words, 50,879 students in grades K-12 are in need of a high performing school. Every student should attend a great school in their neighborhood.[21]

There is an urgent need for schools that meet or exceed expectations (4- or 5-star schools) for all groups of students. Today's students fill tomorrow's job.

[19] Nevada Report Card
[20] https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability
[21] https://opportunity180.org/schools/

Targeted ZIP Codes and 1- AND 2-Star Schools[22]

Targeted zip code	Total number of schools	Number of 1-2-star schools	Number of 1-2-star ES	Number of 1-2-star MS	Number of 1–2-star HS	1-2-star Enrollment
89030	17	10	6	2	2	5182
89107	10	6	3	2	1	6931
89032	12	10	6	3	1	7470
89027	-	-	-	-	-	-
89115	13	10	8	2	0	7780
89081	4	4	3	1	0	2980
89117	3	1	1	0	0	563
89101	22	8	6	2	0	4531
89106	12	8	7	1	0	3619
89110	17	13	7	2	4	11823
Totals	110	70 or 63%	51	15	8	50,879
89034	N/A					
89191	AFB					

(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.**

Academic Need PTAAN offers families the opportunity to choose a school that provides an excellent education to a diverse student population and meets the needs as described by the Nevada SPCSA's Academic and Demographic Needs Assessment.[23] PTAAN draws on the curriculum and instructional practices that have been established at PTAA in Texas, and that have shown strong results-A-rated elementary, middle, and high schools with a diverse student body similar to the target area population for PTAAN.[24] The model successfully prevents at-risk students from dropping out. Data show that the model works with those student groups shown as underperforming by the Nevada Department of Education.

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.

PARENT AND COMMUNITY INVOLVEMENT

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

Role in Development

Throughout the winter of 2020, spring of 2021, and most recently during the summer months (i.e., May and June of 2021), PTAAN held parent information meetings within the primary zip codes of our application. The nature of these meetings provided detailed information about PTAAN's vision and

[22] https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/OpenASchool/210122-2021-Academic-and-Demographic-Needs-Assessment.pdf

[23] Ibid

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

mission, curriculum, course offerings, STEAM integration/PBL, assessments, and PTECH. The attendance varied in size along with demographic representation. Parents, community members, and businesses provided invaluable feedback regarding programming, curricula offerings, parent/family engagement, and the PTECH program. Feedback gained from these meetings include parental visions and expectations for the school; needs of the community; anticipated educational deliverables; extra-curricular activities; and discussion of the school's mission and goals. Bulleted below are some of the repeated themes we heard within the feedback provided to the PTAAN team during the various presentations.

- Integration of STEAM across curricula
- After school programs and sports
- Additional PTECH offerings outside of the STEAM pathways
- Summer STEM enrichment

The input is directly integrated into this application, demonstrating that PTAAN is a community-based school designed to meet the needs of all parents and families. The local community has helped to shape this proposal.

(4) Describe how you have engaged the local community to date as active partners in this application. What specific strategies have been implemented to date?

Community Engagement

PTAAN knows it is critical to engage the local community as active partners. To engage parents, neighborhoods, and other community stakeholders, PTAAN held parent information meetings within the primary zip codes of our application. To increase access, these events were virtually accessible as well as in person. At each event, members from the CMO, including the proposed Superintendent and regional director, PTAAN's founding board members and the proposed principal have been in attendance to provide information about the PTAAN's culture, educational model, proposed location, and benefits to the community. Additionally, they have listened to and gathered feedback from other community stakeholders, including students and families, to ensure the community's voice is an integral piece of the school's development. They've also engaged the community through door-to-door marketing campaigns of the school's targeted community to spread awareness of the proposed school and gain community feedback.

PTAAN has implemented a robust outreach plan to engage community stakeholders. The school sent out mailers in both Spanish and English to its targeted ZIP codes as well marketing efforts via social media. These mailings, social media marketing, and events have proven successful as the school currently has more than 395 letters of intent to enroll in the school, despite the Covid-19 limitations, with all of them coming from the zip codes within PTAAN's targeted area. (Please see Attachment 13 for Letters of Intent to Enroll). Each of these prospective students, as well as their families, are driven by the high school centric model. They are looking for a school that offers the scaffolding approach in elementary and middle school to reach the high school. The CMO/Founding Board and Dr. Love will continue to hold events these monthly meetings after the application's submission in July and up until the school's proposed opening in the fall of 2022. At these events, PTAAN continues to learn parent priorities and concerns as well as establish buy-in from community stakeholders.

PTAAN has also launched its official web site (Ptaaschool.org) and social media (https://www.facebook.com/PTAANevada/) to engage with community members and keep interested families informed about upcoming events. As the school becomes operational, additional information on the website will include, but not be limited to: Governing Board's meetings; including upcoming meeting dates, public notices, agendas, and minutes; contact information; board member biographies; board-approved school budget; uniform policy information with links for purchasing apparel; PTAAN's mission, vision, and history; directory of administration and staff; and school

schedule and calendars. The website serves as an effective tool for constant communication with families on all items related to the school.

(5) Describe how you 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 will continue to be relied upon to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

Ongoing Engagement

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

Ongoing outreach efforts include the following:

- Community Meetings: The CMO, Board, and faculty will conduct several community meetings at the school site once it has been secured to make area residents aware of this new school choice.
- Direct Mail: PTAAN has already conducted direct mail campaign to more than **15,000** homes in the targeted area. As we near opening, if we have not filled all available slots, we will, at our cost, mail enrollment information in both English and Spanish to every eligible student in the targeted area ensuring broad awareness and equal access to the school.
- Social media: We have a robust social media presence, including a Facebook account with more than **247** followers. We will continue to promote the school through this and other social media channels.

(6) Describe any expectations for parent volunteering.

Volunteering

PTAAN believes the education of each student is a responsibility shared by the school and parents. The school recognizes the need for a constructive partnership between the school and parents that provides for two-way communication and fosters educational support for students and parents. We emphasize the importance of families being invested and taking ownership of their child's education and personal growth. To do this, PTAAN creates several opportunities for parent involvement in the academics of the school. Areas for involvement include:

- Parent Volunteers in the Classroom – Parents are given the opportunity to volunteer in the classroom with students. These volunteer opportunities include, but not be limited to, assisting with student study/project groups, assisting with teacher projects, assisting with teacher paperwork (project prep, paper communications to parents, classroom organization, etc.), and classroom celebrations.
- Parent Informational Seminar – PTAAN conducts parent seminars, digitally delivered, to include a "technology seminar" on the guidelines and safe practices of using tablets in education, both at school and at home. Since these are created in a digital video format, to be watched via the student's tablet, parents can participate at their own convenience and PTAAN can archive the videos for future use.
- Progress Reporting – PTAAN regularly communicates test scores and school-wide progress, as well as individual student progress to parents. Parents receive two standardized report cards for each semester's body of work. Additionally, with the implementation of the one-to-

one tablet environment and the utilization of digital curriculum, parents receive immediate feedback and real-time progress reports on the daily academic activities of their child.

- School Communications – Parental feedback is important to the school leaders of PTAAN to create and sustain a school of excellence. All parents of children attending PTAAN are given the opportunity to participate in an annual satisfaction survey. Our goal is that 85% or more of parents agree that PTAAN is providing an innovative academic program that equips students with creative and critical thinking skills. The PTAAN Board of Directors plans to use the feedback provided in the survey as one indicator in the assessment of the principal's performance and the administrative team will use this feedback for program adjustments and professional development planning for the upcoming school year.
- Student Information System – Infinite Campus is the portal we use to connect parents and students with student performance data. The electronic student gradebook system supports ongoing parent involvement, providing students and families with easy access to attendance records, grades, and classroom assignments to ensure the success of all students.

Parents are informed of school events and school-wide learning topics through the school website, parent newsletter and home school telephone messaging system. We employ such methods as weekly e-mails, the school website, and others to inform our families of volunteer opportunities or other events in which they can be involved. It is the intention of PTAAN to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. Specifically, PTAAN plans to:

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

PTAAN also recognizes the special importance of parental involvement to the success of its Title I, Migrant Education Program (MEP), and Limited English Proficiency (LEP) programs, and will ensure that PTAAN and parents jointly develop written parent involvement policies that meet the requirements of federal law. Finally, in accordance with 131-16, Section 8, PTAAN does not "design, use, or intend to use requirements for enrollment in the charter school, including, without limitation, the payment of fees, expectations for the performance of volunteer work, or attendance at informational meetings and interviews, for the purpose of discrimination."[25]

(7) 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.

Strategic Partnerships

[25] https://www.leg.state.nv.us/Register/2016Register/R131-16AP.pdf

Partner Name	Description, including 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	Letter of Support / MOU
BB& T	Private and bank placements and work as underwriters for tax exempt financing.	X
Colliers	Specialize in representing occupiers of education based real estate. Colliers provide education real estate options in all 50 states. Their dedicated advisors represent and advise charter schools on their real estate transactions throughout the US as well as provide advisory services for demographic, competition, and Market Feasibility Studies. There is no direct fee for this service to the school and the school (as buyer) doesn't pay any commission.	X
Kimley Horn	Guest speaking and community events to support Engineering programs. National Civil engineering firm that provides alliances via guest speaking, Mentoring–Job Skills, Resume, and Interview Skills. There is no fee for this service to the school and it is a volunteer opportunity.	X
Microsoft Teals	Microsoft volunteers teach high school courses on site.	X
Opportunity 180	Work with the community to ensure more kids can access a great school in their neighborhood that puts them on track to be college and career ready. Invest in great schools, organizations, and educator leaders that will provide more kids a high-quality education. They have provided options to startup funds and help during the incubation period. There is no fee for this service to schools and grant funds are raised by Opportunity 180 philanthropy.	X
Sharp	Sharp Volunteers teach high school Network Technologies on site and offer internships. Students are offered, as part of PTECH training, hands-on hardware experience. They also offer 3 levels of courses that directly align with internship offers. There is no fee for this service to the school and it is part of the PTECH program.	X
Tortoise	To provide debt financing for Pioneer Technology and Arts Academy's school building project in Las Vegas, Nevada. They have partnered with PTAA in both Colorado and Texas, and they understand the school's mission and vision. They provide affordable debt financing for charters schools. There is no direct fee for this service to the school and it is part of the financing fee.	X

Other partnerships and demonstrations of support include, but are not limited:

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

Further, as stated above, upon approval of the charter, we plan to formalize discussions we have had with local community and business partners who share a commitment to our mission and vision, and support our academic program. Organizations that have already shown interest include the following: Think Wonder Art, Center Art Gallery, Workforce Connection, Power 2 Parent (a community organization that works to address evolving needs and support parental rights), The Shade Tree (to support women and children and provide them with resources and tools to support healthy, safe living). Our regional director plans to communicate news of our approval and program with additional organizations to solidify partnerships so we may offer a diverse menu of wrap around services to our students and families. For a complete compilation of all PTAAN's letters of community support, please see Attachment 1.

(8) Describe the Committee to Form or CMO'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?

Ties to/Knowledge of Community The CMO/Founding Board of PTAAN represents a diverse set of skills and backgrounds, and holds ties to our local community of North Las Vegas as well as the greater Las Vegas metropolitan area.

Shubham Pandey, PTAAN's proposed Superintendent, has more than 20 years of experience in education, technology, construction, and the business world. He holds a Master of Computer Science degree – University of NSW, Australia 1999. He is a leader of several high performing charter schools in Texas and has passion for all students to be technologically literate and successful in college. As an education entrepreneur, his experience includes PTECH and STEM classroom curriculum, school technology, assessment, college alliances, and policy implementation. His finance background also allows him to implement effective administration, new business concepts, balanced budgets, and securing finances for school construction. Shubham has worked with in Las Vegas, rural Mesquite community, and Clark County school district for two years. During this time, he has:

1. Finalized a contract that is signed by Clark County School District to provide Education, Services, Business services, HR, and community services to Imagine 100 Academy of Excellence, North Las Vegas' and Clark County's first charter school.
2. Worked with the charter governing school board to finalize and locate tax exempt solution for affordable school financing.

On July 7, 2021, the North Las Vegas City Council voted to enter into an educational support services agreement with Mr. Pandey and the PTAA to operate the City's Southern Nevada Urban Micro Academy. This further exemplifies how PTAA responds to both demand and need in North Las Vegas, providing families with a high-quality homeschooling option while furthering educational equity during COVID.

Derrick Love, the CMO's proposed regional director, served as the Nevada Certified Principal of 100 Academy of Excellence in North Las Vegas in the 2020-21 school year. One of the founding PTAA instructional leaders, he has over 18 years of working with students with disabilities, including those with mild, moderate, and severe disabilities. Dr. Love is a certified special education educator EC-12 grades. He has managed and supervised special education programs ranging from mild to severe disabilities for the past eight years while managing all aspects and responsibilities of the IDEA grant. In his role as the Principal at the 100 Academy School of Engineering & Technology, he has:

1. Built solid relationships with families and community members in Clark County.
2. Identified and addressed students' academic needs.

Mr. Pandey's and Dr. Love's experience have provided them with authentic knowledge of the area, including its strengths and areas in need of development. It has also afforded them with the opportunity to establish valuable ties and build relationships with members of the proposed community.

In addition, to Mr. Pandey and Dr. Love, the CMO and/or board members consists of the following members with specific ties to the community:

Jean Paul Avekoe: A strategic information technology specialist who has helped in IT planning, policies, standards development and deployment, and resources management for clients. Additionally, ensures the successful implementation of Microsoft, Apple, Cisco and other Information products within customers' IT operations. Jean Paul has been the IT Director of 100 Academy of Excellence in North Las Vegas for 2 years now.

Rick Blanc: A Las Vegas resident with 20+ years of classroom and leadership experience. Skilled in designing curriculum, shaping lessons, and running programs. In his role as principal, catechist, and teacher in the community, he has built relationships with countless families in the local community since 2004 and knows well the community's strengths and areas of challenge.

Patty Copeland: Thirty-five years of successful experience in program development, teacher training and educational leadership/supervisory positions. Ms Copeland has worked in improving math scores at 100 Academy of Excellence in North Las Vegas for 2 years now, working closely with the community's families to support student growth and achievement.

Sonya Gracy a PTAA staff member since 2003, plans to serve as the Human Resource Coordinator and Compliance Coordinator of PTAAN. Sonya Gracy has worked in the capacity for several charter school across several states. She has worked with HR and Compliance at 100 Academy of Excellence in North Las Vegas for 2 years now.

Melissa Gruenahgen: A mission-driven school leader with a wide range of administrative experiences, specializing in developing faculty and programs using research-based strategies and data-tracking and evaluation to produce results. Strongly committed to serving an underserved population of students in a Catholic, faith-based environment that prepares students to meet the challenges of college, career, and life. Current Principal of CRISTO REY ST. VIATOR HIGH SCHOOL in Las Vegas since 2020.

Joe Hoffer: Mr. Hoffer is a nationally recognized speaker on federal procurement laws with emphasis on fraud and whistleblower laws and issues impacting public entities. He also regularly presents on nonprofit 501(c)(3) and corporate governance issues. Mr. Hoffer's practice focuses on the representation of Texas public entities in all areas, including civil litigation, financial transactions operations, construction, governance, nonprofit tax law, construction litigation, administrative law and litigation, employment, student law, and civil rights matters. Mr. Hoffer has extensive litigation experience both at the trial level and appellate level before state and federal courts of appeals. He has setup 501(c)(3) entities in Nevada.

Shannon Houston: Dedicated, resourceful, and goal-driven educator with a solid commitment to the academic and social growth and development of every student. She has established PTECH schools and STEM schools in several states. She has been working with colleges and universities around the Nevada area and uses her deep understanding of STEAM and the PTAA model to ensure our students are given the best options where they may learn creatively and grow their 21st century skills. Through community engagement, she continues to foster meaningful relationships. With NV students, potential staff and community members.

Paul King currently works with 100 Academy North Las Vegas school in setting up their financial systems. Paul coordinates annual financial audit activities including reconciling and posting of client

and auditor adjusting journal entries and balancing to audit report and GL. He has worked in school finance for several decades and has a clear understanding of NV fiscal practices and policies.

Katie Krackhardt: Ms Krackhardt is a Nevada certified teacher with an extensive education background in Nevada. She currently serves as the Director, Academic Excellence for Teach for America, where responsibilities include hiring, managing and developing 11 Content Team Leaders, part-time employees whose role is to strengthen content specific practice for our 200 teacher leaders in the region through professional development sessions, individual coaching. She also designs and executes a plan for student achievement data collection, usage, analysis and action for our region, based on 15,000 student data points. She also serves as exemplar Manager, Teacher Leadership Development by modeling best practices with a cohort of 20 teachers. She has engaged Las Vegas students in the arts, working to solicit and secure sponsorships from corporate and local businesses.

Rudy Pamintuan: Longtime Las Vegas resident providing services in the areas of international affairs, technology, trade, and security. Served as an appointee for President George W. Bush – advising the President on Asian American and Pacific Island issues where he was also tapped to promote KORUS (US-Korea Free Trade Agreement) and CAFTA (Central America Free Trade Agreement). He resides in Henderson, NV with his wife and three sons where he volunteers as a middle school boys lacrosse coach and serves as the High School Commissioner for the Southern Nevada Lacrosse Association.

Johanna Stark: Coordinator is responsible for developing, coordinating, and teaching STEM afterschool programming. Primary responsibilities include program instruction, curriculum development and revision, and materials management. The STEM Coordinator also supervises, and mentors contract instructors who teach the program.

Catherine Thompson: Catherine is the Superintendent of Catholic Schools, Diocese of Las Vegas. She has been a Nevada resident for several decades.

PTAAN continues to strategically gather knowledge from a variety of community stakeholders, especially from parents, families, and targeted at-risk subgroups through focus groups and other mechanisms. The founding team continues to engage with and market to our target community during the entire length of the application process, to the incubation year to school's opening, and beyond. We meet with families and parents at local events, areas of interest, and social gatherings to not only educate and inform people of our school, but to also learn about their community. We anticipate parents using word of mouth and social media to spread information about the school and its benefit to the community. In maintaining compliance with Nevada legislative policy, PTAAN will circulate mailers and post cards within a three-mile radius of the school to households with children to promote and to market to families surrounding the school.

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?

4- or 5-Star Rating

PTAAN intends to utilize the best practices developed by PTAA Texas in its extraordinarily successful elementary, middle, and high schools that serve a similarly diverse student population to ensure we earn a 4- or 5-star rating on the Nevada School Performance Framework (NSFP) or be on track for this rating by the end of the first charter term. (PTAA District demographics (2018) are detailed in the cell below.) PTAA Texas was founded to address the achievement and opportunity gaps in underserved and under-represented groups in STEM. This includes educationally-disadvantaged and minority populations. PTAA's faculty and leaders are determined to increase the number and diversity of STEM graduates and to reflect the multicultural global market.

67.5% minority, 55.8% Economically-Disadvantaged, 18.2 % ELL, and 42.9% At Risk (as defined by criteria set forth by the Texas Education Agency (TEA)[26]).

PTAA Texas utilizes curricula and instructional practices proven to be effective with all students, but especially with targeted populations such as economically disadvantaged students. These methods include project-based learning (PBL), blended learning/technology-based instruction, and other student-centered practices. Schoolwide implementation of these practices has consistently resulted in A-rated schools. In 2019-20, PTAA Texas was awarded two U.S. Department of Education High Quality Charter School replication grants based on its track record of strong academic results for all students including subgroups, and its excellent financial and operational management. PTAA Texas schools are high performing Title I campuses that have been highly successful in educating underserved student populations.

TEA data (2018-2019, due to COVID's cancellation of exams in the 2019-20 school year) for PTAA show passing rates in all subjects and for all grades of 80% for Hispanic students, 86% for African American students,76% for ELL, 76% for Economically-Disadvantaged students, and 56% for Special Education students on the State of Texas Assessment of Academic Readiness (STAAR) tests. PTAA Texas exceeded state accountability performance targets by 200% in Student Progress/Growth and 250% in Post-Secondary Readiness.

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

- The PTAA district received "A" ratings in 2017, 2018, and 2019 in Texas. Only 9% of charter schools in Texas received an A rating in 2017 and approximately 15 % in 2018.

[26] https://rptsvr1.tea.texas.gov/acctres/gloss0708.html

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

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

Driving Growth

The PTAAN educational program uses standards-based, state-adopted texts[27] and research-based instructional materials, aligned to NVACS, including both the Common Core Academic Standards and the Next Generation Science Standards, and high-yield educational strategies. These have increased student achievement and accelerated achievement of students with large gaps in learning. PTAAN implements the PTAA Texas model, described in this charter application, to ensure that all students who attend the school can attain and demonstrate mastery of state standards. Teachers receive robust and ongoing training to use differentiated instruction and other research-based strategies including blended learning as well as standards-aligned texts, enhanced by supplementary materials and programs, to ensure student success. Differentiated instruction across the curriculum and targeted intervention programs serve as vehicles to increase learning opportunities for all students, including English Language Learners and Students with Disabilities.

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

PTAAN implements quantitative and qualitative early warning systems to identify and serve students who need additional support to improve academic performance and stay engaged in school. This system includes, but is not limited to:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out of school suspension.
2. One or more suspensions, whether in school or out of school; Course failure in English, language arts, or mathematics during any grading period.
3. A Level 1 score on SBAC assessments in ELA or mathematics, or for students in kindergarten through grade 3, a substantial reading deficiency (25th percentile and below) based on the state-wide adopted assessment, NWEA MAP.
4. Observed changes in behavior, mood, appearance, or performance of a student by classroom teachers during daily Advisory period or other staff during the school day.

PTAAN also uses Multi-Tiered System of Supports (MTSS) to support struggling students. MTSS is a tiered approach to instruction that allows for increasing levels of intervention in both academics and behavior**.** A significant advantage of MTSS is the opportunity to integrate the academic response to intervention (RTI) process with additional Positive Behavioral Intervention and Supports (PBIS) to ensure whole-child support. MTSS also includes the family and the community as part of cultivating student success. PTAAN's RTI/MTSS team oversees collecting and analyzing data. Families are

[27] https://doe.nv.gov/Standards_Instructional_Support/Instructional_Materials/

informed and engaged in their native language in finding solutions to match the needs of their children.

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

(3) Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. For each feature, describe how it will be implemented. 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.)

Distinguishing Features

The core of PTAA's instructional model is the Pathways in Technology Early College High School (PTECH) model offered in high school and supported through backward design for all grades. Our distinguishing features are implemented within a K–12 model to support the school's mission that ALL students will be empowered to reach their full potential in college and beyond.

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

- prioritize 21st century skills
- emphasize student investigation
- offer differentiated individual educational plans that respect the unique attributes of all learners

Distinguishing features of the PTAAN model include:

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

Emphasis on STEAM

One of the most critical components of PTAAN's design is our commitment to exposure to STEAM for all students at every grade level. PTAAN values exposure to STEM subjects at all ages and allocates ample time to STEM, while also supporting early literacy. This is unlike the traditional model where, especially at the elementary level, the emphasis has been on developing language and literacy skills, with limited focus on math. In this traditional model, STEM subjects have been given little attention. A study conducted by Farran, Lipsey, Watson, & Hurley (2007) (Farran) found that less than 1 minute of a 360-minute day was spent on math in a typical kindergarten setting. The allocated time is even less for Science, Technology, and Engineering.[28]

The PTAA curricula are designed to encourage all students to see interdisciplinary connections between all STEM subjects, which is positively correlated with increased student understanding and achievement in STEM. Examples of how STEM is included across the curriculum include:

- A special time block is designated for all K-8 students in computer coding (an integration of Engineering and technology)
- K-12 students have access to 1:1 technology. Dedicated tablets, laptops, or all-in-one desktops will be used to facilitate the use of technology.
- Engineering design is incorporated into both the Science and Mathematics curricula using the standards-based Project Lead the Way (PLTW) Launch units.
- At the high school level, we engage our students in learning by doing through implementation of the STEMscopes program. STEMscopes aligns with our student-centered approach in

[28] NAE, 2011 (NAE); National Association for the Education of Young Children and Fred Rogers Center for Early Learning and Children's Media at Saint Vincent's College, 2012

which students build critical thinking skills, explore interests, and build confidence as they solve problems and meet high expectations.

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

PTAAN recognizes that to be successful in the STEM fields, exposure to rigorous standards-based STEAM instruction and 21st century skills, such as collaboration, presentation, critical thinking, and problem solving, must begin as early as Kindergarten and continue through high school. In alignment with our school mission and vision as well as the school model, PTAAN develops a school with consistent features. Beginning in Kindergarten, students learn to "code." In the first year of operation, coding is introduced in all PTAAN kindergarten classrooms, continuing and progressing through each grade level. This allows all PTAAN students to grow up as "coding natives" who understand coding in the same way that adults may understand how to drive an automobile. Additionally, each classroom becomes a Makerspace. The maker movement is identified with teaching and learning that is focused on student centered inquiry. This is not the project done at the end of a unit of learning, but the actual vehicle and purpose of the learning. "There are essential elements of educating young people to become innovators: the value of hands-on projects where students have to solve a real-world problem and demonstrate mastery; the importance of learning to draw on academic content from multiple disciplines to solve a problem; learning to work in teams" (Wagner & Compton, 2012, p. 52) (Wagner). By providing students access to such a space, PTAAN fosters creativity as well as innovation in students through technology.

Our commitment to teaching STEAM in elementary and middle grades helps young children build a strong foundation in the subjects that many high school students find challenging. With STEAM exposure from K-12, students are more likely to pursue STEM subjects in post-secondary education and are more likely to enter STEM professions. And for those students who do not ultimately follow a STEM path, the critical thinking and problem-solving skills that are fostered in STEAM education offer life-long advantages.

21st Century Skills

The vision of PTAA is to develop of the 21st century skills in all students. While technical skills are important, our students are entering a world in which technology changes so rapidly it is impossible to predict what specific expertise will be needed for tomorrow's jobs. What is more critical is that students become agile problem solvers and creative thinkers. PTAAN adheres to the International Society for Technology in Education (ISTE) Digital Learning Standards (2011) (ISTE), which include:

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

The PTAAN curriculum teaches students to think and read critically, and emphasizes a strong conceptual understanding of content. PTAAN believes that when our students are challenged to understand concepts, instead of focusing on memorizing common procedures and rules, they become increasingly engaged with the material and establish the foundation which more advanced learning requires. PTAAN students (i.e., abstract thinkers, team contributors, and problem solvers) graduate prepared for jobs and technologies that don't yet exist.

Project-Based Learning

PTAAN believes our students should develop agency over their lives so that they can become self-directed learners and leaders. We believe that project-based learning (PBL) is one way to help students achieve this self-sufficiency. PBL uses the context of real world, relevant problems to introduce new concepts and principles to students who then must develop products, with the use of technology, to demonstrate their emerging understanding of the new material. PBL is a model that assumes students are responsible for their own learning and that teachers serve as guides and

facilitators. This stands in contrast to more traditional models that assume that teachers present facts and share knowledge which students absorb.

Decades of research has shown that PBL increases 21st century skills, improves critical thinking, and reduces achievement gaps. Specific studies supporting the use of PBL include:

- Students learning through PBL retain content longer and have a deeper understanding of what they are learning. *(Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993)* (Peneul)
- When teachers are trained in PBL methods, they devote more class time to teaching 21st century skills; their students perform at least as well on standardized tests as students engaged in traditional instruction. *(Hixson, Ravitz, & Whisman, 2012)* (Hixson)
- Through PBL experiences, students improve their ability to work collaboratively and resolve conflicts. *(Beckett & Miller; ChanLin, 2008)* (Beckett)
- PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students. *(Boaler, 2002; Penuel & Means, 2000)* (Boaler)

PTAA uses Project Lead the Way (PLTW) Engineering and computer science curriculum aligned to the Nevada Academic Content Standards to integrate PBLs with transdisciplinary content from all core subjects. Students regularly engage in PBLs that emphasize real world application of learned content. In a blended learning-based classroom, the teachers expose students to a variety of technological applications to add dimension and personalization to their courses. Within the PBL-based curricula, technology plays a critical role in engaging students to explore and understand new concepts.

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

Blended Learning

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

PTAA uses blended learning, mobile learning, connectivism, daily engineering classes and other similar concepts through technology. Additionally, this is constantly evolving space and PTAA does significant work regularly to improve on tools to increase depth of knowledge, learning curiosity, and critical thinking skills. PTAA offers 1:1 technology for all their students and hands on project building kits to aid the technology-based instructions.

Seven of the most common uses of technology in the PTAA classroom:

- websites/social media
- computer-based reading and math programs
- computer-based assessment
- classroom Technology
- the hybrid Google Classroom/laptops/iPads setup
- Industry Partners Classes in High School (Microsoft and Sharp)
- PLTW engineering and computer science courses in Elementary, Middle, and High School.

1. Social Media and Digital Learning Tools Websites allow students to research and teachers to share–not only lesson plans, but digital resources, assessment data, and even whole-group, away-from-school communication (see The Flipped Classroom). Podcasts, multimedia such as music and YouTube videos, and other digital tools can be accessed here as well. The key is combining progressive teaching practices and learning models with a safe social media and digital learning tools use that actually result in improved student understanding.

2. Reading Programs and Math Skills: Reading levels (e.g., Renaissance Star 360) and Math Concepts (e.g., IXL) are monitored via computer-based programs. PTAAN incorporates blended learning through a variety of programs that includes:

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

3. Computer-Based Testing: Computer-based standardized tests (360/MAP) from third-party vendors are given during the year to help predict performance on the end-of-the-year state test.
4. Smartboards and Clickers: In the classroom, teachers are using smartboards and clickers to not simply engage students, but to offer more diverse platforms for students to work with new ideas and demonstrate understanding. Many of these tools also allow the teacher to garner data in real-time, which not only saves time (less grading) but more critically, offers the student immediate feedback that is often easier for them to interpret than sometimes nebulous teacher feedback.
5. Learning Management Systems: PTAA's most common learning management system in K-12 classrooms is Google Classroom and the single sign-on tool, Clever. Google Classroom, iPads, and smartphones make information and resources immediately accessible to learners, and while that was always the case with textbooks, technology makes this information more easily searchable, richer with multimedia, and potentially social beyond the classroom.
6. Industry Partners Classes in High School (Microsoft and Sharp): PTAA first period classes in High schools are taught by Industry leaders from Microsoft. Four industry specialists teach Monday–Thursday first period with the following courses:

a. Scratch Programing in 9th Grade
b. Computer Applications in 10th grade
c. Computer Science AP course in 11th Grade

Additionally, Sharp provides industry certifications and curriculum to match the Network Administration pathway for 9th–12th graders, and also offers them 1-2 years of paid internship programs.

School Culture

While having a rich curriculum and strong instructional practices is important for creating a successful school, having a strong culture is equally important. PTAAN establishes and maintains a positive culture that supports learning and achievement. (See culture section below for more details on our use of PBIS and restorative practices.)

PTAAN's deliberate culture is based on our core cultural values:

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

The rituals that are expressions of these values evolve over time and in response to student and faculty interests. However, planned activities help develop culture and reinforce our values. The values that are deemed critical to PTAA schools' success include the following:

Rigor

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

- **Dress Code:** One of the ways that PTAA emphasizes our culture of rigor is to set expectations about student appearance that is line with the expectations of the professional world. Monday is formal dress day which includes white oxford shirts, blue blazer with PTAA embroidered patch, black/watch plaid (navy/hunter green/black traditional plaid) ties

(long tie for boys and necktie for girls), Khaki pants (boys and girls), and dark dress shoes. Girls may wear a black/watch plaid skirt or jumper or a khaki skirt. A V-neck Sweater or sweater vest may be substituted for the blazer.

- Tuesday-Thursday: khaki or navy pants, skirts, or shorts (at knee), PTAA polo shirt (white or navy blue).
- Friday: Students may wear PTAA spirit t-shirts in assorted colors and jeans. The uniform protocol is the same for K-12.

- **Academic Recommendation/Awards**: Another way we create rigor in our culture is to officially recognize student achievement. Students receive academic recognition at the end of the school year from each course/teacher (Exceptional Student (male and female) and Most Improved Student (male and female). We also have an A and B Honor Roll and awards for Perfect Attendance and Most Creative/Artistic, in addition to extracurricular and athletic awards.

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

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

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

Relevance

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

We also have a STEAM Fair (Grades 3-5/6-8/9-12). Following the Design Process, students work in collaborative groups on creative projects that include Engineering and Technology concepts and incorporate the knowledge and skills developed throughout in their daily STEAM classes. Students engage in an iterative design process and in so doing, they begin to understand failure as part of the creative process. The culmination is a STEAM Fair Community Day where parents and friends are invited to see all the innovative projects. This Fair makes clear that the school values deep engagement with complex academic subjects and rewards academic achievement. At the high school level, students partake in local and national competitions. Science fairs and research competitions as well as opportunities to learn beyond the classroom, show college admission boards the students' passion and drive. Further, at the high school level, selected pathways are relevant to the child. Relevance is what makes rigor possible.

Relationships

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

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

- **Chinese New Year PBLs:** Known as the Chinese Lunar New Year or the Spring Festival, this holiday celebrates the end of the winter season and the transition into spring. Students explore and embrace the rich traditions of the Chinese culture in cross-curricular endeavors in Social Studies, ELAR, foreign languages, and art rotations. Large-scale projects at other PTAA campuses have included a joint art project in which students, using the Design Process as their guide, researched, sketched, and created a 9-foot Chinese Dragon that could be "adorned and maneuvered" through the halls during a "Chinese New Year" Hall Parade. The dragon was hung from the ceiling for the parents to enjoy during a spring open house event.
- **Dia de Los Muertos:** Another cross-curricular event shared through language, social studies, ELAR, and art rotations is Día de Los Muertos. Through use of technology, students are introduced to the traditional celebration through stories and short introductory animated films. They view beautiful examples of traditional ofrendas (offering altars), sugar skulls, papel picados (perforated paper), and other crafts that are popular traditional crafts. Students create their own examples of collaborative papel picados and sugar skulls and can participate in a Sugar Skull Contest much like our Literary Pumpkin Decorating Contest (K-5). Middle and high schoolers also celebrate this Hispanic traditional holiday with similar multi-disciplinary projects with high school students taken an active role in planning and leading activities.
- **Hispanic Cultural Month (September 15-October 15):** (K-12) A celebratory month to recognize contributions and the vital presence of the Hispanic and Latino Americans to the United States. Student projects are based on an assigned country such as San Salvador, Honduras, Brazil, Mexico, or Peru. Many of these reflect the student's country of origin, and

projects include research on traditional, popular cultural dishes and customs. Students may also choose to research cultural dances and learn, practice, and perform these traditional dances.

- **International Pen Pals via Email with BRICs schools:** (Grade 3-6) Pen pal relationships offer a number of interdisciplinary benefits for students: (ELAR) valuable writing practice in the proper format, (Social Studies, Geography) increased awareness of other global cultures, as well as a chance to maintain ongoing communication with others who live far away. Our goal is to move from this step to the use of interactive technology to deepen the connections with our sister schools that participate in our BRICs program (China, Brazil, and India).

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

K-12 Continuum: PTAAN's K-12 model is designed to fully support students' social and academic development. As demonstrated by results at our Greenville and Mesquite campuses, our staff share a vision for student success and cultivate authentic relationships that support attainment of clear and long-term academic objectives. The model eliminates transitions between elementary to middle and middle to high school that have shown to be stressful with a negative impact not only on grades but also on social development and happiness. Research shows that the K-12 organizational structure enables:

- cross-grade activities that provided opportunities for extended learning
- student/teacher relationships that were close, personal, and long lasting
- mentors and students that benefited from peer-tutoring
- a nurturing, safe, and supportive educational climate for learning
- "a continuous flow" (in the words of a participant)
- budgetary advantages
- academic outcomes that were comparable or better than students in other grade organizational structures[29]

Further research has found that those who change schools have fewer friends and are significantly less likely to earn higher grades as compared to those who remain in the same school during 8th and 9th grade. More concerning for the researchers is that many students did not seem to rebound from this transition during high school.

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

Research on the need for a STEAM focus: The foundation of PTAAN is high standards of student achievement through the delivery of a rigorous and relevant curriculum, with an emphasis on mastery of core academic content (ELA, Math, Science, and Social Studies). The need for a STEM education has been demonstrated through ample research since President Obama invoked it in his 2011 State of the Union address, calling it our "Sputnik Moment."[30] STEM jobs will grow by 13%

[29] http://www.sackvilleschools2020.com/news/2018/11/5/considering-a-k-12-model
[30] https://obamawhitehouse.archives.gov/the-press-office/2011/01/25/remarks-president-state-union-address

between now and 2027, outpacing the growth of other job fields.[31] Salaries in the STEM fields far outpace those of non-STEM fields, and STEM opportunities are available to high school graduates at higher rates than college-educated non STEM professions.[32] PTAAN adds art to its STEM model with the growing emphasis on soft skills across industries and roles, creating the need for curricula that integrate STEM with the arts. According to The Conversation, creative skills and knowledge of the arts, such as design, writing, and history, help STEM employees solve problems in more innovative ways.

By integrating the arts into STEM (i.e., STEAM), we incorporate the study of the humanities, language arts, dance, drama, music, visual arts, design, new media, and more. Research shows students who explore and master any of these subjects can make themselves more marketable in today's workforce, as 57 percent of senior leaders value soft skills more than hard skills, according to a 2018 LinkedIn report. Furthermore, a 2019 LinkedIn report notes that creativity, persuasion, and collaboration are the top three skills companies seek in prospective employees.[33]

Research on the need for 21st Century Skills Students process information and construct understanding using all modalities and several different intelligences, such as interpersonal, body-kinesthetic, and spatial intelligences. This collaborative instruction actively includes the use of six of the nine "High Yielding Instructional Strategies" according to Marzano: reinforcing effort and providing recognition, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, and generating and testing hypothesis.[34] The instructional strategies integrating academics in the STEM classrooms engage students, struggling and excelling, yet challenging all of them to attain high levels of competencies. 21st Century employers are looking for graduates who possess soft skills that include responsibility, self-confidence, social and communication skills, flexibility, team-spiritedness, good work attitude, self-motivation, and self-management.[35]

Research on Project-Based Learning All PTAA campuses implement a standards-based, project-based learning (PBL) approach across all grade levels. Due to the real world emphasis and technology integration inherent to PBL, academic scholars who are in favor of PBL argue that in order to truly prepare students for college and careers in the 21st century, students must be able to engage in the same interdisciplinary thinking required of true STEM professionals, which in turn will develop greater student problem solving and critical thinking skills as well as greater understanding of STEM concepts and principles.[36] Therefore, teachers who implement PBL must eventually progress from teaching instruction in a silo approach, in which all the disciplines are taught separately, to a more integrated approach among several disciplines. Additionally, PBL requires the instructor to adapt a facilitator role rather than a traditional teacher, while still providing the necessary scaffolding support needed by students throughout the problem-solving process.[37] All these differences culminate into a teaching and learning experience for students as well as teachers that is markedly

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

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

[33] https://www.ucf.edu/online/engineering/news/comparing-stem-vs-steam-why-the-arts-make-a-difference/

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

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

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

[37] Lubienski & Stillwell, 2003

different from traditional learning experiences. As expected, transition to integration requires an extensive amount of support to counteract the barriers that teachers will encounter during the implementation of an interdisciplinary PBL curriculum with fidelity. PTAAN provides carefully-crafted training to deliver high quality PBL training, technology training, and model various project demonstrations for new teachers. Research shows the benefits of PBL include the following:

- PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students. (Boaler, 2002; Penuel & Means, 2000)
- Opportunities for collaborative learning provide benefits to students across grade levels, academic subjects, and achievement levels. (Johnson & Johnson, 2009; Slavin, 1996)
- In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines. (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006)
- On high-stakes tests, PBL students perform as well or better than traditionally taught students. (Parker et al., 2011)

Research on Blended Learning PTAAN uses a rotation model of blended learning classrooms so students rotate between learning stations and face-to-face instruction. Schedules are fixed but flexible. "Blended learning, which is usually viewed as a combination of face-to-face and online delivery methods, can influence students' perceptions of the learning environment and, subsequently, their study experiences, learning outcomes, and ultimate academic achievement."[38] A study in 2015 found that tablet usage increases student engagement as observed through on-task conduct, homework completion, increased involvement in class activities, and fewer behavioral incidents in a K-5 blended learning environment.[39] All students, no matter their age, learn differently, and teaching methods should reflect this by designing teaching programs in a way that reaches visual, auditory, and kinetic learners alike. With the heavy integration of technologies, PTAAN will be able to improve teaching, information retention, engagement, responsibility, and enjoyment.

Research on PTECH PTAA takes pride in and attributes much of its success to the PTECH program. In 2020-21, PTAA boasts a 100% college acceptance rate, and 62% rate of internship offers. Similarly, PTECH's (the greater organization) ability to help reverse educational inequality is seen in performance within its global network. PTECH's first cohort of students graduated at 4x the on-time national community college graduation rate, 5x for low-income students.[40] The academic success that students in the program have achieved was recently highlighted in a federally-funded evaluation performed by MDRC, a nonprofit organization that conducts education and social policy research. In particular, the report found that the increased accumulation of career and technical education and other nonacademic credits is "evidence that these schools are providing students with greater levels of career-related exposure than students enrolled in other schools." It also said the variety of career and technical education courses suggests that P-TECH schools are "providing different and potentially more modern career experiences." Students at PTECH's initial school in Brooklyn, now in its ninth year, have community college completion rates four times higher than the national average. The student population at the initial P-TECH school is 100% students of color and overwhelmingly low-income, with significant numbers of students performing below grade-level upon entry. With no

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

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

[40] https://www.ptech.org/results

exam or admissions screening required for entry and regardless of incoming level (typically below grade-level), PTECH students benefit from the model and are filling competitive careers, working for corporations such as IBM, Tesla.[41]

(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.

PTAA's Model and Results

As stated above, PTAAN will use the phenomenally successful PTAA Texas model in the Nevada school to provide today's students with the tools to become tomorrow's leaders in creativity and innovation, to prepare students for college and careers in today's global economy, and to support a system of high academic achievement for ALL learners. (See Attachment 22 for data.) PTAA Texas has successfully opened and implemented this curriculum model and best practices at its schools in Dallas and Hunt Counties, Texas with diverse and economically-disadvantaged student populations; the district has achieved A ratings every year. Noteworthy is its success in Closing the Gaps in achievement and Growth in subpopulations.

Graduates from PTAA have received STEM, STEM computer, and multidisciplinary endorsements and scholarships. More than 96% of graduates have been accepted in college or universities, including Baylor, Texas A&M Commerce, University of New Mexico, and Kansas State University; others have enlisted in the United States military. STEM achievements include a student-built IBM Chat-bot designed from the IBM Watson model and students competing nationally as part of the Beta robotics club. Students also have option to join several STEM clubs including Makerspace, Robotic Club, and Automation Club. PTAA grade 9–12 students have participated in mentorships, job shadowing, or other work-based learning activities with Microsoft (software), Christus Health (medical), Innovation 1st (engineering), Henry Group (engineering), and The Texan (IT/Business). PTAA high school campuses earned numerous academic distinctions from the State of Texas Assessment of Academic Readiness (STAAR):

- In 2019, PTAA Greenville earned an academic distinction for mastery in Algebra 1, English 1 (freshman English), and Biology, while ranking in the top 25 percent of TX schools in comparative academic growth; PTAA Greenville ranked in the top three in the state for comparative closing the gaps among student subpopulations.
- PTAA Mesquite ranked number two statewide for comparative academic growth.

PTAA schools have earned distinctions:

- In 2019, PTAA, with 4 of 6 eligible indicators in the Top Quartile (Q1), earned distinction for the percent of STAAR results at Meets Grade Level or Above (All Subjects), percent of grade 3-8 results at Meets Grade Level or Above in both reading and math on the elementary and middle school campus.
- As a district, PTAA earned a Postsecondary Readiness distinction. PTAA's student outcomes reflect robust achievement with student subpopulations. District-wide in2019 End-of-Course (EOC) assessments for high school student subpopulations:
    - 100% of economically-disadvantaged and 86% of special education students district wide passed English 1.
    - 100% of African American and 85% of Hispanic students passed English 1.
    - District-wide in 2019, 100% of economically-disadvantaged and 100% of special education students district wide passed Algebra 1.
    - 100% of African American and 100% of Hispanic students passed Algebra 1.

[41] https://theconversation.com/p-tech-high-school-model-connects-students-to-college-and-careers-146899

- District-wide in 2019, 98% of economically-disadvantaged and 80% of special education students district wide passed Biology.
- 100% of African American and 100% of Hispanic students passed Biology.

TEA distinction designations acknowledge districts and campuses for outstanding achievement. According to 2018-2019 TEA State Accountability Report Card: PTAA Outperformed the State Averages in all tested subjects.

Subject	State Score	District Score PTAA
ELA/Reading	75%	93%
Math	82%	96%
Writing	61%	91%
Science	81%	95%
Social Studies	81%	87%

Additional examples of PTAA awards or recognitions include:

- The PTAA Texas district received "A" ratings in 2017, 2018, and 2019 in Texas. Only 9% of charter schools in Texas received an A rating in 2017 and approximately 15% in 2018.
- PTAA Texas was the only charter school in Texas to be awarded PTECH grants for each of its three campuses, based on its success serving poor, minority, and at-risk students, the majority of whom are classified as First-Generation College Bound students.
- PTAA was selected to be one of 10 districts in Texas to participate in the Math Innovation Zone pilot program which strategically targets increasing Algebra I participation and passing rates in 8th grade students.
- PTAA was awarded two 2019-20 US Dept. Of Education Charter School Program High Quality Replication grants for new campuses in Texas.
- PTAA was awarded 2021-22 US Dept. Of Education Charter School Startup grant for new campuses in Colorado.
- PTAA exceeded 2018-19 state accountability performance targets by 200% in Student Progress/Growth and 250% in Post-Secondary Readiness.

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. Required courses, such as physical education, financial literacy[42] and computer science[43], should be included.

Learning Environment

PTAAN prepares all students for college success in a strategically cultivated school learning environment in which each student is actively engaged in learning. We provide a safe, positive learning environment with, in alignment with our financial plan, no more than 30 students per teacher. Physical and intangible elements – common vision, mutual respect, and high expectations – are fundamental to ensuring that all students feel a strong sense of community and acceptance while

[42] NRS 389.074
[43] NRS 389.072

developing talents, skills, and passions. Our space is designed to provide opportunity for traditional learning, group and team collaboration, access to technology, independent workspaces, and small group or individual teacher-to-student working areas. Classrooms are fluid in nature and allow for the flexibility needed to adjust in response to student need and the student learning process.

Curricular Resources

PTAA believes that training in STEAM fields is vital and indispensable to making Nevada and the nation more innovative and competitive in the ever-evolving global economy. Data show that American students generally score below average on international tests compared to their counterparts abroad, particularly in STEM subjects. To equip our students with 21st-century skills, PTAA emphasizes the importance of language arts and the humanities including reading, writing, and fine arts by offering Science, Technology, Reading, Engineering, Arts, and Math in an integrated manner. PTAA's STEAM focus builds strong foundations in reading, writing, and math; this model prioritizes both disciplinary and transdisciplinary literacy.

In addition to developing a comprehensive, standards-aligned scope and sequence for each grade and each core academic subject, PTAAN has identified specific curricular resources that are used to support instruction. While teachers have the ability to adapt and supplement these resources to ensure that learning objectives are being met, these resources will serve as the core of instruction.

Math

According to the results of the 2019 NAEP (i.e., the nation's report card), about 41% of fourth graders and 34% of eighth graders scored proficient in math.[44] Even more alarming, just 26 percent of Hispanic students and 19 percent of African American children tested proficient in fourth-grade math.[45] In PTAA schools with a significant ELL population, this means a change in how math is taught. If math lessons are basically one-size-fits-all, it is especially difficult for kids learning English to absorb what is being taught. We believe that an environment that offers a rich variety of objects and materials, play, and projects can help teachers capitalize on children's natural curiosity about math and can help them learn that making sense of real-life problems can be stimulating and enjoyable.

Effective mathematical learning requires an emphasis on skills development and real-world application. Unfortunately, many schools still spend a large deal of time emphasizing the practice of skills without allowing students a chance to develop conceptual understanding.[46] Quality math instruction gives students the ability to draw connections and infer relationships among mathematical ideas. Mathematical meaning is created through the student's own ingenuity.[47] PTAAN will focus on exposing students to more complex and high-level mathematics problem, while still providing them with the structured scaffolding needed to solve the problems. The Nevada math standards emphasize that students apply learned skills to solve novel situations. This is the trademark of math instruction at PTAAN.

The primary curricular resources that PTAAN plans to utilize in support of its philosophy is Singapore Math (SM) followed by Houghton Mifflin Harcourt Algebra 1, Geometry, and Algebra 2 (AGA). These resources are supplemented by enVision Math and IXL. We believe that the curriculum we have selected meets Nevada standards and has been shown to be effective in supporting a variety of learners. Our professional development and ongoing support for teachers will ensure high quality implementation.

Singapore Math: Singapore Math is a research-based math curriculum for grades K–8. Singapore Math uses the Concrete, Pictorial, Abstract (PCA) approach to math. This approach introduces new

[44] https://www.usatoday.com/story/news/education/2019/10/29/national-math-reading-level-test-score-common-core-standards-phonics/2499622001/
[45] https://hechingerreport.org/how-to-boost-math-skills-in-the-early-grades/
[46] Hiebert & Stigler,2004
[47] Stein, 2004

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

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

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

High School Math: PTAAN offers a variety of courses for students to fulfill the Mathematics requirements for the three diploma types, including Pre-Algebra, Algebra I, Geometry, Algebra II, or higher with students earning 3 or 4 academic credits in Mathematics. The sequence adheres to programming designed for each student's specific pathway. While the sequences may differ, requirements are grounded in NV requirements. These courses include but are not limited to:

- **Pre-algebra (1.0) -** In this course, the student is introduced to basic algebraic principles. The student reviews properties of expressions and integers. The student will solve one-step equations and inequalities with positive and negative integers, decimals, fractions, and exponents. Then, the student explores problems involving decimals and fractions, and learn to apply the rules of divisibility to solving expressions.
- **Algebra I –** This course is designed to emphasize the study of multiple representations of linear and non-linear functions. It includes mathematical concepts for working with rational numbers, various expressions, analyzing and solving linear equations & inequalities, data analysis, probability, statistics, and polynomials. Students will use hands-on materials and calculators when needed in solving problems where the algebra concepts are applied.
- **Algebra II (1.0) -** This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The course is important for students' success on the ACT and college mathematics entrance exams.
- **Geometry (1.0) –** Students explore the mathematics of 2 and 3 dimensional shapes.
- **Precalculus (1.0 credit) –** This course provides an in-depth study of the algebraic and graphical characteristics of functions. Students investigate and explore conic sections, sequences, and series; use graphing calculators and explore real world applications of the topics in order to achieve a more complete understanding of the mathematical concepts**.**
- **Statistics (1.0) –**Students learn about data sources and how to distinguish between types of data. Then you will learn several methods of analyzing data to determine how valid or reliable the information is.
- **Calculus or AP calculus –**Students explore the use of derivatives in advanced mathematics.

- **Consumer Math (1.0) -** In this course, the student learn that money is lost or gained depending upon the information a consumer must help him make informed decisions. Retailers, banks, and credit card companies may not provide consumers with all the information they need to make good decisions.
- **Concurrent Enrollment Credit –** Subject to course offerings available at local community college.

We've selected HMH AGA for our high schoolers, given it has been adopted by the Nevada Department of Education's Instructional Materials Steering Committee (NIMSC). HMH AGA was developed to help address the state's standards and turn students into problem solvers who master concepts, become fluent with procedures, and apply the principles they've learned to real-world situations.

English Language Arts

According to the results of the 2019 NAEP, about 35% of fourth graders and 34% of eighth graders scored proficient in reading.[48] Last year, in tests of the nation's public school fourth graders, just 23 percent of Hispanic children and 20 percent of African American children scored 'proficient' in reading. Among low-income students in general, just 22 percent of fourth graders were proficient readers.[49] The repercussions of not learning to read are magnified for poor children. A report from the Annie E Casey Foundation[50] shows that low-income children who cannot read at grade level by third grade are six times more likely to become high school dropouts. PTAAN ensures that all students, and those at-risk, receive a high-quality ELA education, beginning with phonics instruction in the elementary grades and gaining complexity as students advance through high school to sustain critical reding, writing, and communication skills. We ensure that all students are strong readers and writers and that they have the skills needed to engage with complicated texts in all subjects.

At PTAAN, literacy instruction will include a blend of read-aloud, direct instruction, guided reading, and guided writing. Spalding's *Writing Road to Reading* will be our primary curricular resource in grades K–5. Students in grades 7–12 then transition into *HMH Into Literature*. All grade levels supplement these with a variety of additional resources.

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

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

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

[48] https://www.usatoday.com/story/news/education/2019/10/29/national-math-reading-level-test-score-common-core-standards-phonics/2499622001/
[49] https://hechingerreport.org/how-to-help-struggling-young-readers/
[50] Annie E. Casey Foundation 2013

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

Accelerated Reader - This supplemental online program provides students with tools to practice reading and to advance at their own pace. With more than 200,000 online quizzes, the program allows students to read books and articles that are leveled appropriately and that address topics of personal interest. This program matches both PTAAN's blended learning model and our commitment to personalized learning. Based on 30 years of research, Accelerated Reader has been subject to more than 180 peer-reviewed studies and has consistently concluded that students who use the program perform at higher levels and achieve greater growth than those who do not use the program.

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

Houghton Mifflin Harcourt (7-12) - HMH shares our vision to develop the active, engaged, and informed citizens that will lead tomorrow's world.[51] *HMH Into Literature* Grades has been rated *Meets Expectations* at Gateways 1, 2, and 3 by EdReports.

English Language Arts (Reading, Writing, and Communicating)

PTAAN offers a variety of courses to students to fulfill the graduation requirements of 4 academic credits in English Language Arts. These courses include but are not limited to:

- **English I (1.0 credit)** - In this course, the student takes an in-depth look at a variety of literature selections. In reading and responding to these diverse selections, the student gains a thorough understanding of fiction and nonfiction genres, including short stories, essays, poetry, and drama.
- **English II (1.0 credit)** - In this course, the student studies the literature of the Americas, Europe, the Middle East, Asia, the Pacific Rim, and Africa. In reading and responding to these selections, the student gains an understanding of and appreciation for both the unique experiences of people from other cultures and the common themes that run through the human experience regardless of culture.
- **English III (1.0 credit) or AP English Language (1.0 credit)** - In this course, the student focuses on the literary movements that comprise American literature and trace the chronology of national literature from the early American and colonial period through the periods of Realism and Regionalism. In reading these diverse selections, the student gains a thorough understanding of fiction, including short stories, poetry, and drama; as well as nonfiction genres, including the oral tradition, seminal historical documents, and speeches.
- **English IV (1.0 credit) or AP English Literature** - In this course, the student takes an in-depth look at early British literature from 449 to 1798 and examines literary forms including the epic, poetry, drama, and the essay. The student will also read longer selections of literature that are representative of the historical setting, including Shakespeare's Macbeth.
- **Concurrent Enrollment Credit –** Subject to course offerings available at local community college. Students may take dual credit courses in lieu of English III and English IV.

Science

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

1. Instruction addresses explicit learning outcomes

[51] https://www.hmhco.com/programs/into-literature

2. Instruction is incorporated into larger themes
3. Instruction integrates both content and process skills
4. Instruction provides opportunities for continuous learner reflection and social construction of knowledge.[52]

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

Project Lead the Way – PLTW is our primary resource for science instruction. "The curriculum is at the intersection of academic and applied learning as PLTW students apply the knowledge and skills of STEM to solve real world-problems. As a result, PLTW courses naturally connect to national standards in academic subjects in a deep and enduring way that might otherwise be isolated in a traditional course. Students complete a designated task(s) that demonstrates the outlined knowledge and/or skills of the specific standard or objective."[53] PLTW Launch, for grades K–5, builds on children's innate curiosity and helps them think of themselves as scientists and creators. It offers 28 interdisciplinary modules, each with hands-on activities to engage students in real-life science. PLTW Gateway offers curriculum for 6th through 8th grade and includes 10 units that focus on computer science, engineering, and biomedical science. These units continue the hands-on instruction begun in earlier grades and encourage self-exploration so that students can see a continued pathway in STEM fields. At the high school level[54], PLTW Computer Science engages students in true-to-life activities like creating an online art portal or developing problem-solving apps. PLTW Engineering immerses students in activities like designing a home, programming electronic devices, or exploring algae as a biofuel source. PLTW Biomedical Science students step into the roles of medical investigators, surgeons, and biomedical engineers. PLTW has been implemented with millions of students and research has shown that students who are exposed to this program perform better on standardized assessments, are better prepared for post-secondary studies, and, importantly, are more likely to pursue STEM careers.

STEMscopes – As with our other disciplines, PTAAN has selected a supplemental digital program to support our science curriculum. This K-12 platform, which is 100% digital, provides comprehensive resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth. These program works well with PTAAN's blended learning model. Importantly, a study of more than 400,000 students in Texas found that "economically-disadvantaged, minority, and LEP students made significant gains over their counterparts not using STEMscopes."[55] At the high school level, the course sequence builds on one another to connect each course.

The focus on Science at the 9–12 level is given to immersing students in opportunities to design their own investigations to explore phenomena. To be effective, laboratory instruction needs to have certain essential elements: 1) align with explicit learning outcomes, 2) incorporated into the overall flow of learning rather than be utilized in isolation, 3) integrate both content and process

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

[53] https://knowledge.pltw.org/s/article/Does-PLTW-provide-alignment-to-NGSS-Next-Generation-Science-Standards

[54] https://www.pltw.org/our-programs

[55](https://www.stemscopes.com/resources/case_studies/cs_stemscopes_texas_science_achievement_research_paper_2019_09_01.pdf)

skills, and 4) designed to build in opportunities for continuous learner reflection and social construction of knowledge through learning (Singer, Hilton, & Schweingruber, 2005). These four criteria tend to align more closely with reformed laboratory experiences that focus upon engaging students in real-world contexts to solve challenging problems rather than traditional science laboratory instruction which serve to only use laboratory experiences to confirm previously learned information. Additional research in effective science instruction shows that in addition to the four elements, students to gain more from learning experiences that share common characteristics – inquiry-based scientific instructional models, such as Project-based learning that engage students in the real-world situations during which they must use tools and processes of authentic STEM practitioners to solve a relevant problem.

PTAAN offers students the opportunities to earn their four credits in Science from the courses below. While all the following courses share the above stated characteristics, the content of the courses differs.

- **Biology (1.0) -** In this course, the student will study the science of life. The student will explore the idea that living things are extremely diverse in form, yet are unified by certain core characteristics that they all share. In learning about these core characteristics, the student will be able to critically evaluate data and information related to biological problems, connect many ideas to the student's own life, and see the world in a new way.
- **Chemistry (1.0) -** This course provides a foundation in elemental chemistry; students explore the atoms and elements, concepts in chemical bonding, and how atoms and elements react to one another.
- **Earth Science -** This course engages students in problem solving and scientific investigation and provides opportunities for both hands-on exploration and virtual simulation. During this course, the student will learn about space sciences, including topics like the sun and stars, orbital motion, galaxies, and the universe. The student will also explore Earth's processes involving the atmosphere, hydrosphere, and geosphere. Topics of study include meteorology, plate tectonics, geologic history, and rock and mineral formation**.**
- **Physical Science -** The course is designed to provide students with an understanding of essential chemistry concepts. The course extends the student's prior knowledge of the properties, states, and structure of matter, explores the dynamics of chemical bonding and reactions, and introduces the student to nuclear chemistry.
- **Physics (1.0) -** This course explore the fundamental laws of our universe and the way in which the world operates.
- **Concurrent enrollment credit** – Subject to local offerings at community college.

<u>Social Studies</u>

In the same manner that PTAA curriculum emphasizes interdisciplinary connections between the STEM fields, the PTAAN curriculum emphasizes correlations between Social Studies and ELA. Our social studies units are designed to integrate various subjects as well as to address the following key ideas: (1) Time, Continuity, and Change (History); (2) People, Places, and Environments (Geography); (3) Government and the Citizen (Civics and Government); and (4) Economics.

A core value of PTAAN is multicultural education. Therefore, special emphasis is placed on addressing a variety of cultures and their interactions throughout history and in the modern world. American society is clearly becoming more and more diverse. It is important that schools prepare students to succeed in this diverse society by adopting more multiculturally-based curricula and by teaching students to embrace differences. Based upon that philosophy, PTAAN lessons are designed to teach students to critically analyze historical evidence, justify arguments with data, and to detect and discuss potential bias in resources due to cultural influences. Students also will be taught to build upon factual knowledge and to draw evidence-based conclusions.

PTAAN also believes that the future of democracy in this country depends upon the existence of social institutions, such as schools, that extend and support the democratic ideals to future generations.[56] To best prepare students who can embrace these democratic ideals, schools should allow students a chance to practice democracy. This is another important theme of our social studies curriculum.

Social Studies Alive – More than any other instructional area, social studies classes rely on teachers finding unique and authentic sources of content for instruction. That said, PTAAN will use Social Studies Alive (K–12) as the framework for our program. Importantly, this program offers a Nevada-specific edition that aligns with state standards. The curriculum is also aligned with the Common Core State Standards for English Language Arts & Literacy to ensure that students develop literacy skills through learning social studies. The curriculum includes both online and print resources that engage students in interactive lessons. Students complete collaborative projects, writing assignments, critical thinking challenges, and problem-solving group work as they prepare for college and beyond.[57]

Many of the characteristics that define Social Studies curricula at the 6–8 grade levels continue in High School, except at the higher levels, students have the addition of more in-depth individual and group projects. Critical analysis of the lessons from the past, contributions of major historical features, and multiple perspectives regarding events will be at the forefront of the PTAA history curriculum. PTAAN students are required to complete courses in Geography or World History to earn the Standard Diploma. Courses in Geography or World History can be taken to fulfill the requirement for Humanities or as an elective course. PTAAN offers a variety of courses. These courses include but are not limited to:

- **World Geography or AP Human Geography (1.0 credit)** - Geography develops students' comprehension of the geographical concepts and skills needed to acquire information and systematically apply decision-making processes to real-life situations. Students will acquire an understanding of multiculturalism and the relationships between people and their environment. Geography explores the world's cultural regions by examining location, physical characteristics, demographics, historical changes, economic activity, and land use.
- **World History (1.0 credit)** - This course provides the student with a comprehensive examination of world history from ancient times through the Global Age. The student will begin by exploring prehistory and early civilizations, focusing on the ancient civilizations of the Americas, Egypt, India, China, Greece, and Rome. The student will then study Medieval Christian Europe from the early to the late Middle Ages, followed by regional civilizations with a focus on the Muslim world, Africa, and Asia. Finally, the student will explore early modern times with a focus on the Renaissance, Reformation, and the Global Age.
- **American History or AP U.S. History (1.0 credit)** - This course examines social, economic, historical, and political change in the United States from the Civil War and Reconstruction to recent events. Through interactive activities, discussions, charts, timelines, primary sources, and maps, students will explore key events, patterns, and figures that shaped American history and culture. Students evaluate important foundational documents such as the Declaration of Independence and the Constitution.
- **Personal Finance (0.5 credits)** - Personal Finance prepares students for making sound financial decisions through real-world applications. Topics include financial and career

[56] (Apple & Beane, 2007). "Schooling for Democracy"Apple, Michael W.; Beane, James A. *Principal Leadership*, v8 n2 p34-38 Oct 2007

[57] https://www.teachtci.com/social-studies/high-school-social-studies/

planning, banking, credit, and debt. Students also learn about savings and investments programs and will begin to evaluate stocks, bonds, mutual funds, and real estate

- **American Government (1.0 credit)** - Student explore the foundations of American government and its fundamental principles and organization. The student examines government concepts such as the growth of democracy, federalism, separation of powers, and checks and balances. The branches of government—legislative, executive, and judicial—are studied in depth. This course promotes understanding and participation in government by presenting information in a context that is relevant to the student. Activities in this course are designed to develop the student's abilities to question, read, analyze, interpret, and evaluate different forms of information, as well as to communicate ideas to others.
- **Economics (0.5 credits**) - This course provides an overview of the free market and centrally-planned economies, as well as how government influences economics. Students will also explore business and labor, money, banking, and finance.
- **Concurrent Enrollment Credit –** Course offerings subject to availability at local community colleges.

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

- Coding - every student at every grade level participates in a coding block. In addition to enhancing student interest in STEM fields, coding supports the development of both math and literacy skills.
- Arts – project-based learning naturally engages students in the arts as they use art to produce products. In addition, we integrate the arts with all our core academic subjects. A key focus of our early professional development with teachers is arts integration. We also offer explicit arts instruction using the instructional resources described below.
- PE - PTAAN students will have a minimum of 30 minutes of daily recess time. Students in grades 6-8 will also have a daily PE course for a minimum of 30 minutes. This course is designed to meet state standards in both health and physical education. High school students are offered PE options to fulfill the PE and health requirements (2 credits in PE and .5 in Health).

Coding - All students at every grade level at PTAAN have dedicated time to learn to code. We use a variety of resources to support coding instruction.

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

- Pre-Reader Express (PK-2)
- CS Fundamentals (K-5)
- Fundamentals Express (3-12)
- Discoveries (6-8)

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

- Code Karts (KP-2)
- Boogie Bot (PK-3)
- Scratch Junior and Hopscotch
- Tynker (PK-5)
- Learn Java Scripts (4-8th Grade)
- Scratch (6-8)
- SNAP! (7-8)
- MIT Coding (9-12)
- Microsoft Sharp Programming (9-12)

Art - Arts integration is woven throughout the PTAAN curriculum. Arts + STEM (or STEAM) harnesses the natural joy of creating, the power of critical thinking, problem-solving, and abstract

thought, and gives students skills to successfully navigate a 21st century world. Questions such as how a dancer could interpret fractals, or a musician explains Pascal's Law to inspire creativity. Some examples of art integration across grade levels and courses include:

- Storytelling through dance, reflective journaling, analyzing artwork, experimenting with sound
- Using mathematics and art to describe and make claims from data, and to examine the concepts and skills in visual arts, mathematics, and data literacy evident in their work. Activities culminate in the creation of art pieces based on the data they analyzed.

Arts Integration increases student engagement, allows differentiating for multiple learning abilities, teaches team-work skills, and aligns with the mission of PTAA Nevada. To support this work, we have selected the following curricular resources:

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

Digital Arts is a focus within all class rotations. Example apps and programs include Paint 3D, Corel Draw; Stop Motion and Short Video Production; and Editing using various programs and apps like: iMovie, Adobe Spark, and In Shot Video Editor. As a continuation of Website Design (HTML) through STEM Rotations, Middle School students begin this study and each student creates an iterative Online Webpage to document their technology skills and progression. This Webpage acts as a digital portfolio of their work throughout their MS and HS with PTAA. This includes student-designed APPs, Digital/Visual Art, Design/Modeling projects, Game Design, Video Shorts, and Animations. Project-based learning is an ideal way to master STEAM skills in a way that feels relevant to students. Projects help students master useful skills, keep learning fun, and allow students to direct the course of their own education.

Scope and Sequence

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

PTAAN plans to use the K-8 scope and sequence that has been developed for the 100 Academy in Las Vegas, with revisions and adaptations made (as needed) during the Incubation Year, including full development for the high school. Our detailed Scope and Sequence provides further information about the pacing for each unit of study, the standards that are addressed by each unit, and the strategies to be used for acceleration and intervention to personalize learning for students. Using the 100 Academy scope and sequence as a starting point provides PTAAN with a strong foundation to confirm all programming, including at the high school level, is fully developed for opening. (*See Appendix 5 for scope and sequence examples at each grade level.)*

In addition to the work PTAAN plans to complete in advance of opening, we are committed to continually reviewing, revising, and improving our curriculum. At the end of each academic semester, PTAA schools conduct an analysis of our scope and sequence and gather input from

teachers about pacing, alignment across grades and across subjects, and overall content. While our intent is not to be perpetually changing the scope and sequence, we anticipate making small adjustments on a regular basis to ensure that, as a learning organization, we are always improving.

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

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

Project-Based Learning is an inquiry-based instructional methodology which emphasizes bringing a real-world context to the classroom. PBL immerses students in standards-based activities that culminate in student-generated products. Projects and products motivate and engage students to demonstrate understanding of content and mastery of skills. Projects and products require students to grapple with big ideas and guiding questions. They are designed to vary the types of products students learn to produce over time. The format these products take allows students to master conventions of a particular medium – building a multimedia display, crafting a letter to a newspaper editor, building a robot, tutoring younger students, etc. The format of the product fits the purpose, audience, and mode of presentation required by the project. All projects and their products are logically linked and sequenced to develop a deeper understanding of the compelling topic.

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

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

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

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

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

Research also supports a positive relationship between technology integration and student achievement in math and science.[58] The integration of technology is strongly encouraged at PTAAN and many of the curricular resources listed above give students the chance to work independently, online, and in self-paced programs. Again, teachers have the discretion to use technology to both enhance projects and to reinforce content introduced through projects.

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

Differentiation The mission of PTAAN is that ALL students fulfill their potential. PBL is an ideal instructional approach to meet the needs of diverse learners because the products that students are asked to develop can modified to meet individual needs. PBL is designed to meet the needs (instructional and developmental) of all students, engaging students in goal setting, action planning, as well as reflection periods, that require individual levels be well-known in order to co-create a specific plan that enables them to work at their own pace to achieve the end results. Because students are often working in small groups during projects, teachers are given more time to offer one-on-one instruction. In addition, tiered instructional strategies provide for the adjustment of a lesson or project to maximize participation and learning for individual students. Additionally, our assessment system provides teachers with real-time data about their students' progress, permitting teachers to have complete access to see how their students are performing on a daily basis, and use that data to inform instruction and provide additional supports, adapt, or create new content and instruction to meet their students' needs**.** Finally, the online curriculum that PTAAN has selected for math and literacy allow students to advance at their own pace. Our specific plans for addressing the needs of students with IEP's and students who are English Language Learners are addressed in subsequent sections of this application. Overall, we believe that both our curricular resources and our instructional methods are highly adaptable to meet student needs.

(3) 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?
(4) Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students according to the Nevada Academic Content Standards, including those that are in need of remediation and those that are intellectually gifted.
(5) 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.

[58] Mann et al., 1999; Middleton & Murray, 1999; Wenglinksky, 1998, as cited in Hansen & Gonzalez, 2014 and Hansen & Gonzalez, 2014 "Investigating the Relationship between STEM Learning Principles and Student Achievement in Math and Science" *American Journal of Education* Vol. 120, No. 2 (February 2014), pp. 139-171.

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?

Serving Gifted and Talented: PTAAN Gifted and Talented Education (GATE) uses a universal assessment model to test all students at selected grade levels. This increases the equity and diversity in GATE identification rates. More specifically, students are automatically screened for gifted and talented eligibility twice throughout their elementary school grades in both 2nd and 5th grade, while high school students take courses at their own pace. Referrals and eligibility are outlined below:

- Referral for GATE assessment in any grade after 1st grade goes through the school counselor and MTSS committee.
- 98th percentile on a cognitive abilities test, students are identified as gifted.
- 99th percentile on the universal test, students automatically have the opportunity to be individually assessed by a GATE psychologist.
- 99.9th percentile on the individually administered assessment, students will be identified as profoundly gifted.
- Students found eligible for GATE begin receiving services (pending parent authorization) in a pull-out or collaborative model that school year.

In addition to this, students may be tested at other times, whether in response to a school MTSS referral or a parent appeal. In addition to the universal assessment model, PTAA Nevada GATE fields school-based MTSS team referrals throughout the school year. Depending on when they are received, GATE referrals are tested during specific testing windows either in the fall or spring every year. PTAA Nevada also considers intelligence test results from licensed clinical (not educational) psychologists using the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Stanford-Binet, Fifth Edition (SB-5), or, where appropriate, the Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV). In lieu of standardized achievement test measures administered by PTAA Nevada, standardized achievement results from the Wechsler Individualized Achievement Test, Third Edition (WIAT-III) and Kaufman Test of Educational Achievement, Fourth Edition (KTEA-IV) are similarly considered when administered by a licensed clinical (not educational) psychologist. Students scoring at or above the 98th percentile rank of cognitive ability (i.e., on an IQ test), are automatically eligible for GATE services. Students performing between the 95th and 97th percentile ranks inclusive are scored according to a Nevada approved eligibility matrix. According to this instrument, students may be awarded points based on a combination of cognitive, achievement, and other State identified factors. All students found eligible for GATE begin receiving services (pending parent authorization) immediately.

The referral process for students begins with the MTSS team. After the Student Nomination, Teacher Checklist, Parent Authorization, and MTSS Referral forms are complete, they will be submitted to the Special Education/GATE Coordinator. Students whose referral packets are received and processed prior to the referral deadline for a respective testing window will be included. Those received after this point will be held onto until the next available opportunity.

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

PTAAN creates an individualized Advanced Learning plan (ALP) for all GATE students based on their strengths and areas of need. The ALP outlines programming for identified gifted and talented

students and is used as a guide for educational planning and decision making. It is also an accountability method for assessing gifted student growth through progress monitoring of quantitative and qualitative goals in gifted student programming and social emotional development.

During PTAAN's first year of operation, the Special Education Coordinator serves as GATE coordinator and is available to assist in the design of an advanced learning program based on research. The special education teacher and special education assistant implement the ALP at the direction of the Coordinator. The individualized ALPs are implemented and monitored by the principal who collaborates with the GATE team that includes the classroom teacher, parents, and the students. Informal assessments of a student's progress towards goals are conducted quarterly with a comprehensive review of the ALP. A parent may request a review of their student's ALP at any time. The GATE team members have 30 days to complete such a requested review. In addition, the PTAAN principal will be responsible for evaluating the performance of the GATE program on an annual basis.

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

All PTAAN teachers receive professional development from the CMO related to gifted and talented student identification and programming. Instruction for GATE students comes from the regular staff under the direction of the GATE Coordinator.

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

Professional Development: PTAAN's unique instructional model demands high quality teachers who are well supported, frequently coached, and held to high standards. PTAAN hires skilled teachers who are confident about their abilities and also interested in continuing to grow and improve as professionals. The purpose of the professional development plan is to implement systems and processes that support a cycle of continuous improvement via research-based practices. PTAA Nevada's annual professional development plan has four primary targets: rigorous instruction, data driven decisions, social emotional learning and support, and college readiness. Professional learning is achieved through mentoring and induction, specialized training, teacher externships, and job-embedded professional learning communities (PLC). Teaching staff are surveyed to ascertain their professional development needs. The CMO, faculty, and leadership teams review data including that on Google Drives to monitor effectiveness of professional learning and to adjust as needed.

PTAAN's Teacher Induction Plan provides new teachers with instructional and interpersonal skills that will be needed for the success of our STEAM program. New teachers spend up to two weeks

in pre-service training. They also receive additional support during their first year with PTAAN. The full year of induction to PTAAN includes the following:

Phase 1	**Summer STEAM Camp and Teacher Induction and Training** • Team Building: Campus/Content Teams • Add the "A" to STEM: STEAM Arts Integration: The Creative Element • PBL Planning and Execution • Nevada education regulations regarding special populations including SPED, ELL and Gifted and Talented students • CPR and First Aid
Phase 2	**PTAA Texas Sister School Support** • Curriculum & Instruction Resources (PLTW, Code.org, TEALS) • SPCSA Policies and Procedures • Technology Systems (Google Classroom, Skyward)
Phase 3	**Professional Learning Community** • Weekly Campus PLCs • Twice Yearly District STEAM Team Planning Day • PD and STEM/STEAM Conference Opportunities • Opportunity to collaborate in person and/or digitally with content team teachers • Support from STEAM Coordinator and Director

Relevant Professional Development

- STEM and STEAM Conferences and Regional Trainings (PLTW, NSTA, Code.org, TEALS)
- Peer Observations and Self Evaluation Videos
- PLCs: Data Analysis & Instructional Planning
- STEAM Certification (Project Lead the Way, Code.org, Education Closet.)

In addition, each year the leadership team of PTAAN, including the principal and intervention specialists, analyze student achievement data from the previous years, as well as feedback from teacher and parent satisfaction surveys and informal input from teachers, to determine goals and an area of focus for the coming year's professional development plan. The team then creates a plan describing what combination of on-site professional development and attendance at off-site trainings would best support the school-wide focus. Examples might include arts integration, effective project design, or support for English Language Learners. PTAAN's school schedule and calendar allow time for teachers to work together to plan as well as to participate in organized professional development. Each year, teachers will receive approximately 12 days or 96 hours of high-quality PD. When possible, small teams of teachers will attend trainings together to build capacity and leadership among the staff. They will then bring that learning home to the whole staff. The principal and various staff members will collaborate in the facilitation of whole- and small-group professional development to continue to teach and support the staff in addressing the school-wide goal. CMO provides PD in all relevant areas throughout the year.

In addition, teachers set personal development goals each year in collaboration with the principal. These goals are documented and used as the basis for regular teacher observations and feedback in alignment with the Nevada Educator Performance Framework that is used to improve practices and meet students' needs. Professional development is differentiated in the same manner as instruction.

(7) 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.

PTECH Programming: PTAAN plans to open with a K–8 model that scales up one year at a time to a K–12 PTECH school. The PTECH high school offers three pathways: software development associate program, network administration associate program, and pre-med/pre-dental associate program.

PTAAN's PTECH program is informed by local high school and community need and targeted industries in the STEM sector, offering both college credit options and business/industry exposure opportunities to students in each grade level to qualify them to accommodate the local job market demands for these professions. PTAAN students are given the opportunity to earn college credit by two different venues: college credit by examination through Advanced Placement or Project Lead the Way courses, or college credit by course completion through articulated agreements with local community colleges (See Attachment 2 for MOU with CSN). In addition to dual credit, PTAAN develops MOUs with several businesses and industries to allow students to participate in work-based learning experiences including job shadowing hours and site fieldtrips. These opportunities culminate into a working model and plan for our students to complete high school with the opportunity to earn an associate degree, industry-recognized certification, and over 150 hours of work-based learning experiences with local business employers. The PTECH program addresses the ability of schools to meet local workforce needs in high demand fields, and to benefit educationally-disadvantaged children.

Once concurrent enrollment eligibility requirements are met, students can take courses to complete the programs in the software development associate program, network administration associate program, and pre-med/pre-dental associate program (our initial offered pathways), thereby addressing PTECH criteria of a course of study that enables participating students to complete high school graduation requirements, an associate degree, and an industry-recognized certification by graduation. Students also take advantage of learning real-world job skills through articulated agreements with business partners that allow students to complete 25 hours of job shadowing (in-kind contribution). In the 10th grade year, students continue to take advantage of the same opportunities as in 9th grade year, resulting in an average of 10 available college credits per year (concurrent/online courses, PLTW courses, and AP courses). Students must also complete another 25 hours of job shadowing in the 10th grade year, which are completed as part of a cohort model in which a group of students attend the site together. In 11th and 12th grade years, students take more college credit courses (as many as 24 credits per year), as well as begin to complete internships with industry partners. Under the current program, students would have >60 college credit hours as well as 200+ hours of real time job experience at the time of graduation. Furthermore, PTAAN establishes an Advisory committee. Lastly, PTAAN's model offers the concurrent enrollment options to all students, thereby meeting the criteria of having a program that is accessible to all students. With respect to student support, students participate in predesignated sessions intended to address areas of academic weaknesses, including required testing preparation. These sessions typically occur afterschool, but can also occur during the scheduled student advisory period built into the school day. During these times, each student has the opportunity to check in with a designated academic mentor, who reviews student grades, career hours, and overall well-being. The program is a whole-school model, all students have the opportunity to choose to complete the program pathway, dependent upon postsecondary goals. Students are first introduced to the program through 8th grade awareness activities, including family nights, industry cluster night, STEM industry student fair, college and work site tours for both parents and students, as well as promotions at the campus and advertisements on the district web site and Twitter feed.

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.

Distance Education: PTAAN does not propose to offer a Distance Learning model, therefore questions in this section are 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/. 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.

Pre-K: PTAAN does not propose to offer pre-kindergarten, therefore questions in this section are 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.

Matriculation: PTAAN is dedicated to preparing students for future success through rigorous and innovative academic instruction. Our belief is that most students will be able to meet these rigorous standards each year and to progress through our program on schedule. However, we recognize that some students may not make adequate progress to advance from one grade to the next each year. The criteria that are used to determine if a student is to be promoted from one grade to the next include:

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

PTAAN communicates each grade's year-end requirements with the students and parents at the beginning of the year and ensure report cards inform families of the student's progress toward these requirements. The principal, with input from the student's teachers, makes the final decision on all grade promotions or retentions.

The PTAAN grading scale is the following: 90-100= A, 89-80=B, 79-70= C, 69-60=D, and 59 and below= F. PTAAN issues regular progress reports and grade-status updates to students, parents, and teacher-advisors. Any student whose grades on formative assessment fall below 70 also triggers further evaluation. Report cards are sent home each quarter. Teachers or administrators facilitate meetings with parents if they notice that the student is not doing well, so it can be addressed as soon

as possible during the school year. Tutoring is offered for all students, with targeted tutoring for those who are struggling

PTAA Nevada follows the Nevada Administrative code on promotion:

- Pupils enrolled in grade 6 must complete ½ (one-half) credit with a passing grade in mathematics, ½ (one-half) credit with a passing grade in English or reading, and ½ (one-half) credit with a passing grade in science for promotion to grade 7.
- Pupils enrolled in grade 7 must complete ½ (one-half) credit with a passing grade in mathematics, ½ (one-half) credit with a passing grade in English or reading, ½ (one-half) credit with a passing grade in science, and ½ (one-half) credit with a passing grade in social studies for promotion to grade 8.
- Pupils enrolled in grade 8 must complete 1½ (one and one-half) credits with a passing grade in mathematics, 1½ (one and one-half) credits with a passing grade in English or reading, 1 (one) credit with a passing grade in science, and 1 (one) credit with a passing grade in social studies during their seventh and eighth grade years for promotion to high school. An eighth-grade student who does not meet promotion requirements may be promoted to high school on academic probation, provided the student meets the criteria below. A parent or guardian may elect not to place his/her child on academic probation, but to remain in grade 8.

High school Probation: Although a student may be promoted to high school on academic probation, summer school credit retrieval is recommended to improve academic skills and to prepare for success in high school. Successful completion of required summer school courses may remove a student from academic probation.

An eighth-grade High School Academic Probation consists of the appropriate remediation in the subject area(s) in which the student failed to pass in middle school. Remediation may include but is not limited to a minimum of one semester of remedial instruction in the deficient subject area(s) during the ninth-grade year. The student must earn a passing grade in the remediation course(s) in order to be removed from academic probation. A student may be placed on academic probation for more than one semester.

An eighth-grade student not meeting criteria for promotion to 9th grade and not meeting the criteria for academic probation may be retained in the eighth grade for the following school year without limitation. A retained eighth grade student may not be promoted mid-year. A student who has not met the promotion requirements may be promoted to the ninth grade on academic probation, provided at least one of the following criteria has been met:

- SBAC scores meet or exceed standards in ALL of the area(s) of credit deficiency; **OR**
- Credits have been earned in ALL of the core area(s): English or reading, mathematics, science, and social studies; however, the student is deficient ONLY ½ (one-half) credit of the five total credits required for promotion; **OR**
- A student reaches the age of 16 (sixteen) on or before the final school day of the year in which the student would otherwise be retained.

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. Upon the recommendation of the IEP team, a student with disabilities who is receiving special education services may be promoted and/or permitted to graduate under the provisions of his or her IEP. For Special Education students, the IEP team serves as the Grade Placement Committee (GPC).

(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.

Meeting Graduation Requirements To earn a high school diploma, PTAAN students are required to complete all Nevada graduation college and career-ready credits and assessments required by the State of Nevada Legislature and State Board of Education (e.g., ACT Plus Writing for college and career readiness; ELA sections cover reading, writing, and English usage; math section covers middle and high school math standards; science section covers content expected for college/career readiness; and the Civics Assessment). Each student must also receive a passing score on all EOC (End of Course) aligned courses, English Language Arts, Algebra I, Geometry, and Science. The table below demonstrates options for PTAA students to earn a Standard Diploma, Advanced Diploma, or College and Career Ready (CCR) Diploma. Students with disabilities who are assessed on the Nevada Alternate Assessment (NAA) may receive an Alternative Diploma while a certified special education student may receive an Adjusted Diploma in accordance with their IEP.

Course	Standard	Advanced	CCR
American Gov't	.5	.5	
American History	1	1	
Arts and Humanities or CTE	1 Students are required to complete courses in Geography or World History to earn the Standard Diploma. Courses in Geography or World History can be taken to fulfill the requirement for Humanities or as an elective course.	1 For students seeking to earn the Advanced Diploma or the CCR Diploma, courses in World History and Geography can be taken to fulfill requirements for Humanities, an elective course, or Social Studies	
Social Studies	-	1	
Economics 2023+	.5	.5	
English	4	4	
Health	.5	.5	
Mathematics	3 At least Algebra I and Geometry	4 Computer Science can be used to fulfill the third credit. It is important to note that Computer Science can either fulfill a fourth credit in Mathematics as stated previously, or it can fulfill a third credit of Science. It may not count in both areas.	
Physical Ed	2	2	
Computer Science Ed & Technology	.5	.5	
Science	2	3	
Electives	6	6	
TOTAL	23	24	24
Minimum GPA		3.25 on 4.0 scale	3.4 on 4.0 scale

PTAAN offers dual credits and internships to high school students. PTAAN's program offers both college credit options and business/industry exposure opportunities to students in each grade level to qualify them to accommodate the local job market demands for these professions. In PTAAN's

program, students have the opportunity to earn college credit by two different venues: college credit by examination through Advanced Placement or Project Lead the Way courses, or college credit by course completion through articulated agreements with local community college(s). P-TECH students complete all required high school and college courses, along with their prerequisites, as determined by CSN. While all students move through the same courses, the timing of their progression through the course sequence varies. For example, students move at their own pace to meet proficiency benchmarks for taking a college course; those whose who complete them sooner may move through the program at an accelerated pace, finishing in a shorter length of time. Students needing more time receive additional instruction to meet prerequisites. The goal of building a scheduled that combines both high school courses and college courses is to blend the two learning contexts into a seamless whole, allowing students to progress and meet the increasing program demands. Rather than work in isolation, the courses support and reinforce one another as students develop knowledge and skills applicable to their pathway.

In addition to dual credit, PTAAN plans to develop MOUs with several businesses and industries to allow students to participate in work-based learning experiences including job shadowing hours and site fieldtrips. These opportunities culminate into a working model and plan for PTAAN students to complete high school with the opportunity to earn an associate degree, industry-recognized certification, and over 150 hours of work-based learning experiences with local business employers. Appendix 1 includes a class sequence for two of the three pathways in alignment with Nevada standards. PTAAN benefits from the successful experience of PTAA Texas, the only charter school awarded PTECH grants for each campus, in the only PTECH-designated district. (CSN PTECH pathways, shown in Appendix 1, will be aligned to Nevada standards during our incubation year.)

Credit Hours: Most classes award one-half (.5) credit for one semester's work (or at least 60 hours of instruction). The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have met the 90% attendance requirement, have completed work successfully, and have taken the final examination. Students who withdraw from a class after the eleventh week of the semester will receive an "F" regardless of what the actual grade was at the time of withdrawal. Students who are not able to complete the required work for a course or who are unable to take the final exam may receive an "INC" (incomplete) provided there has been contact/approval by the student's counselor or administration. Incompletes must be made up within three weeks after the beginning of the next semester, or the incomplete becomes an "F," and no credit is awarded. It is the student's responsibility to contact the teacher to arrange to complete the necessary work.

GPA: Letter grades of A, B, C, D, or F are assigned in academic classes. Only a few courses are graded on a pass/fail basis and assigned an S (satisfactory) or U (unsatisfactory) grade. For the purpose of computing grade point average (GPA), S/U grades are not included. No credit is awarded for F grades. Students who do not meet the 90% attendance requirement receive an "F" and will not earn credit in the course. GPA is the average of all semester course grades received in high school courses based upon a 4.0 scale. Letter grades will be transposed to the standard 4.0 scale: A = 4.0; B = 3.0; C = 2.0; D = 1.0; and F = 0.

The following formula will be used for calculating weighted GPAs: The unweighted overall GPA will be figured per PTAA-Nevada (4.0 grading scale). For EACH SEMESTER of an honors course that a student passes, .025 will be added to the unweighted overall GPA, and .050 will be added to each semester of an AP course, producing the weighted overall GPA.

Transcripts: Transcripts include the following information: student name, address, and date of birth; school name; course names, including semester or school year completed; grades for each grading period; the weight of each grade (grades in higher-level courses like AP will have more weight than the same grade in a standard course); the number of credits earned for each course;

cumulative GPA with ranking; scores on AP Exams, the SAT, EOC, or other standardized tests; and date of graduation (if applicable).

Electives: In addition to core instruction, students are required to take electives and complete a series of electives with the option to take up to three (3) electives per semester. Electives are designed to expose our students to authentic experiences and skill sets, and provide avenues for short-term success and experiences that align with talents and interests to support students in designing a pathway. While elective offerings are to be informed by student interest as well as staffing, we intend to offer a variety of electives that enrich the school's educational program. Students select from a variety of electives to meet their credit requirements and personal interests while fitting within the school's overall mission. Electives may include arts and humanities, or other career and technical education courses related to the program of study.

Exceeding State Requirements: Students may earn a seal, certification, and endorsement. (See below.)

(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).

College, Career, and Military Readiness: The PTECH national model was created for the purpose of ensuring students' readiness for college or other post-secondary opportunities. PTAAN's proven PTECH high schools in Texas exceed college readiness levels on state assessments. PTAA High School students take multiple programming certifications and Cisco-certified networking certification during their 9-13 years to meet the requirements set by our industry partners for internship programs.

In addition, students in 9th and 10th grade take 1 or 2 college courses through online instruction, while students in grades 11 and 12 may enroll in multiple college courses at CSN onsite campus leading to following associate degrees.

At maximum size, PTAA-Nevada does not plan to have more than 100 students per grade level who are actively enrolled in the PTECH program, which allows for more personalized attention to each student. Aside from the small cluster/cohort sizes, PTAA provides each student with a dedicated staff member to serve as academic mentor. These academic mentoring periods are built into the school day during a scheduled advisory period. Over the course of a week, each mentor is scheduled to check in with each student to review grades, missing assignments, attendance, job shadowing hours, and overall well-being. These check ins are documented and intended to maintain a proactive, supportive environment for the student. The programs maintain flexible scheduling that allows students to be transported to college for dual credit courses as well as to meet job shadowing requirements. Students are able to complete requirements as part of the school schedule as part of built-in learning opportunities during the CTE/ PLTW courses.

Flexible scheduling (e.g., summers) allow students to retake courses as needed, should he or she not successfully meet course requirements during the first time taking the course. While the program sets in place academic interventions and support to avoid this scenario, the campus programs also understand the importance of having a proactive plan in place should the situation arise. The role of ensuring flexible scheduling to allow for more course of study options to accommodate student, college, and industry partners is the duty of the hired Program Director (under CMO). These duties include but are not limited to developing a plan for ongoing academic support, providing tutoring for identified students, and providing more advisory and/or college readiness and support time built into the program of study.

(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.

Systems and Structures for Students At-Risk for Retention/Dropping Out: Depending on the unique situation of the individual student, any or all of the following strategies are in place and pursued to remedy the situation:

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

The PTAA PTECH model offers 100% of our students the following opportunities:

- A rigorous and relevant program to prepare our students with a pipeline to professional opportunities in Technology and Engineering.
- A chance to gain real world skills: time management, communication, and relationship building.
- The way to earn a high school diploma, up to 60 hours college credit, a two-year post-secondary certificate, or industry certification, at no cost to the student and families.
- The option to build a resume and work ethic through opportunities for internships, apprenticeships, and job training.

When PTAA Nevada enrolls 9th grade students into the first cohort of the whole-school PTECH model, we:

- Develop individualized college and career focused student plans with a specific graduation plan for ongoing academic support.
- Provide academic support for intervention, remediation, and acceleration.
- Provide tutoring and other academic support.
- Provide students with application, financial aid counseling, and college/career counseling.
- Provide advisory and/or college readiness and support time built into the program of study for all students.
- Provide bridge programs and to support student transition from elementary to middle school to the PTECH program.
- Establish an industry mentorship program available to all students.
- Provide layered social and emotional support to the students as needed, such as connections to social services, parent outreach and involvement opportunities, a structured program of community services to promote community involvement and skill building instruction for students, time management, study skills, collaboration, and interpersonal relationship skills.

PTAA Nevada provides a summer school program for students to achieve credit recovery as well as remediation. The duration of summer school is 6 weeks and may run from 8:00am-12:00pm for remediation, recovery of credits, credit acceleration, as well as sustaining learned information to avoid regression. Summer school is an excellent way for students needing credit recovery to catch up while peers are receiving remediation and credit acceleration. All resources available to increase student achievement during the regular school year will be available during summer school. Differentiation of instruction and best practice of instructional strategies will continue to be used to overcome classroom challenges.

DUAL-CREDIT PARTNERSHIPS

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

A requirement of PTAAN's PTECH model is a memorandum of understanding (MOU) with a college(s) and university(ies) to offer dual credit courses.

(1) Discuss the scope of the services and resources that will be provided by the college or university. **Scope of Services:** Once PTAAN selects a junior or senior to enroll in CSN's dual enrollment study courses, CSN verifies students' qualifications for admission and enrollment, and the student completes the CSN on-line admission form[59] and placement evaluations before participating in a three-hour student orientation that is led by CSN. Upon completion, CSN provides the new student with an academic advisor or success coach who provides counseling services to the same extent as regular CSN students (i.e., depending on academic need). PTAAN establishes an academic plan for each enrolled student. CSN, through its Academic Affairs department, oversees the administration, instruction, and educational requirements for the Certificate of Achievement and Associate Degree programs offered to PTAA students. CSN offers academic courses and other coursework at established CSN campuses and CSN learning sites. Enrolled PTAAN students may enroll in a maximum of fifteen (15) credit hours each fall and spring semester at CSN and up to nine credits during the summer term at CSN. PTAA students will be required to attend the selected classes on the dates, days, and times that these classes are scheduled as per the official CSN academic calendar. While there is no restriction on the type of course that a PTAA student may enroll in, each PTAA student's course selection must be approved by PTAA in consultation with the student, CSN's academic advisor/success coach and must be consistent with the results of any placement tests or prerequisites established by CSN. Any consultation will include discussion about the advisability for a particular student to enroll in an "on-line class" in contrast to a class taught at one of CSN's campuses or centers. CSN courses are part of the Nevada System of Higher Education (NSHE) common course numbering system and transfer among all NSHE institutions. Upon successfully completing a course in the dual enrollment program, the PTAA student will receive the corresponding credit amount listed in the CSN course catalog at CSN and credit for a course at PTAA. All credits earned at CSN by a PTAAN student must be applied toward a credentialed degree or certificate at CSN.

(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

Terms: The five-year term of the MOU shall be July 1, 2021 through May 31, 2026. By May 1, 2026, the Parties may agree through a written confirmation, executed by their respective authorized representatives, to extend the Term for five (5) additional years through May 31, 2031.

Notwithstanding the foregoing, either party may terminate this MOU without cause upon thirty (30) days written notice to the other party, and any PTAA student will be able to complete the course(s) they are enrolled in pursuant to this MOU at the time of the written notice.

(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

[59] While students complete an application for enrollment into the P-TECH program (to make sure students and families understand the seriousness of the program), all students are accepted into the program.

Costs: Students will not be required to pay for tuition, fees, or textbooks. As demonstrated in the budget, we have estimated an annual for $500 per student. TAA Nevada will pay for tuition fees and textbook cost for all students. PTAA may pursue grants and other funding opportunities to help support their students.

Registration and course fees are defined in the NSHE procedures and guidance manual: (https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMCH07FEE STUITION.pdf).

PTAA must verify all fees with CSN Director of Student Accounts and Cashiering Services by December 31st of a current school year to go into effect for the following school year. The Board of Regents of NSHE governs all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by PTAA for newly-enrolled students.

(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.

Credit Acquisition: PTAAN plans to assign a unique identification number to each student in the dual enrollment program. CSN will retain the unique identification number provided by PTAA. Both parties will each be responsible to initiate and maintain their respective student records for the courses that they award credit. CSN will comply with the Family Educational Rights and Privacy Act (the Buckley amendment) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99). A PTAAN student must sign a FERPA document before CSN will release any academic records to the PTAAN executive director or anyone other than the student.

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

Board: Caprice Roberson, interim associate vice president at CSN, plans to serve on the school's advisory board no later than Year 3.

(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.

MOU: A draft memorandum and term sheet (see signature page of MOU) between PTAAN and the CSN can be found in Attachment 2.

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.

Academic Growth

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

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

Objective a) By its third year of operation, PTAAN students will achieve a median growth percentile of 50% or greater in all tested grades in all tested subjects on the SBAC.

Objective b) By its third year in operation, PTAAN will have a higher median growth scores than the district in all grades in all tested subjects on the SBAC.

***Note:** Beginning in Year One, PTAAN uses multiple reference points (percentile ranks, scaled score, and student growth percentiles) on Renaissance Star 360 to monitor individual, classroom, cohort, and schoolwide growth for the purpose of ensuring core and supplemental instruction is preparing students for the Smarter Balanced assessment, while helping students reach their fullest potential each year.

Gaps

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

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

Objective a) By the third year of operation, all ethnic and racial subgroups, FRL students, ELL students, and Special Education students will average the same annual percentile growth as the average PTAAN student in all tested grades and all tested subjects on the SBAC.

Objective b) By the third year of operation, the gap between the percentage of underserved students and the general student body scoring "meets or exceeds expectations" will narrow by at least 5% and will continue to decrease over time.

Additional Goals

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

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

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

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

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

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

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

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

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

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

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

Behavioral Goals

Rationale: PTAAN focuses on preventive and proactive school discipline practices that promote equity. We implement strategies to identify and address racial and ethnic disparities in student discipline to ensure that vulnerable students are not disproportionately impacted by discipline policies.

Goal 1: PTAAN, using disciplinary data (i.e., number of office referrals, suspensions, and expulsions) disaggregated by grade level, gender, and race/ethnicity, will demonstrate that no student group is disproportionately impacted by our discipline policies. No student group will be overrepresented, the risk ratio will be below 1.0.[60]

Goal 2: The Nevada school climate data tool will demonstrate that all groups of students feel equally positive about the physical safety in our school; and each year, the school will show an increase in the aggregate score, demonstrating we listen and effectively respond to students' thinking.

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.

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.

[60] For example: If the removal rate for African American students in a school is 10 percent and the removal rate for all other students (i.e. those who are not African American) in the school is 5percentthen the risk of removal is two times (10 / 5 = 2.0) higher for African American students in that school. Therefore, the risk ratio is 2.0. A risk ratio below 1.0 means the risk is lower, while arisk ratio above 1.0 means the risk is higher, and disproportionate to some degree (https://files.eric.ed.gov/fulltext/ED589789.pdf).

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2022-23	2023-24	2024-25
Student Success in English Language Arts/Literacy, Math, and Science	SBAC for ELA/Literacy and Math and the NV State Assessment in Criterion Referenced Test (CRT) in Science Aligned to NSPF and SPCSA Framework	SBAC for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science. Annually	Baseline data will be compared to the NV Report Card surrounding school data. Minimum expected student gains per year (based on complex targets identified through 2018): ELA/Literacy 4% Math 5% Science 5%	ELA/Lit: 44%* Math: 38% Science: 21% *Surround-ing school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science	ELA/Lit: 48%* Math: 43% Science: 26% *Surround-ing school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science	ELA/Lit: 58%* Math: 48% Science: 31% *Surround-ing school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science
Students will show growth of at least one (1) year in Reading and Mathematics annually	Aligned to NSPF and SPCSA Framework; Renaissance Star 360; and/or NWEA	SBAC for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science; baseline collected followed by reports (fall, winter, and spring)	Baseline data will be collected at the beginning of the school year, or when student enrolls, followed by quarterly reports. The date will be quantified using enrollment records for all students, with an initial focus on the first cohort of students	Growth will be deter-mined after baseline data has been collected, with an expected minimum gain of 6% annually	Growth will be deter-mined after baseline data has been collected, with an expected minimum gain of 6% annually	Growth will be deter-mined after baseline data has been collected, with an expected minimum gain of 6% annually
Reduction of achievement gaps in targeted at-risk student subgroups	Aligned to NSPF and SPCSA Framework	SBAC for ELA/Literacy and Math and the NV State Assessment (CRT) in Science		In the given year, if achieve-ment gaps exist, PTAAN will close the identified gap(s) by 10% annually	In the given year, if achieve-ment gaps exist, PTAAN will close the identified gap(s) by 10% annually	In the given year, if achieve-ment gaps exist, PTAAN will close the identified gap(s) by 10% annually

(b) 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.

Using Data to Drive Instruction

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

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

PTAAN also holds longer formal meetings at least three times per year to analyze student data. These may be grade-level or subject-matter meetings and will be facilitated by either the principal or outside consultants who have expertise in data analysis. We monitor data to identify students who may need extra support, teachers who may need more professional development, and areas where our curriculum may not be meeting expectations.

The accountability for this data management moves in a hierarchical structure through three layers:

<u>Teachers</u>

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

<u>Principal</u>

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

<u>The Board of Directors</u>

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

In addition to direct instruction, PTAAN uses Project-Based Learning and Blended Learning to deliver instruction. In **grades K–2,** PTAAN uses more performance-based assessments for the early grades. With performance-based assessment, data about each child is gathered by the teacher over time and

from multiple sources, including anecdotes, focused observations, children's self-evaluations, and work samples. Data are then interpreted through rubrics and rating scales. An additional benefit of performance-based assessment is that the information can be immediately utilized to modify instruction. All PTAAN early elementary teachers receive professional development on performance-based assessment and will implement these practices on a near-daily basis. **Assessment for Grades 3–8:** In addition to the standards-based summative assessments, PTAAN constantly checks students' understanding through multiple informal classroom-based assessments. One of the hallmarks of Project-Based Learning is to give students multiple options to demonstrate mastery of both content and skills. Students demonstrate competency by completing complex interdisciplinary projects that demonstrate meaningful application of essential knowledge and skills. Projects are assessed using appropriate scoring rubrics and students are aware, before starting a project, of what is required to demonstrate mastery. **High School Assessments:** All 9th graders attend summer camp where they receive baseline diagnostic testing in core subjects and are introduced to the expectations and culture at PTAA. The NWEA/Renaissance 360 results are used to determine each student's baseline level and identify specific skills they must master to gain proficiency. If gaps in student skills are identified, they are addressed to support students in mastering the NACS. Teachers set targets and identify areas of needed support, and can easily differentiate instruction and implement targeted interventions. Students in grades 9 and 10 retest in January; 10th and 11th grade students test again in June or 2x/year, given they also take the PSAT and SAT/ACT to measure individual progress and achievement. We, in accordance with the NDE Testing Program, administer the Workplace Readiness Skills Assessment and the End-of-Program Technical Assessments to students who have completed a program course sequence; the College and Career Readiness (CCR) Assessment-ACT with writing (or the assessment that is required); and end of course finals at the conclusion of the aligned course in the following subjects: Math I and II, Integrated Math 1 and 2, ELA I and II.

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

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

Supporting Teachers The CMO provides comprehensive, continuous training to establish data-driven processes and procedures to assist instructional staff in developing, monitoring, and adapting effective individualized instruction for each student. CMO provides training to staff on how to identify intervention needs early in the year using NWEA MAP, assessment practice, and assessments developed and/or purchased. Staff are provided training regarding effective use of data to check for understanding and to inform instruction. Using these sources, PTAAN instructors (supported and overseen by the principal) embed assessment and engage in continuous data analysis that is utilized to ensure instruction meets students' needs. Learning software supports reading and math instruction for all students. Data meetings, parent meetings, and department meetings support intervention programs and enhance student learning.

(d) 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.

Valid and Reliable: PTAAN's assessment system is a valid, fair, and reliable approach to student assessment that provides educators, students, and parents meaningful results with actionable data to help students succeed. We plan to use Renaissance 360 Star interim assessments (grades K–12). Renaissance Star 360 reading and math scores have a strong relationship with the SBAC scores; therefore, we can use them as accurate predictors of the smarter Balanced assessments.[61] Further, the curricular resources used by PTAAN (e.g., PLTW, STEMscopes, Spaulding Writing Road to Reading, Singapore Math, History Alive, etc.) are aligned to NVSAC, the school curriculum, our performance goals, the SPCSA and the state standards. Further, commercial options are nationally benchmarked to ensure validity and reliability. Interim assessments measure students' growth, help us identify patterns in their learning habits, and inform teaching and learning. Interim results help us forecast students' proficiency on state assessments as well as our ability to meet performance goals.

(e) 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.

Corrective Actions: Should student academic goals not be achieved in the classroom, all attention shifts towards teacher professional development, coaching, and remediation. Should classroom scores be consistently sub-par, a teacher may be placed on probation, but only if other factors correlate that a teacher's competence is at fault. PTAAN supports teachers' professional development and growth.

Due to its daily focus on data, tracking of factors that affect performance and regular reports to its Board of Directors, it is unlikely that the school will fall short of meeting its academic achievement expectations. PTAA Texas and the CMO have a track record of meeting and exceeding goals. However, if school-wide performance were to fall short, the principal would initiate corrective action and work with the Board and CMO to create a plan for improvement and the Board would take immediate corrective action that may include, but is not limited to timelines for addressing any deficiency, defined action steps, and may include reallocation of staff or selection of instructional resources. Triggers indicative of low performance generally include teacher turnover, poor quality instruction, poorly implemented MTSS, unidentified chronic and acute student needs, and insufficient tracking of student absences.

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

Interim Assessments: The purpose of collecting student assessment data is to inform our instructional practices at both the individual student level and at the classroom and school level. Informal data reviews happen frequently and are a central component of teachers' daily and weekly planning. In the context of weekly staff meetings, faculty routinely review student work and discuss strategies to meet the individual needs of students. In these discussions, teachers receive support from one another to assist students. CMO provides comprehensive, continuous training to establish data-driven processes and procedures to assist instructional staff in developing, monitoring, and adapting effective individualized instruction for each student. For example, the CMO provides training to staff on how to identify intervention needs early in the year using NWEA MAP, Renaissance Star 360, assessment practice, and assessments developed and/or purchased. For example, teachers are trained on the science of goal setting, including the ability to apply data

[61] https://doc.renlearn.com/KMNet/R0053326DB65B7FE.pdf

(percentile rank, scaled scores, and student growth percentiles) to inform/adjust instruction and intervention in preparation for the SBAC. Using these multiple reference points, PTAAN instructors engage in continuous data analysis that is utilized to monitor student learning and growth. Learning software is utilized to support reading and math instruction for all students. Data meetings, parent meetings, and department meetings further support intervention programs and enhance student learning to maximize growth.

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

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
To screen skills that predict school success including physical development, language, academic/ cognitive, self-help, and social emotional skills	Brigance Early Childhood Screens III (Grade K)	At the beginning of school to predict success			
To monitor student growth to inform and personalize instruction.	NWEA-MAP, Renaissance 360	At the beginning of school		At the beginning of quarter 3 to assess interim progress	At the end of the school year
To assess students who have been identified as English Language Learners.	WIDA	At the beginning of school as needed			At the end of school year to assess progress
To measure students' progress toward success in college and career.	Smarter Balanced Assessment (SBAC) (Grades 3-8)				Near the end of the year to assess proficiency and growth over time.
To determine mastery of knowledge and skills taught throughout the unit. Data is used to inform intervention needs and progress	PLTW Launch End of Unit Rubrics: given at the end of a unit in core content areas	At the end of the quarter	At the end of the quarter	At the end of the quarter	At the end of the quarter

Brigance Early Childhood Screens III (Grade K): The purpose of this assessment is to identify incoming students who may be at risk for learning difficulties and who might benefit from intervention. Likewise, the test has the capability to indicate a child who may be above average and thus allow PTAAN to provide the support necessary for a more enriching learning experience. It is used to assess children's physical development, language, academic/cognitive, self-help, and social-emotional skills, to identify the child's present level of performance. These tests are best administered in the child's home language. An analysis of the scores may result in further testing, referrals for physical or occupational therapy, speech language evaluation, or evaluation by a developmental psychologist. PTAAN uses this norm-referenced test to meet each child where he/she is in terms of development and to tailor instruction to meet the needs of each child as they enter school**. Performance goal for first year (2022-23)** is that every child in kindergarten increase performance in developmental skills tested. Formative assessments include daily teacher observation, data from content assessments, parent requests, behavior incidents, and absences.

NWEA-MAP: The purpose of MAP testing is to determine what the student knows and is ready to learn next. MAP Growth is designed to measure student achievement in the moment and growth over time. The assessments are designed to target a student's academic performance in mathematics, reading, language usage, and science. PTAAN uses MAP testing to monitor student growth to inform and personalize instruction. Parents are informed of results of testing and included in decision-making regarding progress. MAP testing is administered at the beginning of the school year and in the second half of the year to determine if growth is on track**. Performance goal for first year (2022-23**) is that each child shows at least one year's growth.

Renaissance Star 360: The purpose of the Renaissance Star 360 for literacy, math, and reading is to check student progress throughout the year, providing teachers with information they may use to adjust instruction and support students in meeting NACS. They are administered to students at the beginning of every school year to gather baseline information on students' existing knowledge, strengths, and areas for growth in math and reading. It is also administered as students are learning (mid-year/Winter) and at the end (Spring) of the school year to track growth. Interim assessments allow for ongoing monitoring and guiding of student performance along their own personal pathways. They are intended to fill in the gap between the annual Smarter Balanced Assessment and are therefore, predictive of proficiency on State tests and help us determine if students are on pace for college readiness.

WIDA: The purpose of World Class Instructional Design and Assessment (WIDA) testing is to determine language proficiency. It is given annually to monitor students' progress in learning academic English, meets U.S. federal requirements of Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency, and is anchored in the WIDA English Language Development Standards. Based on the Home Language survey, students will take the WIDA test to establish baselines in the four domains: listening, speaking, reading, and writing. Based on results and parent permission, student who are identified as ELL will receive services commensurate with their language development. WIDA serves to establish a baseline for entering students and serves to track progress toward proficiency. For example, with their initial ACCESS performance, a student's projected timeline will be established for English acquisition, used to determine whether they are on or offtrack in future years to meet proficiency targets.

Students entering at higher levels of language proficiency will be given a shortened timeline that corresponds to their initial language proficiency level. The ELL teacher will monitor progress every 6 weeks and inform parents of their student's progress. **The performance goal for the first year (2022-23)** is that each child identified as ELL makes on-track progress on their timeline to achieve advanced academic English language proficiency.

Smarter Balanced Assessment (SBAC): the purpose of SBAC is to measure student progress toward college and career readiness. It is a summative assessment; benchmark testing will be used several times a year to determine individual student progress toward mastery of SBAC components. Performance goals for (Grades 3–8) first year (2022-23): Baseline data will be compared to the NV Report Card surrounding school data. **Minimum expected student gains per year:** (based on complex targets*: ELA/Lit: 44%, Math: 38%, and Science: 21%) *Surrounding school data: 33% Math, 40%, ELA, and 16% Science. Expected learning gains per year: 4% ELA, 5% Math, and 5% Science. Expected: ELA/Lit: 44%*, Math: 38%, and Science: 21%. *Surrounding school data: 33% Math, 40% ELA, and 16% Science. Expected learning gains per year: 4% ELA, 5% Math, and 5% Science.

PLTW Launch End of Unit Rubrics: The purpose of the end of unit rubrics is to measure mastery of comprehension and skills used throughout the unit. Formative assessments are used frequently by teachers during the course of instruction to provide feedback, evaluate students' learning, and to aid in adjusting instruction. These formative assessments use classroom activities and discussions that require students to not simply answer questions but also reveal their reasoning that led to those answers. This allows teachers to immediately make observations on an individual student's strengths

and weaknesses so they might help students address the specific mistakes they may be making or misconceptions they may hold. **The first year (2022-23) performance goal** is that each child scores at least a 2 (out of 4) on the End of Unit Rubrics

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

Data Management

As a data-driven school, PTAAN recognizes the importance of managing student performance data appropriately, using data to adapt instruction at the student, classroom, and school level. We have a data management plan that will allow us to effectively store, analyze and use data to drive student achievement. Data administration and collection of major and mandated assessments is led by the CMO's Curriculum Specialist who has years of experience in data analysis; the specialist coordinates the collection, disaggregation, and dissemination of data to teachers. He will also provide training to teachers on the understanding and use of data to guide instructional decisions, and provide support to teachers in creating meaningful assessments and to families in understanding their children's progress. All other data collection of formative and summative assessments is facilitated by teachers. Our assessment system provides teachers with real-time data about students' progress, permitting teachers to have access to see how their students are performing daily and use that data to identify trends/gaps, and then refine and improve instruction, provide additional supports, adapt, or create new content and instruction to meet their students' needs.

Student Information System

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

(3) How will the school monitor for disparities in academic performance between student groups? What actions with the school take to address identified disparities?

Monitoring for Disparities: PTAAN is designed to provide students with equitable access to resources and opportunity. Our assessment system is designed to monitor performance, including kindergarten readiness, coursework performance, and on-time graduation to ensure equitable opportunities for all students to achieve. Further, data is disaggregated to ensure all student groups are performing well. Should data reveal a gap, the MTSS team immediately works to address any disparities through MTSS system as we dissect the data to identify and address root causes, such as implicit bias, etc. that may be perpetuating gaps rather than meeting the social, emotional, and cultural needs of our students.

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 necessary, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest need 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.

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

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

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

PTAAN employs MTSS, a universal screening and a robust assessment system, to promptly identify and support "at-risk" students. The school also recognizes that many factors can be associated with increased risk of academic failure and/or potential dropout of students. These include but are not limited to: Social and economic factors: a. Free and reduced lunch, b. Temporarily displaced, c. Foster care, d. Educational attainment of parents, e. English language proficiency, and f. Single parent family; Benchmark assessments that identify students who do not meet grade level expectations; and Attendance records that identify which students are considered chronically absent (more than 10% of the school year). Credits earned toward graduation based on thresholds identified at each grade level based on their academic cohort. All teachers are trained to observe and trust their relationship with students so they may support and facilitate early intervention and avoid a "wait to fail" situation.

Students who are identified as academically or behaviorally "at risk" and who are not already identified with an IEP are referred to the school's Response to Intervention (RtI) Team. The RtI team will be comprised of staff members from the grade level or department, Special Education Coordinator, and counselor in addition to the student's parents. The teacher of record will notify the parent(s) that his/her child will be entering the RtI program, which features a continuum of supports and services for students, based on their level of need, in all areas of the student's academic or behavioral deficiencies. It works to provide at-risk students with research-based, targeted, and systematic interventions (services and supports) as students begin to struggle. During the RtI process, a goal is written in the deficit academic and/or behavioral area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is collected and analyzed every 4-6 weeks (or more frequently based on need) to look at students' school and community data for the purpose of measuring student's progress, ensuring that tiered instruction is meeting the needs of its students and to suggest additional evidence-based

practices that are connected across the 3 tiers. The time is also used to uphold high expectations, keep staff accountable, and ensure that interventions are implemented with integrity while nurturing individual strengths. These research-based, targeted, and systematic interventions provide at-risk students with services and supports as they begin to struggle.

If the student is not making adequate progress toward the grade-level expectation, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 weeks, the student's data still shows a lack of adequate progress, the student will be referred for the special education eligibility process. Should the student qualify for special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring will continue. If a student shows little to no academic growth, an IEP meeting will be held to discuss increasing services which may include a more restrictive environment and additional supplementary aides and supports. The goal is to provide the student access to a free and appropriate public education within the least restrictive environment using student's data in the decision-making process. PTAA Nevada will contract with Suasive Education LLC for LSSP services and Ed Theory LLC for Speech, Occupation, Physical therapy, and other services as needed. PTAA Nevada budgeted $96,000 for a psychology consultant and $209,952 for the contracted special education services for a total of $448,952 in anticipated expenses. PTAA Nevada will expend an additional $177,000 on special education from general funds due to a PTAA Nevada signed facility lease of $1 per year (Attachment 16).

(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.

Identifying Student Needs: PTAAN enrollment estimates include approximately 95% FRL students, based on CCSD data. Based on robust research that suggests poverty is the most important factor affecting students' academic achievement and growth, PTAA Nevada plans to support the academic success and college and workforce readiness of FRL students. The link between a student's academic achievement and their level of poverty was established in numerous studies: (Holley, 1916; Lynd & Lynd, 1929; Harwell, Maeda, Bishop, & Xie, 2017). "The negative relationship between the level of poverty in a school and student achievement identified in other research is supported (i.e., the higher the poverty, the lower the achievement)." However, this study finds that the relationship is stronger than typically identified (Ewijk & Sleegers, 2010). "Academic achievement can be predicted by socioeconomic status" (Cedeño, Martinez-Arias, & Bueno, 2016; Reardon & Portilla, 2016). Students living in poverty have a higher level of absenteeism, they struggle with focus and concentration, they have significantly more difficulty in comprehension and memory, and they struggle with motivation (Jensen, 2009). In addition, living in homes where there is little parental interaction, fewer books to read, and fewer chances for cognitive stimulation will decrease the children's confidence which, in turn, will lead to future academic failure (Cedeño et al., 2016). Chronic stressors will cause students to underperform in school and either give up or become disinterested in their schoolwork (Jensen, 2009). Building caring and supportive relationships with students is the first and best strategy to increase student effort and motivation (Budge & Parrett, 2018). Explicitly teaching school expectations, as well as enforcing these expectations, can decrease disruptive behavior and increase student engagement (Gietz & McIntosh, 2014). Early intervention strategies will ensure that students living in poverty will have an increased chance for higher academic performance in an inclusive classroom (Jones, Wilson, Clark, & Dunham, 2018). One of the most effective ways to increase academic achievement is to recruit the best staff to teach in the school (Jensen, 2009). PTAAN's inclusive school culture with its PBIS and Restorative Justice components, daily advisory, as well as

caring staff and mentors provide a comprehensive support system for all students, including at-risk students.

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

(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond?) PTAAN will have a comprehensive, age-appropriate, pupil performance assessment program and will make data-driven research-based decisions in order to continually improve student achievement. We will assess student performance daily through student observations and performance tasks and will also conduct more formal assessments at appropriate intervals. The information gathered through these assessments will help us refine our instructional practices, will inform our plans for professional development, and will be used to adjust our curriculum and evaluate the success of our approaches to remediation.

Assessment for K - 2

Young children's development is characterized by a great deal of variability and change, which makes summative and standardized assessments challenging.[62] Accordingly, the Nevada assessments do not begin until third grade. Therefore, PTAAN will use more performance-based assessments for the early grades. With performance-based assessment, data about each child is gathered by the teacher over time and from multiple sources, including anecdotes, focused observations, children's self-evaluations, and work samples. Data are then interpreted through rubrics and rating scales. An additional benefit of performance-based assessment is that the information can be immediately utilized to modify instruction. All PTAAN early elementary teachers will receive professional development on performance-based assessment and will implement these practices on a near-daily basis. See the sidebar for a sample Reading Skills rating scale:

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

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



Assessment for Grades 3–8 (High school assessments described above)

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

Sample: End of Unit Assessment Rubric

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

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

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

In years 3, 5, and beyond, results will be measured using data from SBAC, NWEA-Map/Renaissance 360 Star, SAT/ACT, WIDA, reduction in achievement gaps for underserviced populations, credits recovered/achievement remediated during summer school programs, dual credits accrued, attendance rates, promotion and retention rates, graduation rates, dropout rates, industry certifications earned, post-secondary college acceptance rates, workforce internship hours accrued, and post-secondary workforce hires.

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

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

MTSS/RTI: PTAAN utilizes the Multi-Tiered Support System (MTSS) to enhance the success of all students with a variety of academic and/or behavior needs. PTAAN uses the MTSS model for the early identification of these student populations followed by early targeted interventions for the goal of preventing these students from later requiring more intense special education services. Students that

do have a significant skill deficit relative to peers are provided special education services under Individual Education/Transition Plans (IEPs/ITPs).

MTSS: MTSS (Multi-Tiered System of Supports) is a systemic continuous improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system supporting students. It incorporates RTI (a model for identifying and assessing the specific academic needs of struggling students). MTSS addresses academic as well as social and emotional areas (non-academic), including behavior and other topics such as attendance.

MTSS leverages the principles of RTI and PBIS and further integrates a continuum of system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. MTSS offers the potential create systemic change, which results in improved academic and social outcomes for all learners.

TIER 1 (~23% of students): Emphasis is placed on schoolwide, differentiated universal core instruction at Tier 1; Tiers 2 and 3 provide intensive and increasingly individualized interventions (Batsche, et al., 2005). Although the screening and progress monitoring procedures vary somewhat for academics and behavior, the three-tier conceptual model is similar across both domains. Tier 1 refers to the core curriculum delivered to all students that has a high likelihood of bringing the majority of students to acceptable levels of proficiency. Assessment is a key aspect of this tier of instruction; benchmark assessments are usually conducted in the fall, winter, and spring. Universal screening using schoolwide, curriculum-based measures pinpoints students who may be at risk. Students are deemed to need tier 2 services if they perform below a norm-referenced cutoff point (i.e., below the 25th percentile) and continue to show little to no progress across five to eight weeks of instruction with weekly progress monitoring probes.

TIER 2 (~65% of students): Supplemental instruction is provided to those students who display poor response to the core instruction provided at Tier 1. Any students who are not meeting academic standards based on the data collected at the Universal Level or who are identified as having behavior concerns with receive Tier 1 interventions. Based on demographics and data from CCSD performance, approximately 65% of students may need Tier II interventions. In general, "not meeting academic standards" would include any student who is not progressing at a level that his or her teacher believes is adequate to achieve proficiency. Tier II begins with an analysis the available data to identify any gaps in academic achievement or behavior and their causes. The analysis can also identify students who are exhibiting areas of gifts and talented.

TIER 3 (~12% of students): This level involves the application of intensive instructional interventions designed to increase the rate of student progress. Tier 3 services may or may not include special education. At the Intensive Level, assessments show that the student exhibits a severe academic or behavior gap. Based on demographics and data from CCSD, approximately 12% of students may require Tier III. Evidence-based interventions at this level continue to address the individual needs of the students while working with the student's strengths. The academic/behavior achievement gap may be so vast that modifications to this curriculum may be required to address the student's individual needs. This level not only addresses academic and behavior deficits, but also the needs of students whose knowledge and experience significantly exceeds the instruction and curriculum content of PTAAN. These interventions are so intense that they may have to be delivered in a resource room, small group, or through one-on-one instruction. The intensity level and frequency of the assessments at this level increases, and diagnostic assessments will be given to comprehensively identify the student's strengths and needs and how to best meet those needs. The MTSS team may find that the needs of the students require a referral for special education services and may refer the student for eligibility. Students who demonstrate improved performance as a result of an intervention will continue with the intervention in place in the general education setting. Students who continue to struggle despite various interventions may be referred for a formal evaluation to determine eligibility for special education services. Upon referral, PTAAN will conduct an Individualized Education Program (IEP) team meeting that includes within mandated timelines

for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education and/or 504 Plan instruction and services. PTAAN will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP and/or 504 Plan process according to federal and state policies.

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

A structured problem-solving process and integrated data collection system, based on the RTI and PBIS approaches, is utilized at each tier of the model (Batsche, et al., 2005; Fuchs & Fuchs, 2006). The effectiveness of instruction at each tier is determined by collecting data about students' progress in a recommended monitoring schedule. Educators use a problem-solving model to evaluate the data and continuously and dynamically make informed decisions about instructional planning and intervention (Batsche, et al., 2005; Fuchs & Fuchs, 2006; Gresham, 2007). With its emphasis on evidence-based instruction and collaborative, iterative problem-solving, MTSS acknowledges that instruction and/or contextual issues, not student inability, could be the reason why students are not learning.

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

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

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

Behavioral Interventions/Plans: The classroom teacher is the first level of intervention for students with behavioral concerns. The teacher will collaborate with the student and parent/guardian to foster working relationships and promote positive classroom behaviors. Randall S. Sprick [63] states that behavior is learned, and many behaviors serve a specific function. PTAAN teachers and staff will use the Positive Behavior Interventions and Support (PBIS) (Safe and Civil Schools) model to determine why the behavior is being exhibited. Positive support paths will be demonstrated by all PTAAN staff with the goal in mind to efficiently and appropriately correct student behavior issues. The teacher will collaborate with the student and parent/guardian to foster working relationships and promote positive classroom behaviors.

PTAAN teachers and staff use the Positive Behavior Interventions and Support (PBIS) model to understand why the behavior is taking place; Positive support options will be used by PTAAN staff with the purpose of efficiently and appropriately effecting a positive change in behavior. PBIS views behavior as communication and uses methods of positive reinforcement to shape better behavior. This approach is based in a school-wide culture with the expectation of respect; all staff are trained by the CMO in the principal elements, while teachers have more specific training in the teaching of expectations, data collection and analysis, and the range of positive reinforcement option/interventions. Teachers set the expectations for behavior and teach it explicitly, just as they would teach about any other subject—like reading or math. All students learn about behavior,

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

including those with IEPs and 504 plans. Everyone learns what is appropriate behavior and uses a common language to talk about it. In PTAAN's PBIS model, Students learn behavioral expectations for different situations, they learn expected behaviors for each school setting through explicit instruction and have opportunities to practice and receive feedback. Teachers look for appropriate consequences that are effective in changing the student's behavior, not just in the moment, but in the future as well.

Data collection on behavioral progress is required for evidence-based decision making. After collecting data on behaviors and how strategies are working, choices will be made about future interventions. If over time a strategy is not effective, it may be eliminated and replaced. If behavior improves, it can indicate that strategies are appropriate. Once data is organized, it can be shared with parents. All staff who work with a student who needs intensive behavior interventions will meet periodically; if necessary, school psychologist, special education teacher, and school counselor would work on developing a Functional Behavior Assessment and a Behavior Intervention Plan. Objectives from the BIP can be used for IEP behavior objectives. If an IEP team agrees that a behavior-based assessment is warranted for a student with special needs, the IEP team will be required to complete a Functional Behavior Assessment (FBA). The FBA would be initiated when the behavior of a student with an IEP has been determined to be a manifestation of his/her disability. A signed assessment plan would be required.

PBIS Model Teachers are trained to use:

Foundations:

• Settings – the physical layout of the classroom designed to be effective (and support kinesthetic engagement)
• Routines – predictable classroom routines taught and rehearsed
• Expectations – 3-5 classroom rules clearly posted, defined and explicitly taught
• Values – shared values collaboratively developed with student input and self-reflection

Prevention:

• Supervision – reminders, prompts, and active interaction between teacher and students
• Opportunity– high rates and varied opportunities for all students to respond
• Acknowledgement – using specific praise and positive reinforcements to let students know they are meeting classroom expectations
• Prompts and Pre-corrections – reminders, before a behavior is expected, clearly describing appropriate interactions

Response:

• Error Correct – brief, contingent, and specific statements when misbehavior occurs
• Other Strategies – other ways to preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.

Data Systems:

• Counting – how often or how many times a behavior occurs (frequency)
• Timing – how long a behavior lasts (duration)
• Sampling – estimation of how often a behavior occurs during and interval
• ABC Cards, Incident Reports, or Discipline Referrals – information about the events that occurred before, during, and after a behavior incident
• The results of data collected inform classroom interventions and supports

Students who are not affected by teacher and parent interventions are recommended to the counselor for further research-based practices. These practices will be shared with the teacher and parent/guardian to garner positive support in and outside the classroom. Developing Individualized Education Plans: The written individualized education plan for each student will include measurable

annual behavioral goals that may involve the evaluation of behavior through a Functional Behavior Analysis (FBA) and the development of a Behavior Intervention Plan (BIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, diploma options, curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. PTAAN will ensure that the appropriate personnel will be trained in using the Web-Based IEP system within the Infinite Campus Student Information System.

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.

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

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

(a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

Identification PTAAN follows the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education ("FAPE"). For special education, this includes related services. PTAAN will also ensure that no student, otherwise eligible to enroll, will be denied enrollment based on their special education status. We will ensure that students who enroll receive the services they are entitled to beginning on their first day of school. On our enrollment form, available in English and Spanish, families will be asked if their child previously received special education services. Based on information provided, we will utilize previous school records and the Clark County Department of Child Find to obtain the students' IEP.

We use the MTSS/ RTI model for all students until all documentation can be obtained. Rather than relying on the "wait to fail" model of identification, this approach seeks early identification and prevention (Gersten & Dimino, 2006; Heward, 2009). RTI is considered a welcome alternative to the traditional discrepancy approach because "teachers no longer would have to wait for students to fail before the students could receive services" (Bradley, Danielson, & Doolittle, 2007, p. 8). Additionally, an assumption of the RTI approach is that the cause of academic problems for the majority of students may be poor or ineffective instruction. RTI is focused on progressively intensive instruction with careful progress monitoring (Davis Bianco, 2010; Haager, Klingner, & Vaughn, 2007; Turnbull,

Turnbull, & Wehmeyer, 2010). Upon enrollment, every student will be monitored through the Response to Intervention (RTI} process to evaluate what level of support he or she needs, whether it is for academic or behavioral issues. Students' needs, behavior, and academic progress will be monitored, recorded, and analyzed in order for them to receive specialized services. Students will be monitored to see if they meet 504 requirements. Referrals made based on student's needs and eligibilities for 504 will be determined and evaluated from previous records upon enrollment. Monitoring of a student's response to the MTSS/ RTI process, documentation of current levels/ability, and progress of intervention will be consistent. Students' parents/guardians will be contacted regularly during the process and notified of the school's recommendation to refer students for special education testing. Once consent is received from parents to allow testing, special education staff will begin the full individual evaluation to review and determine if a student qualifies for special education services. Special education staff will take great care to review all previous education records, observe student behavior, and conduct testing throughout the process. Students who receive special education services will be provided additional support in class, either through inclusion support in social studies and science, or resource classes for English and math. To prevent under, over, and late identification or misidentification, PTAA Nevada will provide MTSS/RTI for struggling students, and LSSPs will use a dual discrepancy consistency model to evaluate each student.

Students are given appropriate accommodations and modifications to ensure success in the classroom, and goals will be monitored yearly for achieving their academic IEP goals with care given to their need for earning credits toward high school graduation. Parents who suspect their child may have a disability should contact the Regional Director. Based on the area of concern, the child will be referred to the Licensed Specialist in School Psychology (LSSP) or Speech Language Pathologist (SLP) and/or other related services staff under contract to the school. The parent will be given literature regarding the types of assessments proposed and written consent shall be obtained before the assessment process is initiated. If assessments are conducted, results will be reviewed by the IEP team, including the parents, teachers (special and general education), a campus administrator, and evaluation staff/educational diagnostician. If the student is eligible for services, PTAAN will strive to provide the services that allow the student to achieve his/her highest potential.

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

Overview of the Process for Special Education Identification and Support: A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. PTAAN students who newly enroll in grades 6-8 during its first year will be identified using the strategies outlined above. As the school adds a high school, similar protocols will be used.

Transition Plans: Transition services include developing plans with appropriate, measurable goals, based on age-appropriate transition assessments. Any area addressed is based on the student's needs, considering the student's strengths, preferences, and interests. During the school year that a student will enter Middle School, the student's teacher and parent will begin planning for the student's transition to Middle School. The IEP team will outline and address each student's individual needs, i.e., student needs support when transitioning from one class to another or priority seating is required, etc. Communication/Professional Development pertaining to the difference in structure of the school day between Elementary and Middle School staff will be provided.

Prior to the school year that a student enters high school, the student's teacher and parent/guardian begin planning for the student's transition to high school; again, The IEP team outlines and addresses each student's individual needs, when transitioning from one class to another pertaining to a difference in structure of the school day between middle and high school. Transition planning for students with disabilities age 16 and above will be designed to provide exploratory

activities including developing a sense of self-awareness and self-determination. Activities involve identifying interests, strengths, and preferences by using interest inventories, transition-planning profiles, and interviews to begin the process of student-centered transition planning. When a student turns 16, his/her IEP team will include, within his/her IEP, courses of study that focus on improving academic and functional achievement from school to post-school activities.

(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?

Over-identification: Over-identification of students as having a disability that qualifies them for special education services often results from several factors: a failure to maximize intervention prior to the referral, use of tests/processes that are biased against or not designed to be used with certain groups of children, lack of understanding of what qualifies as a learning disability, failure to investigate performance across tests, failure to understand what constitutes a discrepancy, and an inability to use data to establish educational need. PTAAN's robust data collection, analysis, and integration, along with our culture of respect and caring for each student's well-being, mitigates the potential for over-identification. Should we discover through data and investigation that a student has been incorrectly identified as needing special education services, PTAAN will work to support students who require transition out of special education services. A team comprised of the Superintendent, Principal, Special Education Coordinator, and the parent of the child will convene to create a specified data collection plan gathered through our MTSS/RTI process framework. After data has been collected and analyzed, the team will evaluate the student based on the evidence gathered to support the decision that the student either does not qualify for services or no longer needs them. If a student is determined to no longer need or qualify for services, the student will shift to a transitional cycle of six weeks and be monitored by the special education teacher to ensure their continued success without the additional supports the IEP provided.

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

Continuum of Services: In serving students with severe intellectual, learning, and/or emotional disabilities, PTAAN will use the following strategies for the teaching of academics and functional life skills: inclusion, collaboration with the parents to provide a home/school environment for learning, robust staff development to meet the needs of identified students, data-based instruction including self-directed learning, peer tutors, technology based instruction, and a plan to prepare these students for their future environments. The continuum of services offered by PTAAN begins in regular education classes. All students will be given a universal progress monitoring assessment during scheduled benchmark testing windows followed by an analysis of the data. Each month, grade-level teams will meet to discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15%, students who are failing, and students exhibiting frequent absences will be discussed and an intervention plan will be developed. The grade-level team will generate possible interventions that may help the student grow academically and/or behaviorally.

All students are included to the maximum extent feasible (in the least restrictive environment/LRE) according to needs of their IEP. Our learning environment, instructional strategies, MTSS framework, staff development, staffing plan, the educational program, curricula, and instructional materials offer a significant amount of supplemental and support materials for students and are proven effective with students with disabilities, as well as English language learners. The most essential supports provided to students with disabilities are the instructional strategies used

to teach the student and the supplemental aids and services and accommodations the student provided to enable the student to access the educational program. The type or approach is based on each student's level of need, learning style, and the content or skill being addressed. In addition, the daily schedule integrates remediation and support. Each day, students receive instructional periods in ELA and math, during which time students with special needs may receive push-in support as well as differentiated remediation through the use of small-group support and adaptive online programming. Students may also receive pull-out support without missing the introduction to new material and rigorous practice to ensure that students are on track to mastery standards. Before and after school tutoring clubs and blended learning programs will provide individualized instructional-level interventions, including double dosing. Double dosing involves the provision of additional time to acquire skills that were not achieved during regular classroom instruction. It gives students the opportunity to hear, see, and practice aspects of the lesson again, thereby allowing for increased academic learning time (Maxwell, 2006). Increasing instructional time has been found to be one of the most important correlates to academic learning. Double dosing offers this additional time and may be just enough to ensure skill acquisition. Vaughn and Linan-Thompson (2003) refer to this effective aspect of teaching as duration or intensity of intervention; some students need more intensive instruction or focused work on aspects of the lesson as compared to others. Students with severe emotional disabilities will also benefit from combining inclusion with resource room. 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.

The principal (with support from the regional director), along with the special education staff, oversees the provision of special services and assign teachers and therapists, as needed, to comply with State law and support students. We contract with outside agencies to provide services, such as occupational and physical therapy on a case-by-case basis, and modify students' schedules accordingly within the LRE.

(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?

General Education Collaboration: At PTAAN, we believe a strong collaboration between classroom teachers and special education teachers is critical to students receiving a rigorous education and fulfilling their potential. The special education coordinator, under the direction of the principal, will be primarily responsible for all tasks and duties related to PTAAN's special education program, and for collaborating with the general education teachers. Each year before school starts, the special education teacher will meet with grade-level teachers before school begins to outline roles and responsibilities, applicable federal and state laws, and answer questions. After school opens, the special education teachers will meet with grade-level teams and provide teachers with the IEP's and 504 plans of students enrolled in their classes. During these meetings, each student's IEP or 504 plan will be reviewed with that student's teachers, and accommodations/modifications discussed. Compliance and data collection methods will be explained, and questions answered. The special education coordinator will review compliance with accommodations and modifications weekly and maintain data. The special education coordinator will act as a resource for general education teachers throughout the year for lesson planning, manipulatives, and specific issues that may arise.

(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.***

Staffing Special Educators: The Superintendent with PTAAN's administrative team, led by Mr. Rick Blanc and supported by CMO regional director, Dr. Derrick Love, plans to recruit highly-qualified special education teachers through multiple means. The administrative team plans to use job-recruiting websites such as Teachers-Teachers. PTAAN's administrators attend and recruit teachers at local teacher fairs, as well as teacher fairs in several states. Teachers who are not licensed in NV are required to apply for teacher licensure here. The Nevada Department of Education then analyzes that teacher's transcript, and the teacher has three years to complete his or her coursework in special education to obtain licensure. All related service personnel, including speech and language therapists and school psychologists are licensed in the State of NV, or they must apply for a license before they are hired. In addition to using the school's operating budget, the school plans to utilize Title grant funding, where applicable, through hiring of instructional assistants and supplemental administrators.

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

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

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

PTAAN provides free, appropriate public education (FAPE) to all students with disabilities. This includes students that PTAAN suspends or expels. Students with disabilities have certain legal protections when their disciplinary removal from school constitutes a change in placement. PTAAN will ensure that it makes the necessary adjustments to comply with the mandates of applicable state and federal laws, including the IDEA, regarding discipline of students with disabilities. Legal counsel will guide all decisions.

Discipline procedures will include positive behavioral interventions. A school-wide positive behavioral system, PBIS, will be implemented by PTAAN to be proactive. The implementation of a safe environment with clear expectations for student behavior was a finding of three studies (Hagelskamp & DiStasi, 2008; RMC, 2003; Suffren & Wallace, 2010). Hagelskamp and DiStasi (2008) observed that administrators and teachers set high expectations for student behavior, enforced rules consistently, and promoted a school climate focused on learning. PTAAN's behavioral program will include universal Tier 1 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, within 10 days, the IEP team and school psychologist will conduct a Manifest Determination meeting to review data for an appropriate interim alternative educational setting so that the student's services are continued. Before determining the appropriate interim alternative

educational setting, PTAAN will consult with special education staff, counselors, and the principal to determine the available appropriate settings and locations.

PTAAN holds responsibility for all costs associated with alternative placements. PTAAN'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. If a parent or guardian of a student attending PTAAN initiates due process proceedings, both PTAAN and SPCSA will be named as respondents. Whenever possible, the Sponsor and PTAAN shall work together to resolve the matter at an early stage (informal settlement or mediation). During due process proceedings and any other legal proceedings or actions involving special education, PTAAN will be responsible for retaining its own representation and for the cost of any such representation. Regardless of whether PTAAN retains such legal representation, PTAAN will fulfill any due process procedural requirements under IDEA and hold the responsibility of conducting and defending its positions during litigation. The Sponsor (SPCSA), as the LEA, will hold final decision-making authority in all aspects of the due process proceedings. Because PTAAN will manage and is fiscally responsible for its students' special education instruction and services, PTAAN will be responsible for any prospective special education and related services, compensatory education, and/or reimbursement awarded by a due process hearing officer, court, or settlement, based on an allegation or allegations that solely PTAAN failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs). The Sponsor will be responsible for any prospective special education and related services, compensatory education, and/or reimbursement awarded by a due process hearing officer, court, or settlement, based on an allegation or allegations that the Sponsor failed to fulfill its responsibilities under state and federal special education laws and regulation.

(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?

Monitoring and Evaluating: Dr. Derrick Love, Regional Director at PTAAN, has 18 years of experience in special education and will oversee the monitoring and evaluation process. Progress monitoring procedures will be established for each goal in the IEP of each student in special education. Progress Monitoring procedures will guide how data will be collected to make instructional decisions about the progress of the student and establish a decision-making plan for examining the data collected. Data collection is imperative to objective decision-making. PTAAN will collect objective numerical data frequently, graph, analyze, and then use that to make instructional decisions. Baselines will be established using the measurement of the student's performance that is expected by the end of the goal period. The methods used to collect student data include: Student products, Direct observations protocols (rubric, point sheet, etc.), behavior observation checklists, progress monitoring probes (e.g., reading, math), and unit or chapter test scores. The same measurements, using equivalent materials or procedures, will be used throughout the monitoring process. The teacher or para-educator, trained by and under the direction of the teacher, will be responsible for collecting student data. Data from formative assessments will measure progress on the academic skill or functional behavior specified in the annual goal, and can also be used to inform instructional decision making. Regularly and systematically collecting and monitoring student data will allow the IEP team to evaluate the appropriateness of the student's IEP. It will also give the team time, when the student is not making progress, to adjust the student's educational program so that

student might still achieve the annual goals. These adjustments might include using different instructional methods, providing different services and supports, or reconsidering the student's IEP. PTAAN's monitoring plan measures the behavior outlined in the goal, uses an equivalent measure each time, requires regular and frequent data collection, takes only a short amount of time from instruction, and allows for analysis of performance over time. The results of data collection and analysis will be reported to parents periodically and as needed. Instructional decisions will be tracked and monitored at PTAAN using technology databases that are user-friendly. PTAAN will follow the provisions of IDEA and ADA to assure that all students with disabilities are provided services pursuant to FAPE. For special education, this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team. In order to provide a Free and Appropriate Public Education (FAPE), PTAAN will follow all federal and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq). PTAAN will comply with the applicable requirements of Section 504, the Americans with Disabilities Act (ADA), and all U.S. Department of Education Office of Civil Rights ("OCR") mandates for students enrolled in PTAAN.

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

Parent Participation: Building parent rapport at the beginning of the school year sets the stage for open communication and continued involvement. We believe the close, collaborative relationship between the parents of children with disabilities begins before the first day of school. PTAAN holds several open houses and Meet the Teacher events both virtual and in-person, at the school, and other locations, during the day, early evening, and on the weekends to ensure parents have many chances to meet and get to know their child's teachers. On request, a home visit can be scheduled. During these first meetings, in the parents' home language, all facets of the services and programs and activities are discussed, and literature is handed out. This gives teachers the opportunity to listen to the parent's knowledge and perspective of their child and to establish the partnership necessary for the child's success. This first meeting also is the first step in developing a communication system - a system that will encompass daily, weekly, and quarterly parent contacts is the heart of a strong connection. This system will foster communication between the parent and teacher, and bridges the gap between home and school. A positive communication system will allow the parent and teacher to know levels of performance at school and at home to affect a seamless transition between them. Parents of disabled children additionally receive weekly reports on their child's progress and are notified by the special education coordinator if any formal meeting is scheduled. Throughout the year, PTAA holds many festivals, fairs, family nights, and other multi-cultural celebrations to which all parents are invited and in which all students participate. These events bring together the community of families whose children attend PTAAN. Our diverse, inclusive culture is manifest and promotes understanding and respect for each unique individual.

(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.***

Distance Ed: N/A. PTAAN is not proposing to operate a distance learning or virtual school.

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

Estimates and Rationale: PTAAN expects to enroll approximately 78 special education students. Based on a Year 1 enrollment of 646 students, we anticipate having approximately 12% of the student population qualify for special education services, based on the population of surrounding schools. Clark County School District data show 12% of students qualify for Special Education services.

English Language Learners

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

Identification: PTAAN administers a "home language survey" to all parents of newly-enrolled students upon enrollment to identify which language is primarily spoken in a student's household. PTAAN also works with the English Language Learner data management system to obtain records of students who were tested in the previous school year with the WIDA screener or WIDA ACCESS assessments. Students who do not have previous records are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. English proficiency will take place in the first 30 days of school. The WIDA ACCESS screener for All students whose dominant language is not English, as identified either through this survey, through teacher observation, through MTSS screenings, or through information from another school district, will receive regular assessments of reading, written, and spoken English proficiency. PTAAN will utilize the W-APT (WIDA-ACCESS Placement Test) for all potential ELL students. For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines: Classify students who are eligible for EL services as Non-English or Limited English proficient. For the students eligible for EL services: Prepare a parent notification letter if a student qualifies for EL services. once the parent receives the letter, they may choose to receive EL instructional services. If the parent or guardian refuses EL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Translators will be available. Parents or guardians may only waive EL instructional services – not testing. The school will document the parent conference and place a copy of the waiver in the cumulative student folder. The school will create a binder for each student classified as non-English, limited English proficient, or fully-English proficient. The school will maintain the binder and will make it available to the teachers. Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

Avoiding Misidentification: We use culturally- and linguistically-sensitive assessments and instructional methods proven to measure language proficiency standards. Students are not classified solely on the basis of limited English proficiency. Use of multiple criteria ensures our ability to assess students by separating language from content skills. Some of these language skills include vocabulary, comprehension, phonology, grammar (syntax), and meaning (semantics), while content assessment focuses on whether the student was able to grasp the subject matter, independent of language demands.

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

EL Communication: For identified students, an ELL team, which includes the classroom teacher(s), an ELL Coordinator, the family, and the student, develop the student's individual ELLP. The plan describes 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, PTAAN will have a translator present to explain why the student was placed on an ELLP and what the plan includes. PTAAN will implement an ELL program of instruction in meeting the needs of the EL population to be served. Teachers will be provided each student's language domain proficiency levels for instructional planning. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing,

as rapidly as possible. PTAAN will provide effective EL instructional strategies in all courses including mathematics, science, social studies, and computer literacy, following state guidelines. PTAAN will provide individual support in students through an ELL program. This program will deliver grade-level subject matter in a way that is accessible to all learners. This will be done by using strategies such as visual directions to provide structure, scaffolding, color-coding, visual images, and role-play. Two bilingual teachers are hired the first year, with additional teachers and assistants as needed. We also ensure that ELL teachers educate ELL students. ELL Coordinator monitors progress of students through project-based learning every three weeks.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students, conduct assessments, and monitor the progress 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.***

EL Staffing: PTAAN plans to hire at least two full-time, dedicated Licensed ELL teachers with TESL endorsement; one serves as ELL Coordinator and provides oversight, training, and assessments for staff to work with students who need ELL services, will administer the W-APT or WIDA, and will monitor the performance of ELL students. Additional licensed staff are hired 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?

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

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

PTAAN's general curriculum program is based on the Project-Based Learning (PBL) model that is ideally suited to the need of ELL students. Students work with teams to study and learn together, practice skills, and exchange roles as teachers and learners. These small groups provide a daily place for ELL students to interact with their peers, practice language, and work on academic tasks. This has been shown to have benefits for language learning.[64] Systematic, daily contact with native speakers

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

provides the invaluable, authentic language practice that is necessary to truly acquire language. To successfully complete the assignment, students must apply target language and course content knowledge and skills, as well as cognitive and social skills in a holistic, integrated, and authentic manner. In addition, there are a range of supports in place for ELL's. Curriculum support materials such as colorful vocabulary cards, puppets, and letter-blending cards and graphic organizers provide strong visuals to aid in retention of new vocabulary and concepts. Assessment measures help pinpoint problem areas in vocabulary, oral language production, and comprehension, so these skills can be addressed directly, depending on the needs of individual students. Videos and DVDs created exclusively for ELL students (but beneficial and enjoyable for all students) address important skills such as phonemic awareness, letter sounds, sound blending, vocabulary development, and specific reading strategies and skills (reading with fluency, making predictions, and monitoring for meaning and others). English language learners benefit from increased exposure to a print-rich environment will include access to books and reference materials, labels and posters, and student work on bulletin boards. Word walls also support for ELLs, and may be organized around a number of concepts, including the alphabet and phonetic sounds, new vocabulary words, sight words, grammar rules, conversational phrases, and writing structures.

(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?

Monitoring ELLs: PTAAN plans to comply with all required aspects of monitoring, assessing, and ensuring growth of students in the area of language acquisition. The goal is to create a learning environment where all English Language Learners achieve the same challenging grade-level standards as native-English speaking students. PTAAN offers a small school environment, individualized learning, differentiated instruction, ability grouping, and the MTSS process, all of which support the needs of English Language Learners. The ELL Coordinator monitors the progress of ELL students on a regular basis using data to track their progress. In addition, ELL students will be reassessed every year to determine whether the pupil's proficiency in English is fluent and whether they are able to succeed in courses of study that are taught only in English. PTAAN will monitor all reclassified students for a minimum of two years after they have met language proficiency. The student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the ELL program. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs. PTAAN may reclassify an ELL student only if the school administers the ACCESS for ELLs to assess the pupil's proficiency to comprehend, speak, read, and write English. Afterward, the pupil will obtain a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading, and writing English, as established by the publisher of the examination. PTAAN will monitor any students reclassified as English proficient who have not yet met exit criteria. PTAAN will ensure that reclassified students are appropriately placed in general education classes and the school will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for up to four years. The purpose of this monitoring is to ensure that the students maintain success in any academic class and are no longer in need of language acquisition assistance. The monitoring from PTAAN will include periodic contact with the student's teacher(s) to ascertain student progress. The school will also review the student's report card annually to review the student's attendance, academic, and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies. The ELL monitoring process information will be included in any RtI interventions that are determined by the PTAA Nevada. Specific consideration for language proficiency will be taken into consideration in planning specific interventions for the student. If evidence indicates the student is not successful in English-only

classes and needs further language acquisition assistance, PTAAN will administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians, and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in English-only classes. PTAAN will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, PTAAN and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.

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

ELL Parent Participation Parents of students attending PTAAN begin the year with understanding the ELL services provided at the school. Parents of ELLs will be invited to attend school-wide events. Access to programs and activities in the parents' primary language will be provided when necessary. Additionally, parents of students identified as ELL will receive weekly progress reports regarding the growth that their child is demonstrating. The ELL Coordinator will notify parents via phone, letter, or email when a formal meeting should be held to discuss their child's ELL progress. Parents of ELL students will receive monthly calls from their general education teacher to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow parents to get to know their child's teacher and to ask questions or share their perspective on various matters. If the teacher is not fluent in the home language of the parent, a translator will be provided by PTAAN to ensure that this necessary communication takes place.

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

Distance Ed: N/A. PTAAN is not proposing to operate a distance education or virtual school.

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

Estimates and Rationale: Based on the percentage of ELL enrollment in surrounding area schools, PTAAN expects to enroll approximately 200 students or 34-35%, in in the first year.

Homeless/Migrant Services

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

Identification: The McKinney-Vento Education for Homeless Children and Youth program, as amended by Every Student Succeeds Act (ESSA), defines eligibility as children or youth who lack a fixed, regular or adequate nighttime residence. PTAAN staff review multiple sources to identify/determine students who meet the criteria for homelessness under the Title 1 Hope/McKinney-Vento Act. At Enrollment, the enrollment packet includes proof of residency. If parent/guardian is unable to provide proof of permanent residency, staff gathers information about housing using a questionnaire developed in accordance Title 1 Hope or NV state recommendations. After enrollment, teachers and staff are provided training on how to identify students that previously were not but may now be classified as homeless. During the daily Advisory period and in the classrooms, teachers observe changes in student behavior moods or appearance, and will refer these students to the academic advisor to gather additional information utilizing the above mentioned to determine whether they meet the homeless eligibility under McKinney-Vento. Possible

accommodations for this group will consider the physical, emotional, and academics needs of the students. Assistance for physical needs may include free or reduced-price food programs, waiving student fees, providing uniforms, and social/emotional support. Students in this at-risk category will be carefully evaluated through the employment of the MTSS model with appropriate tier placement as needed.

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

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

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

Distance Ed: N/A. PTAAN is not proposing to operate a distance education or virtual school.

SCHOOL STRUCTURE: CULTURE

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

PTAAN Culture: Building on our commitment to prepare all students for post-secondary success, our staff collaborate to establish and maintain a positive culture that supports learning and achievement while promoting student agency and increasing educational equity. Staff are trained on the components of our culture and are held accountable for implementation through observation and feedback to ensure our culture reinforces students' intellectual, social, and emotional development. Our culture is shaped by three integrated components: 1. Positive Behavioral Interventions and Supports (PBIS); 2. Multi-tiered System of Supports (MTSS); and 3. Restorative practices.

- PBIS: PBIS utilizes positive behavioral reinforcement to change behavior, reduce the time spent on behavior management, and increase student learning time. Examples of reinforcements and rewards include noticing positive behavior (to support repeated behavior) and celebrating when goals (related to positive behavior) are achieved.
- MTSS: PBIS involves our multi-tiered system of supports (MTSS). MTSS is rooted in supporting all students through academic, behavioral, physical, and social and emotional services. By differentiating with three tiers of supports (primary, secondary, and tertiary) for all, some, and a few students, staff effectively support students at their specific level. MTSS team members collaborate to align opportunities that support efficient and effective systems. Students are linked to evidence-based interventions that meet their individual needs.
- Restorative Practices: Restorative practice supports our culture based on genuine community, where there is an experience of deep belonging, respect for each person's unfolding story, and a commitment to practicing common values. It is in the community circle that we start to build culture as the true value in each individual and honor the story that each person is living.[65] Restorative practices are integrated through our program to focus on harm done, rather than on rule breaking. When a student makes a poor choice, as we expect all students may do as they

[65] https://www.restorativeresources.org/restorative-school-culture.html

learn, we help students reflect on errors, support them in making better decisions, and re-engage them in learning. Students are engaged in collaborative problem solving through circles (talking circles, listening circles, teaching circles, and peacemaking circles) to address issues, build understanding, trust, and consensus.

In addition, our core cultural values (explained above) include the following:

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

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

Creating and Implementing Culture: Our school culture is introduced to teachers during the hiring process. The regional director intends to make hiring decisions early and selectively to establish a strong faculty that is prepared to nurture development of the PTAAN culture. Staff members then become more deeply acquainted with the school culture during pre-opening PD; they train new staff how to build the culture while implementing and integrating various components: PBIS and restorative practices. While the principal is responsible for creating and sustaining the school culture through clear direction and support, all teachers advance the culture in their classrooms through conversations, their visible actions, and through modeling and practice. A critical component of this practice is receiving and responding to feedback, which the principal provides to teachers through our observation and feedback.

Families and students are introduced to the school culture during outreach efforts as they learn about PTAAN. Staff learn about the culture and systems through engagement in a variety of simulations. Families are provided with a hard copy of the handbook that outlines culture, expectations, and practices. It is also on the website. During the first week of school, students work with teachers to learn important procedures that are used at PTAA. This instruction is delivered in a fun, firm, and consistent way that enhances learning opportunities and allows each class and the entire school to run smoothly. As collaboration and teamwork are high demand skills throughout life, PTAA students also participate in a healthy dose of team-building activities during the beginning of school as well as throughout the year. Students entering mid-year are assigned a buddy who guides them through the culture.

The skills, values, and habits are then integrated into lessons and interactions with a defined sequence of learning from the elementary through the middle and high school grades. Rituals and traditions (such as family meetings, community circles, and uniforms) are woven throughout while corresponding activities and tools create an environment of high expectations. Visuals are displayed throughout the classrooms and hallways (e.g., posters) to reinforce common norms of communication. Through repeated practice, students use and eventually adopt shared language as their own.

(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.

Evaluating School Culture: PTAAN believes a school's culture is much like a personal relationship. It takes constant maintenance to make it lasting, vibrant, and meaningful. A positive school culture and climate is one in which individuals feel valued, cared for, and respected. Such an atmosphere

contributes to effective teaching and learning and to genuine communication, both within and outside the school. Virtually all researchers and the National School Climate Council (2007) agree that four major factors shape school climate: safety, relationships, teaching and learning, and the institutional environment. PTAAN will conduct the following to evaluate school culture: focus groups; observations; interviews; town hall discussions; study circles; participatory action research; and student, staff, and family surveys, including the annual Nevada School Climate/Social Emotional Learning Survey. Parent, Students and Staff Satisfaction surveys will be conducted by third party entities once each semester. The disaggregated results of successes and challenges will be shared with the Board and all stakeholders to set goals and timelines for improvement. Our goal is to have 85% of each group express satisfaction with our 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.

Supporting Students Social and Emotional Needs: PTAAN recognizes that each child is special and learns differently. Our goal is to treat children as individuals with focus on developing excellent reading and critical thinking skills and expanding creativity. With a projected enrollment of 95% FRL students, PTAA Nevada will use strategies that proved successful at its Title I campuses in Texas. Social Emotional Learning (SEL) framework has been found to be an effective system of supports for all students social and emotional needs: Social and emotional learning (SEL) involves a coordinated set of evidence-based programs and practices for enhancing social-emotional-cognitive development, positive behavior and interpersonal relationships, and academic performance (Durlak, Domitrovich, Weissberg, & Gullotta, 2015; Jones & Bouffard, 2012). National Commission on Social, Emotional, and Academic proximal goals of SEL are to establish safe and supportive learning environments and to foster social and emotional competencies (SECs) including the abilities to understand and manage emotions, set and achieve positive goals, feel and show caring and concern for others, establish and maintain positive relationships, and make responsible decisions (Weissberg, Durlak, Domitrovich, & Gullotta, 2015). SEL programming that is well-designed and well-implemented can help all students and adults acquire and apply the knowledge, skills, and attitudes to deal effectively with daily tasks and challenges and achieve success in school, work, and life (Domitrovich, Durlak, Staley, & Weissberg, 2017; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). PTAAN settings involved in nurturing and sustaining SECs including classrooms, homes, and the community. Relationship-centered learning environments support SEL and several interpersonal processes and practices have been identified to effectively promote SECs across these settings (e.g., CA- SEL, 2020b; Durlak et al., 2010): (a) trusting relationships among students, staff, parents, and community members; (b) a caring, culturally responsive community where students are known, respected, and feel safe to learn; (c) adult encouragement, support and effective modeling of equity, fairness, and respect for diversity of race, culture, ethnicity, social class, religion, gender, sexual orientation, ability, and other factors; (d) consistency in expectations and practices to promote engaged learning and reduce conduct problems and anxiety; (e) adults fostering student motivation by connecting new learning material to students' lives, background, and what they already know; (f) opportunities for students to engage in challenging, active learning and to practice skills; (g) regular occasions for students to have a voice in developing rules and norms, choices about their classwork, and opportunities for leadership; (h) opportunities for students to express their ideas and feelings in an atmosphere that encourages their active participation and is respectful of their individuality; and (i) restorative, rather than punitive/exclusionary, practices that recognize misconduct reflects developmental needs that present opportunities for learning and for skills to be developed.

With the use of daily advisory, a caring staff that shares the mission and values of PTAAN, and the multi-tiered learning layout, students will be given ample encouragement and safety nets to continue to be successful in their educational environment. Students will be recognized for their

successes and will be noted during quarterly award ceremonies. Student academics, attendance, and discipline will be recorded in the student information system as well as Infinite Campus allowing for parents/guardians to reinforce positive behaviors and provide corrective feedback to their student, thus assisting students in remaining on track. PTAA Texas schools have high populations of students with social and emotional needs. PTAAN staff work as a team to support students daily as needed. By knowing each student's name and caring about them as individuals, teachers and staff are able to see subtle changes and intercede early. Daily Advisory, tutoring, and interactions during lunch and before and after school yield ample opportunities to see potential issues as they develop. Weekly grade-level team meeting discussions allow many differing perspectives on a single student to emerge and inform decisions.

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

Dress Code: Described above (See Dress Code). The community in which we intend to locate is challenged by financial hardships and therefore, we will work to provide a vendor who will have scholarships for families in need. If any additional challenges arise in student/family ability to remain in compliance with the school dress code, we will do our best to support families.

SCHOOL STRUCTURE: 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.

School Discipline Policy: At PTAAN, we believe that habits of behavior play a significant part in forming habits of mind. PTAAN students strive to make the most of their educational opportunities. No less than their parents and the faculty, our students appreciate the overall environment that they help maintain for the good of the entire school community. It does not take long for our students to recognize the benefits of mutual encouragement, respect, courtesy, and helpfulness. As many students and parents gratefully attest, PTAAN is an exceptionally good place to be.

Nevertheless, our students are young and human, and they will make mistakes in speech or behavior—they are still learning how appropriately to comport themselves. Many such behavioral mistakes, while requiring correction, need not be punished. Sometimes, however, their mistakes can be disruptive to other students and to our teachers. Therefore, for the sake of orderly and productive community life, it is necessary to discuss school expectations and sanctions so that students and families can have a blueprint for conduct which contributes to a wholesome academic environment and to each student's self-esteem and success.

The philosophy of PTAAN is that students are young adults in the making who will learn civil, polite, and respectful conduct by the example of their teachers and other adults. Consequently, students will be treated with respect and courtesy by the PTAAN staff and will be expected to treat not only all adults on campus with such respect, but one another as well. Several very obvious signs of such respect are a student's willingness to refrain from talking in class when others have the floor; a respect for the property of the school and of other students; a willingness to refrain from sarcastic or critical comments towards others; and a willingness to ask (and give) forgiveness when someone has been wronged. In conjunction with parents, PTAAN has the goal of developing not only habits of good scholarship and critical inquiry, but the character traits of courtesy, promptness, forgiveness, self-control, responsibility, diligence, courage, generosity, and magnanimity. Good behavior is expected of all students. The PBIS system of rewards tracks student behavior and provides rewards as incentives. Consequences, while not part of PBIS, are used to teach cause and effect, and to track student behavior and program success.

In Year One, PTAAN plans to name a Restorative Justice Coordinator/Counselor who will oversee the development of the program in the first year with teacher training. Restorative circles

will be used to build community and engage students. These will take place in Advisory periods, in classes, and hallways to generate conversations on shared values. Teacher will receive training before school starts on creative ways to incorporate these conversations. Students will be trained to promote and facilitate circles. That empowers them to create a safe and respectful space to talk through instead of fighting through differences. PTAA Nevada community norms-such as classroom procedures (Enter and Begin, Be prepared and Participate, Be in Uniform, Behave Respectfully, and End and Exit) and our school values (Rigor, Respect, and Responsibility), are all reinforced daily for our students. If a student violates a norm, teachers correct with positive behavior reinforcement; if a student violates a norm for the third time, he or she will meet with the counselor and complete a Restorative Plan (R-Plans), which are guided questions that are intended to encourage self-examination in our students and teachers. We will use Google Forms for R-Plans because they expose students to technology and because all of our students' responses will be aggregated in a single spreadsheet. Filling out the form helps students identify the triggers for negative behavior and walks them through where they went wrong and what they can do next time to handle the situation better. The R-Plan uses student-friendly vocabulary, which helps minimize miscommunication. For instance, the questions on the R-Plan are directly tied to PTAA Nevada's classroom procedures. The student then returns to class with a printout of the completed R-Plan, so the teacher can discuss the student's responses. Afterward, the teacher will analyze his or her own role in the situation by completing a supplemental form. All of the student and teacher feedback is then reviewed by our school leadership team and teacher mentors to determine the appropriate student support going forward. If a student continues to exhibit the same negative behaviors, the leadership team, mentors, and principal will work with the student to develop specific behavioral goals and create a daily tracker to monitor progress. A Google Form will be developed that asks all of the student's teachers five custom questions based on the goals for the student. The data from the Google Form will be reviewed daily and students can earn points towards rewards, such as breaks, school store items, and homework passes. Incentive programs can be motivating for students who find themselves on multiple R-Plans or for those who struggle the most with implementing the new behaviors outlined in their R-Plans. Extrinsic rewards and self-reflection activities help students build intrinsic motivation and self-identify when they may no longer need a daily tracker. Measurable goals as the program gets underway include reduction in overall suspensions and reduction in the number of R-Plans for each individual student as he or she becomes more aware of triggers and develops independent coping skills. Teachers also become more aware of their role was in escalating or deescalating behaviors when they understand the triggers for particular students.

PTAAN students are educated, both verbally and via written documentation, about the overall school discipline procedures and policies at the beginning of the academic year. Additionally, students will be educated, both verbally and via written documentation, about discipline procedures and policies, which are specific to each of their teachers and/or classes at the beginning of the academic year. PTAAN will post all discipline procedures and policies in writing throughout the school campus, and PTAAN teachers will post, in writing, all discipline procedures and policies, which are specific to their class in their classroom. PTAAN students will be required to follow the overall school discipline procedures and policies, as well as those established by their classroom teachers. Classroom teachers will be required to follow the overall school discipline procedures while simultaneously developing and maintaining a well-defined discipline system in their individual classrooms. Other staff members and visitors will be required to support the overall school discipline procedures. Parents and/or legal guardians of PTAA Nevada students will receive, in writing, in English and Spanish, the school's overall discipline procedures and policies at the beginning of the academic year (as well as throughout the academic year should any changes or updates be made). In addition, all PTAAN teachers will provide their students' parents and/or legal guardians a written document which describes any discipline procedures or policies that are specific to their classes at the beginning of the academic year. Family support of the school-wide discipline policy and the

procedures in individual classrooms will create a consistent message to all students. Thus, all parents and/or legal guardians of PTAAN students will be required to sign and return a document, at the beginning of the academic year, which indicates that they have read and clearly understand all of the PTAAN discipline procedures and policies, including the overall school procedures and policies, as well as any discipline procedures or policies that are specific to their child's teachers and/or classes. If the parents and/or legal guardians of a PTAAN student do not feel that they clearly understand any of the discipline procedures or policies, then it is incumbent upon those parents and/or legal guardians to seek clarification from the appropriate staff member - be it the principal or a specific teacher. Classroom teachers and staff should be supported in their efforts to discipline students. If language is a barrier to understanding, translators will be secured to facilitate communication. All students and parents at PTAAN will receive a Student and Parent Handbook, to be created upon charter approval. The handbook, and all written materials, will be published in English and Spanish. The Student and Parent Handbook will include the Code of Conduct and Discipline Policy.

Finally, to ensure equitable practices, PTAAN has established behavioral goals (see above). The CMO provides ongoing training in the area of equity and equality. We monitor equity no less than three times per year to identify trends and to quickly identify and address any disparities in discipline practices between student groups. Further, our data-driven system includes the annual Nevada School Climate/Social Emotional Learning Survey (NV-SCSEL), which allows us to ascertain program's effectiveness and make rapid adjustments. In the case a disparity is identified, we work to understand the root cause of the disparity so we may generate solutions (e.g., training, additional administrative support, intervention, policy development, etc.).

Discipline for Students with Disabilities

PTAAN recognizes that students with disabilities cannot and should not receive consequences or punishment for behaviors related to disabilities, and will ensure that behavioral intervention plans (BIPs) and consequences are applied accordingly. The discipline of students who have been identified with a disability as outlined in IDEA 2004 and Section 504 of the Rehabilitation Act of 1973, and are currently receiving services under those statues, will be conducted in accordance with the current federal and state laws. School staff will determine if the student is eligible for such services and, upon making such a determination, utilize and apply the appropriate disciplinary process under the current Code of Conduct.

If individual students with disabilities approach 10 days of cumulative suspension, a manifestation meeting will be held with appropriate school staff and parents to determine if the behavior is a manifestation of the disability. If the behavior is found to be a result of the student's disability, the appropriate referral is made to the in-school team to progress monitor and further support the student. If the behavior is found not to be a manifestation of the disability, the discipline policy will be applied as it would be to a general education student. Special education teachers will serve as advocates throughout the discipline process for students with special needs. When appropriate, PTAAN may request assistance from external organizations to support students with special needs in the discipline process. If the IEP Team determines that the behavior was not a manifestation of the student's disability:

a. the student is subject to the same disciplinary action as non-disabled peers;

b. after the 10th day of removal, students with disabilities must continue to receive educational services until they are placed in the appropriate alternative setting; and

c. the parent may request an expedited due process hearing. The school of record remains responsible for maintaining the student's attendance and grades, as well as providing assignments/tests until the student is enrolled in the appropriate program/school.

If the IEP Team determines that the behavior was a manifestation of the student's disability, the team must either: a. conduct a functional behavioral assessment (FBA) unless the LEA had conducted an FBA before the behavior that resulted in a change of placement occurred, and

implement a behavioral intervention plan (BIP); or, b. if a BIP had been developed, the IEP Team reviews the BIP and modifies it, as necessary, to address the behavior.

(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.

Due Process: In accordance with NRS 388A.49589, parents of any pupil under the age of 18, who faces suspension or expulsion must be notified of the pending consequences, given an explanation inclusive of evidence, and reserve the right to a hearing with the Superintendent or the regional director per the Superintendent's direction. When a student is recommended for expulsion, a hearing officer designated by the Governing Board will hold an expulsion hearing. The parents and student will be given written notice of the hearing time and date, and will be requested to attend. The hearing officer will review all statements of facts and hear the evidence both for and against the student, and make an expulsion determination. Parents and students are also informed of the full policy and procedures each year when receiving the Parent/Student Handbook. If the parents of the child do not agree with the hearing officers' determination, they may appeal to the Governing Board. Again, meeting notice will be given in writing and in advance. The Governing Board will conduct the meeting in executive session unless the parent's request for the meeting to be public. After hearing and reviewing all evidence, the Board will vote to either accept or reject the hearing officer's recommendation for expulsion. If the Board rejects the recommendation for expulsion, they will levy an alternative course of action.

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws. A student with a disability shall not be excluded from his or her current placement, pending appeal to the Board of Directors, for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, a student with a disability shall remain in the present education setting, unless PTAAN and the student's parents agree otherwise.

(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).

Restorative: As described above, the Restorative Approach uses both proactive and responsive practices to build strong relationships, a respectful climate and culture, personal accountability, engagement, empathy, and honest communication.

(4) policy, including ensuring that accurate disciplinary records are maintained, and that discipline data Is reported to the SPCSA?

Implementation: The principal is responsible for implementing the school's discipline policy.

(5) How will the school track discipline data and how will this data be used make needed changes for school culture? What actions does the school plan to take in order to monitor for and prevent disparities in discipline practices between student groups? For CMO applicants, and applicants intending to contract with a CMO or EMO, describe how the schools currently affiliated with the CMO/EMO have monitored for and addressed any disparities in discipline practices between student groups.

Tracking Data: Disciplinary data reports (disaggregated by student group) are generated by the principal who provides these to the Supt/CMO at least three time per year. The Superintendent provides these to the SPCSA as necessary. The reports outline the frequency of various infractions and compare infraction frequency month over month to identify trends that need remediation. Reports are shared with all staff to look for trends and develop proactive procedures to ensure a risk-free, respectful environment is established and all are treated with dignity. Further, our data-driven

system, including the annual Nevada School Climate/Social Emotional Learning Survey (NV-SCSEL) allows us to monitor trends in discipline referrals to ascertain program's effectiveness and make rapid adjustments.

Schools in the PTAA network set robust behavioral goals, offer ongoing training and guidance to explicitly teach all staff and students our expectations while providing strategies to building principals on leading an equitable campus. We ensure fairness and equity in the administration of discipline through staff's collaborative monitoring of students' academic and social-emotional development. The ongoing nature of observation provides concrete data to identify trends and to quickly identify and address any disparities in discipline practices between student groups.

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

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

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.

Annual Calendar: PTAAN's academic calendar (Please see Attachment 3) provides 180 instructional days. The calendar is split into two semesters to ensure students are provided with ample pacing to

work through all course material. It is also designed to meet the needs of our students and teachers. We use the following guiding principles when setting our annual calendar:

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

Further, in response to family and community input, we offer summer programming, such as STEAM enrichment. Summer options are designed in response to need and align with students' interest level. For example, in summer 2021, programming options include micro bit programming, art camp (i.e., The Messiest Art Camp Ever); automation & robotics; basketball. There is no cost for participation. PTAAN also plans to offer a 6-week summer school that may run from 8:00am-12:00pm for remediation, recovery of credits, credit acceleration, as well as sustaining learned information to avoid regression.

(2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. 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.

Schedule

Sample schedules, provided in Appendix 2, show the school doors open at 8:00 at which time breakfast is served. The school's instructional day begins at 9:00 am five days a week with dismissal at 3:30 pm. Generally, the elementary schedule is built around large blocks of time that allow teachers to use of a variety of instructional modes to address a single subject. The schedule for K-2 always includes daily literacy instruction (1.5 ELA block each morning as well as an additional 30 or 40-minute writing period) as well as a math period (60 minutes), a STEM class (45 minutes) and a science or social studies class to address standards (M, W, F and T, Th schedule that flips at the end of the first semester). Early elementary students also have daily recess period (20 or 30 minutes) as well as a 45-minute specials block (9-week intervals: art, music, PE or an intro to world languages with Spanish/Chinese). The schedule for our intermediate learners (grades 3 through 5) is organized around seven 45-minute periods. Our students transition to new classes/teachers with daily exposure to the four core academic subjects as well as PE or foreign language, theatre arts and engineering/technology. Beginning in grade 6, the instructional day begins slightly earlier with students entering 1st period, which includes daily advisory, at 8:45. Students then transition through six additional 45-minute classes. Our high school students attend seven 48-minute classes with 3-minute transitions between classes with 4 core classes, 1 college level course, and an elective period created to ensure all students meet high school graduation requirements. The number of instructional minutes/hours in a day for core subjects are shown in the table below:

	Instructional minutes per day					Total hours/minutes devoted to academic instruction*	
	ELA	MATH	STEM	SCIENCE	SOCIAL STUDIES	Per day	Per week
K	90 ELA, 30 writing	60	45	35 2-3x/week	35 2-3x/week	5.08 hours/305 minutes	25.41 hours/1,525 minutes
1	90 ELA, 40 writing	60	35	45 2-3x/week	45 2-3x/week	5.25 hours/315 minutes	26.25 hours/ 1,575 minutes
2	90 ELA, 40 writing	60	45	35 2-3x/week	35 2-3x/week	5.16 hours/310 minutes	25.8 hours/1,550 minutes

Intermediate 3-5	45	45	45	45	45	5.25 hours/ 315 minutes	26.25 hours/1,575 minutes
Middle 6-8	45	45	45	45	45	5.5 hours/330 minutes	27.50 hours/1,650 minutes
High 9-12	48	48	varies	48	48	5.6 hours/336 minutes	28 hours/1,680 minutes

* pursuant to NAC 387.131

The daily and weekly schedule is optimal for the school model and for student learning given it provides students with equity and access to both rigorous instruction in core periods and special or elective periods as well as college courses come high school. Our youngest students (grades K-2) benefit from extended learning blocks in ELA and math to support them in building a solid foundation. Students attend a daily STEM and advisory period as well as a "special" or elective period to expose students and support students in identifying and nurturing personal interests and talents. Daily lunch and recess opportunities promote socialization and encourage movement. Finally, intermediate students are introduced to the rotational model at grade 3 and high school students are provided with ample time to meet graduation requirements. Finally, our schedule is designed to embed PD opportunities and provide teachers opportunity to plan during the school day.

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?

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

4. Operations Plan

BOARD GOVERNANCE

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

Governing Roles: In addition to selecting and overseeing the Superintendent, the specific responsibilities of the Board include the following:

- Provide oversight of the school. The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is responsible for taking actions necessary to cause the school to satisfy its obligations under State law.
- Carry out legal and regulatory reporting requirements and operate in compliance with Nevada Open Public Meetings Act and Public Records Act.
- Review outcomes and metrics to provide active oversight of the school through setting annual performance goals in the areas of academic success, student engagement, and financial performance.
- Establish and oversee implementation and/or the enforcement of school policies with respect to all or more particularly set forth in the school bylaws, including (but not limited to) admissions, curricular guidelines, discipline, special education, education for ELL students, transportation, food and health services, communication, and public relations.
- Confirm/select, support, and hold (and dismiss, if necessary) the Superintendent accountable.
- Manage resources effectively. The Board approves the annual budget, monitors the finances, and conducts long-term financial and strategic planning to ensure effective allocation and deployment of the school's resources on a day-to-day and month-to-month basis, permitting the school to fulfill its mission and goals. The Board ensures that proper fiscal controls remain in place and initiates audits of the school's book and records to be made as required by law and as otherwise prudent. The Board hires the school's auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.
- Adhere to bylaws, conducting all meetings in public except for those limited circumstances that require an executive session. The Board decides policy matters by majority vote and a formal record of its proceedings are maintained and made available for public review and inspection.
- Ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.

The Board is not involved in handling the daily operations of the school, dealing with personnel issues, or addressing individual student needs. The Board conducts an annual evaluation of the school Superintendent. The Superintendent has an at-will employment agreement that includes an evaluation that is linked to school performance expectations. The Superintendent's evaluation also considers performance in the areas of finance, school culture, staff supervision, legal and state compliance, and ability to communicate with the Board and the public about the school and its successes and challenges. The Board determines an annual formal evaluation process that will, at a minimum, collect input from all board members as well as key stakeholders including staff, parents, and community leaders. Two stakeholder surveys per year are conducted to ensure their voices are heard and implemented. The Superintendent also conducts a self-assessment. The final evaluation

will be in writing, and adequate objective documentation for all conclusions will be provided. The Superintendent's (and; therefore, the CMO's) evaluation is attached as Attachment 22.

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

(2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4).

A 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),
(e) Two or more persons who are related by blood or marriage to each other.

Board Members: The PTAAN Board brings together community roots and expertise in academics, school operations, and governance. Board members share the belief in the PTAAN mission. As explained above in the application, Board members represent a diverse set of knowledge and skill with various experiences in education, legal, finance, fundraising, strategic planning, nonprofit Board experience, academic oversight, marketing, human resources, and public relations. Members include the following:

Name	Role/Title	Role at School
Melissa Gruenahgen	Crystal Rey St. Viator College Preparatory High School	Board Member
Joe Hoffer	Schulman, Lopez, Hoffer & Adelstein	Board Member
Shannon Houston	PTECH Coordinator (CertifiedTeacher)	Board Member
Katie Krackhardt	Teach for America, certified teacher	Board Member
Rudy Pamintuan	Resident, Guardian/Parent	Board Member/ Parent
Cathy Thompson	Superintendent of schools of the Roman Catholic Diocese of Las Vegas	Board Member

(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.

Attachment 5 includes a board member information sheet, resume and bio for each proposed member.

(4) If the full founding board has not yet been identified, explain how and when the additional board members will be identified.

Additional Members: We plan to add 1 or 2 parent board member(s) in Year 2.

(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.

Attachment 6 includes the board's proposed 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.*

Conflicts: No existing relationships that could pose actual or perceived conflicts have been identified.

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

Board Expansion: 1 or 2 parent board members will be identified during the first year of school. Industry partners from PTECH programs will be added within 3 years. Partnership college representatives will be added within 3 years. The Board plans to expand its functions, moving from its start-up phase to a more established phase where ongoing operations, contract compliance, more complex budgets, and increased staffing and programs demand input of a larger Board composed of members with special skills needed to sustain long-term growth and vision accomplishment. Members who join the Board following approval will focus more on long-term strategic planning and policy development. One feature that remains consistent is the Board's mission-driven approach to meeting the specific needs of the community.

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

Orientation and Training: New board members have already begun (summer 2021) to receive an extensive orientation and training. Orientation includes the PTAA model, introduction to school leadership, and best practices in charter school governance. Once seated, board members will receive periodic training within 12 months on the following topics:

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

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

(9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board,

their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

Board, Staff, and CMO: The Board will work with the Superintendent for academic, operations, and financial needs. Boards typically requests this data and evaluations every quarter. The Board can request data more frequently from the Superintendent, the charter management organization, and other staff members to stay informed and implement any changes.
The accountability for this data management moves in a hierarchical structure through two layers:
The Superintendent works directly work with financial, operation, and academic committees to:

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

The Board of Directors

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

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

PTAA NEVADA Advisory Board	
Nancy Albright	Ms. Albright has 25 years of experience in Education as Superintendent. She will assist the main board in curriculum selection and classroom methodologies.
Dr. William Maley	Board Member of **Liechtenstein** Institute at Princeton University, Director of School of UNSW Australia, 20 years Foreign Exchange student program
Todd Noel	Todd is a senior executive vice president with Colliers, He specializes in educational properties. Areas of expertise include corporate advisory, tenant representation, investments, sale/leasebacks, and leasing and build-to-suits. As the national director of Colliers International's Education Services Group, the leading advisory group dedicated to the education industry, he leads a national team of 25 education professionals who understand and represent the varied real estate needs of educational companies and occupiers of educational facilities across the country.
Jana Wilcox	Mrs. Wilcox is the Executive Director at Opportunity 180. Jana came to Nevada to serve as the Superintendent-in-residence of the Nevada State Achievement School District. Prior to that, Jana split her time between Philadelphia, PA and Memphis, TN. She served as both the Chief Program Officer and the Executive Director for Memphis Scholars, for Charter Management Organization Scholar Academies (now DC Scholars Community Schools, Philly Scholars & Memphis Scholars).

Dr. Hossein Zamanian, EdD	Dr. Zamanian is a CPA who will assist the main board with financial questions. Mr. Zamanian also has his Doctorate in Education.
Student Representative	This leader will be picked from parent population.

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

a) College Alliance, b) Accounting advisor, c) Legal advisor, d) Fund raising

The above Advisory Board and future seats are strategically designed to meet the planned composition.

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

Addressing an Objection: PTAAN values the opinions of all its parents and employees. Parents and Employees have the right to express their views through appropriate informal and formal processes. The Board encourages parents and employees to discuss their concerns and complaints through informal meetings with their supervisor and/or Campus Superintendent. Concerns and complaints should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. Neither the Board nor any School employee shall unlawfully retaliate against an employee or parent for bringing a concern or compliant.

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

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

All complaints must be in writing and a Complaint Form must be used to formally initiate PTAA Nevada 's conflict resolution process at any level. Also, thorough documentation is required as parties proceed collaboratively toward the resolution of the concern, complaint, and/or disagreement. Therefore, whenever a complaint is made directly to the Board as a whole, or to an individual Director of the Board, the complaint will, in all circumstances, be referred through the proper channels, as outlined in this policy. Similarly, the principal shall not address a parent's concern, complaint, and/or disagreement with a teacher/staff member until the parent has formally attempted to resolve the conflict with the teacher/staff member. The Board shall not address a parent's concern, complaint, and/or disagreement with the principal until the parent has formally attempted to resolve the conflict with the principal. If at any time an individual believes that any action taken by a teacher, staff member, the Principal or a Director of the Board is illegal, that person should immediately take his/her concern to the Board President. If at any time an individual believes that any action taken by the Board President is illegal, that person should immediately take his/her concern to the principal.

(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?

Board Goals: Charter School Boards require a constant assessment of its annual goals based on the current needs of the school. PTAA Board Designates its annual goal based on the results of annual leadership assessment statements describing the characteristics and competencies of an effective board. We have *attached the annual board assessment*. Board members strive for consensus on 3-5 areas for improvement based on the assessment results, and set annual measurable goals based on outcome. The annual school goals are those the board needs to achieve to advance the school's annual goals.

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

LEADERSHIP TEAM

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

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

(b) Job descriptions for each leadership role (provide as 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 2022-23 school year.

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

Organizational Model A copy of the school's organizational charts may be found in Attachment 21. Attachment 21 also includes a decision-making flowchart as well as an organizational depth chart outlining the hierarchy. As displayed in the chart, PTAAN operates under the direction and control of the Board. The Superintendent, Mr. Shubham Pandey, reports to the Board and is responsible for oversight of the school and CMO staff. (Attachment 9 includes student achievement data for Mr. Pandey.) The regional director, Dr. Love, reports to the Superintendent as does the Principal, Mr. Blanc. Dr. Love supports Mr. Pandey in carrying out CMO responsibilities and provides Mr. Blanc with support needed to implement the PTAA model.

The table below summarize the team members' individual qualifications, showing the team's collective capacity to successfully implement the school's model.

	School leadership, operations and governance	Curriculum, instruction, and assessment	At-risk students and students with special needs	Performance management	Parent and community engagement
Avekoe, Jean Paul			X		x
Blanc, Rick	x	x	X	X	x
Copeland, Patty		x			x
Gracy, Sonya	x		X		
Gruenahgen, Melissa	x	x	X		x
Hoffer, Joe			X	X	x
Houston, Shannon	x	x	X	X	x
King, Paul				X	
Krackhardt, Katie		x	X		
Love, Derrick	x	x	X	X	x
Pamintuan, Rudy				X	x
Pandey, Shubham	x	x	X	X	x
Stark, Johanna		x			
Thompson, Cathy	x	x			x

(3) Explain how the school leader will be supported, developed, and evaluated. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10). Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

Supporting, Developing, and Evaluating the School Leader: As part of its relationship with the PTAA sister schools, PTAA trains the principal. While the principals proposed start date is June 1, 2021, he has already begun and will continue to receive regular formal coaching support from the CMO and Superintendent (with ongoing communication and support from the CMO's regional director) that oversees all PTAA schools. Formal coaching sessions occur at least once per month and include:

- Observations of the Principal as daily duties are performed
- Immediate feedback at the end of each observation
- Suggestions for corrections or adjustments in any aspect of job performance that warrants improvement
- Suggestions for resources, training, or studies that may provide relevant information or strategies to improve the effectiveness of the principal.

The coaching relationship between the Superintendent, CMO employees, and the principal is intended to be supportive and never punitive. Therefore, the observations and feedback from coaching sessions are not be considered as part of the principal's formal evaluation. As noted, the Board of Directors will hire, evaluate, and, if necessary, terminate the Superintendent if the principal training and coaching is not effective. A formal evaluation will be conducted by the Board at least annually. A draft copy of the administration evaluation rubric is provided in Attachment 12. During incubation, the rubric will be converted to fully align with Nevada standards. The principal is evaluated both on quality standards (e.g., organizational and instructional leadership, etc.) and on measure of student performance (i.e., growth). Results support the CMO's ability to guide the

principal's professional growth while holding the principal accountable for meeting goals and carrying out job responsibilities.

The Board of PTAAN delegates day-to-day responsibility to the school Superintendent for operating the school. The Board is responsible for hiring, evaluating, and, if necessary, replacing the Superintendent. The Superintendent will hire the principal; however, the board has final decision on the school's principal.

Key steps in hiring of the principal include:

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

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

Recruiting Highly Effective Staff: The regional director will work with the Principal to recruit and hire all staff members no later than May 1, given that research shows schools must hire early to get the best teachers.[66] While the details of the hiring plan will be left to the Superintendent and Principal, we will be seeking teachers with different types of backgrounds, including veteran teachers who have significant experience in both direct teaching methods and project-based teaching, and new teachers who have recently completed their teacher training and are open to new kinds of teaching methods. The exact mix of teachers will be determined based on the available pool of candidates.

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

PTAAN's extensive recruitment process ensures that the school has the best selection of talented teachers from which to select. We seek to hire mission-driven personnel who exhibit a significant level of commitment to the children – in particular, traditionally underserved students in Clark County, and to our mission, and have proven ability to maintain high expectations and attain equitably high-performance results with all students. Our hiring model intentionally seeks and screens for faculty and staff who have valued their educational experiences and have an ability to integrate the personalized learning approach – a sincere commitment to collaborating with others to develop a school culture that recognizes leadership qualities in each other.

Selection criteria and indicators include the following:

- Demonstrated alignment and personal commitment to the school mission, vision, culture, and to the targeted student population;
- Teachers who have proven ability to provide the kind of instruction that recognizes the talent in every child and helps all students, especially the most vulnerable ones, grow to their full potential;
- Teachers who meet NV certification requirements. We only veer from this qualification when the candidate shows exceptional promise and evidence that licensure will be forthcoming;
- Strong content knowledge and pedagogy skills that match our vision and the NVCAS;
- Experience implementing or passionate desire to learn PBL (as well as PBIS and restorative practices) and how to collaborate with others to implement our programmatic design;

[66] https://tntp.org/assets/documents/MissedOpportunities.pdf

- Ability to assume accountability for classroom management and culture with a willingness to adapt classroom management style to meet students' needs through PBIS and restorative practices;
- Demonstrated success in holding all students accountable for high expectations and the performance results to demonstrate achievement of high student learning for all students;
- A firm understanding of, and ability to use, real-time assessment data to inform instruction and intervention; and,
- Capacity and interest in leading an extracurricular activity.

Before being offered positions, all teachers will be interviewed at least once by the Superintendent and Principal, will be observed teaching either in person or via a video-taped recording of a lesson, and will submit to all required background and reference checks. PTAAN may also form hiring committees for certain positions. Those committees may include board members, industry representatives, and other stakeholders who will conduct additional interviews and make recommendations to the Superintendent and Principal. However, the Superintendent and Principal will be responsible for the final decision regarding hires. Although professional development is done by the CMO directly, the financial workbook has also allocated an additional $500/year per FTE for teacher professional development for licensed training courses or any other required courses.

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

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

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

(6) 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.

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

1. PTAA is always grooming new administrators for upcoming campuses within the currently open campuses. There are always key campus personnel available to step in if needed.
2. Administrators are also cross trained for SIS, HR, and business management. This is done to help with succession planning in the central office or as a need becomes apparent for more staff members for central office administration.
3. Campus Clerks are trained for SIS and Admission data, and the Central Clerk is trained for business management data.

4. Financial Planning, Student Planning, Counselling planning, and Curriculum planning are also all done through CMO, so if key personnel are missing, the CMO can step in and the school can take appropriate time to hire the right person instead of making hasty decisions.
5. To protect the Board from sudden loss of leadership, the Superintendent may have no fewer than two other executives familiar with Board- and executive officer-level issues and processes. An emergency leadership transition plan will be developed and include, but not be limited to, the following elements:

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

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

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

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.

Staffing: The proposed staffing plan is informed by best practices at operating PTAA schools with a team of experts that supports our schools. In alignment with our growth plan, we have also added a regional director to our team. Our proposed regional director, Dr. Love, shares his expertise with the PTAA model as well as his local experience with PTAAN. The regional director is an active member of the leadership team and reports to the CEO/Supt of the CMO that manages the PTAA schools in Nevada. The regional director serves as the region's instructional leader, directly managing and

supporting the HOS. He supports implementation of the program and ensures they are executed with fidelity.

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
EMO/CMO Organization Positions						
CMO CEO/ Superintendent	1	1	1	1	1	1
Regional Director	1	1	1	1	1	1
Financial Officer	1	1	1	1	1	1
Human Resource	1	1	1	1	1	1
Information Technology Officer	1	1	1	1	1	1
Curriculum Officer	1	1	1	1	1	1
Student/Compliance System Officer	1	1	1	1	1	1
Professional Development Officer	1	1	1	1	1	1
PTECH and STEM coordinator	1	1	1	1	1	1
Total Back-Office FTEs	**9**	**9**	**9**	**9**	**9**	**9**
School Staff						
Campus Principal	1	1	1	1	1	1
Assistant Principals		1	1	1	1	1
Admin 4	1	1	1	1	1	1
Admin 5			1	1	1	1
Additional School Position 3 [Office managers]	1	2	3	3	3	3
Classroom Teachers (Core Subjects)	17	29	30	33	33	33
Classroom Teachers (Specials)	3	6	10	10	10	10
Special Education Teachers	2	4	6	8	9	9
ELL/TESOL Teachers	1	2	3	4	4	4
Student Support Position 1 [e.g., Social Worker]	1	1	1	1	1	1
Student Support Position 2 [Counselors]	1	2	2	2	2	2
Specialized School Staff 1 [Engineering & Technology Teachers]	2	4	5	6	6	6
Specialized School Staff (2 world language teachers)	2	2	3	3	3	3
Teacher Aides and Assistants	2	2	2	2	2	2
Total FTEs at School	**34**	**57**	**69**	**76**	**77**	**77**

HUMAN RESOURCES

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

Recruitment and Hiring: The regional director with principal support are charged with recruiting and hiring all staff members. This process will begin with the development of a definition of the ideal candidate for PTAAN which is aligned with the school's vision and performance expectations. While the details of the hiring plan will be left to these individuals, we will be seeking teachers with different types of backgrounds, including veteran teachers who have significant experience in both direct

teaching methods and project-based teaching, and new teachers who have recently completed their teacher training and are open to new kinds of teaching methods. The exact mix of teachers will be determined
based on the available pool of candidates.

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

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

The Superintendent, with regional director support, ensures that any teacher hired are in compliance with State rules regarding certification and licensure.

The anticipated number of positions for school year 1 is 37, which includes 27 grade-level teachers, special education and ELL teachers, and a guidance counselor [from the financial plan enroll staff & exp tab]. The hiring process begins the winter prior to school's opening with a goal for completion by May 1. This allows for staff training prior to the beginning of the school year.

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

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

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

PTAAN takes advantage of these suggestions and others to ensure diversity in hiring.

(3) List the proposed school's salary ranges and employment benefits for each employee, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

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

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

- Teachers - $37,500–$52,500

- Aides - $28,000
- SPED Director - $65,000
- Other positions ranged from $35,000 for the office manager to $110,000 for the principal.

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

- Health Plan Costs
- Dental Plan Costs
- Other Employee Benefit Costs
- Nevada Retirement
- FICA and Medicare – appropriate rates per year
- Unemployment
- Workers Compensation

(4) What is the proposed teacher-student ratio, as well as the ratio of total adults to students?

Ratios: In accordance with the financial plan, the teacher-student ratio shall not exceed 1:30. Total adults to students shall not exceed 1:30.

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

Hiring school personnel	Regional Director with Principal support/input
Conducting criminal background checks	CMO
Dismissal of personnel	Superintendent with Principal support/input

Dismissal: The process for hiring of school personnel has been discussed at length in the response to question 1 above. Regarding the dismissal of personnel, the Principal or Superintendent will provide the staff member with a written notice of the decision to cancel the teacher contract or end employment for non-teaching staff members. The notice will be delivered by certified mail or in person. The notice will contain the reasons for dismissal and include information regarding the staff member's right to conference with the Superintendent. The ultimate responsibility for dismissal lies with the superintendent. The CMO is responsible for hiring and dismissing school personnel, including conducting criminal background checks.

(6) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 11, as well as any supporting protocols or documentation.

Teacher Support, Development, and Evaluation: Although Professional Development is done by the CMO directly, the financial sheet has also allocated additional $500/year per FTE for teachers' professional development for licensed training courses or any other courses that staff request that is related directly to their position at the school. Teacher are supported through mentoring, training, and adequate resources.

PTAA Nevada plans to use Nevada Educator Performance Framework (NEPF) for teacher evaluation. The tool articulates the timeline. (See Attachment 11). Its year-long evaluation cycle, including self-assessment, goal setting, plan development, implementation, etc., supports our goal to collaborate with teachers to ensure all students attain essential skills to graduate high school ready for college and career success. "The overall purpose of Nevada's Educator Performance Framework is to identify effective instruction and leadership, and to establish criteria to determine:

- whether educators are helping students meet achievement targets and performance expectations;
- whether educators are effectively engaging families;
- whether educators are collaborating effectively;
- the professional development needs of educators;
- information on which to base human capital decisions including rewards and consequences; and,

- whether educators are using data to inform decision making."[67]

The school Principal serves as the evaluator with support from the regional director as needed.

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

Responsibilities As part of its relationship with the PTAA sister schools, the principal receives regular formal coaching support from the CMO via the regional director and Superintendent that overseas all PTAA schools. Formal coaching sessions will occur at least once per month and will include:

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

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

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

Superintendent will adhere to best practices in hiring. Key steps will include:

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

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

Unsatisfactory Leadership/Performance: The Superintendent and Principal are responsible for establishing and nurturing relationships that collectively can have an impact on the quality of an education program. Effective relationships are an important factor in creating an environment conducive to learning.

It is unlikely that a school leader or teacher will be performing poorly in all aspects of their work. However, there are characteristics that are symptomatic of unsatisfactory performance including poor classroom management; lack of planning and preparation; poor student progress; complaints from parents, students and fellow staff; and inability to respond to suggestions for change. There is often a variety of reasons for poor performance by an employee. It is important to discover and address those reasons, rather than taking a scattershot approach to staff discipline.

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[67] https://doe.nv.gov/Educator_Development_and_Support/Nevada_Educator_Performance_Framework(NEPF)/

First, school leaders will define clear standards of acceptable performance and ensure that these standards are communicated to all staff. If a staff member does not meet those standards, a meeting between the staff member and the Principal or Superintendent will take place to determine the root causes of the poor performance. In some cases, such as inexperienced teachers, coaching and mentoring may provide the required support necessary to improve performance. The same is true for school leaders.

In other cases, there may be a lack of teacher knowledge in a specific subject. Many general education teachers lack adequate preparation for teaching reading or mathematics. Professional development opportunities may address this situation and improve performance. However, there are instances in which regardless of intervention methods, performance does not improve. If it is determined that dismissal is the best option, the Principal or Superintendent will provide the staff member with a written notice of the decision to cancel the teacher contract or end employment for non-teaching staff members. The Superintendent has the ultimate authority regarding dismissal of school staff. PTAA Nevada will use the Nevada Educator Performance Evaluation Framework (NEPF), *see Attachment 11.*

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

(9) 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.

Third Party Support: PTAAN does not plan to receive additional support from third parties or consultants. HR functions are managed by the following roles:

- **Superintendent:** The superintendent is the top executive ("CEO") in the school district. The superintendent implements the school board's vision by making day-to-day decisions about educational programs, spending, staff, and facilities. The Superintendent will hire and manage the central staff and Campus Head.
- **Regional Director:** The Regional Director of School serves as the Nevada Head, responsible for the effective execution of policies adopted by the Charter's board of trustees. The Regional Director of School assumes Nevada administrative responsibility for the planning, operation, supervision and evaluation of the education programs, services, and facilities of the charter and for the annual appraisal of District staff. Oversee the operations and activities of administrators; provide leadership to ensure that administrators effectively guide and coordinate the operations and activities of the educational system.
- **Principal:** The Principal is the face of the school. He leads teachers and staff, set goals, and ensures students meet their learning objectives. Overseeing your school's day-to-day operations means handling disciplinary matters, managing a budget, and hiring teachers and other personnel.

- **HR Director/Compliance Coordinator:** The job of Human Resources Director is for the purpose/s of planning, implementing, directing, and maintaining the school personnel services; serving as a resource; and maintaining staffing to ensure that personnel functions conform to school, state, and federal requirements. This function will be provided by the CMO.
- **Financial Officer:** The job of Financial Officer is done for the purpose/s of managing business and financial services to ensure that the school derives maximum educational benefits from the expenditures of school funds; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing, and maintaining services in compliance with established guidelines; and serving as a member of the leadership team. This function will be provided by the CMO.
- **STEM and PTECH Coordinator**: The STEM and PTECH Coordinator is responsible for developing, coordinating, and teaching STEM courses to K-12th grade students. Primary responsibilities include program instruction, curriculum development and revision, and materials management. The STEM and PTECH Coordinator also hires, supervises, and mentors contract instructors who teach in the program.
- **IT Director:** The job of Director of Technology was established for the purpose/s of planning, organizing, directing, supervising, and evaluating the acquisition and application of technology in support of all school activities; coordinating the development and implementation of the school's technology master plan; coordinating, organizing, and supervising staff development, training and technical guidance in software, educational technology, and use of systems; assisting in the development of the schools technology budget; and pursuing alternative funding sources. This function will be provided by the CMO.
- **Curriculum and Professional Development Director**: The curriculum director manages the curriculum for a school. Their duties revolve around ensuring that the curriculum meets educational standards. They also coordinate training for teachers. The purpose of curriculum training is to help teachers focus their instruction style on school-mandated subject matter. This function will be provided by the CMO.
- **PD Officer:** The professional development process is defined as providing those in school staff and leadership positions the opportunities, training, and experience to expand their knowledge and improve their skills. This function will be provided by the CMO.

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

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.

Outreach to at-risk students includes:

Students with disabilities: Marketing materials specifically describe how students with disabilities benefit from PTAAN programming. We encourage all students to apply and describe the services and systems that are in place to ensure students' individualized education plans (IEPs) are implemented with fidelity. Outreach efforts target social workers, nonprofits, and health and welfare agencies that cater to and serve students with disabilities.
English language learner (ELL) students: Marketing materials and applications are made available in languages other than English, with an emphasis on Spanish. Advertisements in Spanish language media outlets, including newspapers and radio, are placed to target non-monolingual-speaking families. Recruitment efforts include joining local Hispanic parent trainings and setting up information tables at cultural institutions and local places of faith that serve Latinx parishioners before and after Spanish language services and at local grocery stores that cater to Latinos. Spanish-speaking personnel are hired and available to families wishing more information on the school. Translation is offered during open houses and information sessions to ensure all other-than-English-speaking families have access.
Families in Poverty: Our strategy includes neighborhoods where students live in poverty. A door-to-door outreach campaign provides the opportunity for us to meet and greet potential families. PTAAN representatives attend community and sporting events in target communities and distribute flyers or establish information kiosks at local parks and recreations centers, libraries, Boys & Girls Clubs, early childhood programs, food banks, homeless shelters, and other institutions that provide services to youth from low socio-economic backgrounds.
Low-Performing Students or Students at Risk of Academic Failure: PTAAN communicates specific features of the academic program (STEAM, PBL, PTECH, etc.) designed to accelerate the achievement of academically low-performing or at-risk students and prepare all students for college. PTAAN representatives focus recruitment efforts on families who may have less access to information about local school choices and will purposefully reach out to organizations that serve academically low-performing students.

(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. Note that your proposed enrollment window should satisfy the requirements of NRS 388A.453(7).
Enrollment Calendar: The community shall receive notice about the formation of the new charter school and the enrollment lottery upon approval of the school charter application. All applicable dates and deadlines for the enrollment lottery of the initial year will be clearly communicated. Year 1 School's open enrollment period will be from December 1 to January 31st. Public meetings, website information, social media, posted notices, appropriate news press releases, and other methods approved by the Board of Directors and school admins will provide adequate time and opportunity for all interested parties to submit Intent to Enroll forms prior to the lottery.

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

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

If PTAA Nevada receives more applications than it has spots available in any grade level, it will conduct a random lottery. Each applicant selected during the lottery (until all open seats are filled)

will be offered admission. Once all enrollment spots have been filled by the lottery, the lottery will continue and applicants will be placed on a waiting list in the order in which they are drawn.

The lottery process shall commence within one week after the end of the open enrollment period. All students for whom an Intent to Enroll was received prior to the end of the open enrollment period and are eligible for enrollment will be assigned a unique identification number and placed on a list (by number). The list will be sorted using computer-generated, randomized numbers. Enrollment vacancies will be filled by grade, beginning with the highest grade for which there is one or more vacancies, and will continue in descending order (grade five, grade four, grade three, and so forth) until all vacancies are filled for all grades. Following priority enrollment as noted above, enrollment invitations will be extended to students in order of their date of submission for intent to enroll. To ensure authenticity and integrity of the lottery process, no fewer than two Directors of the Board and the Principal will oversee the randomization of computer-generated, date-stamped order assignments; the final sort will be printed and signed by all witnesses.

If a vacancy arises before the commencement of the next school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied. Families offered an enrollment seat will be sent a registration packet with instructions for registering. This notice will be sent **no later than April 1st**. Families must complete and return the registration packet by the published deadline in order to secure enrollment. If an enrollment offer is declined or if the enrollment registration packet is not completed by the established deadline, that child's seat will be offered to the next potential student on the waiting list.
Exceptions to Lottery Process: Federal guidelines permit PTAA to exempt from the lottery students who are already attending the school; siblings of students already admitted to or attending PTAA Nevada; and children of the school's founders, teachers, and staff, so long as the total number of those students does not exceed 20% of enrollment.

(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.

Enrollment Targets

(1) 100% enrollment with a healthy waitlist (i.e., 25-30% of total seats);
(2) School Head (Superintendent) and Office manager will monitor these targets.

PTAA will strive to have 90% or higher re-enrollment, barring parents' movement connected to work or personal matters. PTAA will try to open multiple campuses around the Las Vegas area that allows access to other PTAA campuses when parents move to different areas due to work or personal matters.

(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?

Staffing for Special Populations: PTAAN will only hire licensed special education and ELL teachers, as prescribed by Nevada regulations. PTAAN will also ensure that special education teachers and aides understand federal special education laws including IDEA, Section 504, and FERPA through targeted training, if necessary. To determine which students may require ELL services, a home language survey will be conducted for all new enrollees of the school. Any student with a primary language other than English will take an English proficiency exam. Students in grades 2–12 receive a

verbal and written exam, and students' grades K–1 receive only a verbal exam as required by the state of Nevada. Once parent consent is received, the student will be provided with ELL instruction. These students will be reassessed every two years for English proficiency.

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades? Our ongoing recruitment efforts will be broad-based and aimed at notifying students and familieswho might not otherwise know about the school that this is a viable, attractive school option.

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

Ongoing outreach efforts will include:

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

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

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

(3) Complete the following tables for the proposed school to open in 2022-23. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2022.

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

Grade Level	Number of Students					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-KK						
K	20	40	60	80	80	80
1	20	40	60	80	80	80
2	20	40	60	80	80	80
3	20	40	60	80	80	80
4	20	40	60	80	80	80
5	20	40	60	80	80	80
6	20	40	60	80	80	80
7	20	40	60	80	80	80
8	20	40	60	80	80	80
9		20	40	60	80	80
10		-	40	40	60	80
11		-	-	40	40	60
12		-	-	-	40	40

Total	**180**	**380**	**620**	**860**	**940**	**980**

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

Grade Level	Number of Students					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K						
K	66	110	110	110	110	110
1	66	110	110	110	110	110
2	66	110	110	110	110	110
3	66	110	110	110	110	110
4	66	110	110	110	110	110
5	66	110	110	110	110	110
6	84	112	112	112	112	112
7	84	112	112	112	112	112
8	84	112	112	112	112	112
9		84	102	102	102	102
10		-	84	102	102	102
11		-	-	84	102	102
12		-	-	-	84	102
Total	**648**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**

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

Grade Level	Number of Students					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K						
K	72	120	120	120	120	120
1	72	120	120	120	120	120
2	72	120	120	120	120	120
3	72	120	120	120	120	120
4	72	120	120	120	120	120
5	72	120	120	120	120	120
6	84	120	120	120	120	120
7	84	120	120	120	120	120
8	84	120	120	120	120	120
9		84	120	120	120	120
10		-	84	120	120	120
11		-	-	84	120	120
12		-	-	-	84	120
Total	**684**	**1164**	**1284**	**1404**	**1524**	**1560**

(A) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. 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.

Enrollment Rationale: The enrollment for year one is not only based on the capacity of the planned facility to accommodate students in the grade levels specified, but also our commitment to making a difference in North Las Vegas. We've established goals to increase the academic achievement of

underserved student populations in the zip code and surrounding areas, and to close achievement gaps that exist in subpopulations in area schools. Our enrollment plan also keeps the school small enough to sustain a purposeful culture, high-quality programming, and nurtured meaningful relationships while being large enough to reach financial sustainability based on per pupil funding to ensure operational efficacy.

The growth plan is to scale into the high school one year at a time to ensure the goals are being achieved, and we support students as they transition into the PTECH program. PTAA Texas schools have successfully opened multiple campuses with over 400 students and 3 grade levels in year one. These campuses achieved high levels of students' performance on state mandated tests in year one and subsequent years. The CMO has a track record of providing the necessary support to schools in Texas and will continue to do so in the PTAAN school.

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

Evidence of Demand: *See Attachment 13.*

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").

Start-up plan is provided in 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.

Incubation Training and Leadership Development: CMO provides leadership training and development of the principal during the incubation year. (*Note: Mr. Blanc has already begun to join PTAA training*.) This training will include SPCSA policies and procedures, Nevada Department of Education rules and regulations for public schools, and roles and responsibilities of the principal. The CMO was selected to provide this training as they have experience and an excellent track record of training school leadership in these areas.

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

Staff Upon Approval

- Shubham Pandey
- Dr. Derrick Love
- Sonya Gracy
- Paul King
- Rick Blanc (June 1, 2022)

We plan to compensate existing CMO staff from startup grant or other grants or the line of credit provided by the CMO.

SERVICES

(1) Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Transportation: PTAA schools currently do not provide transportation. Additionally, PTAA locates its facility in proximity to students and in convenient areas for parent transportation, public transportation. PTAA also works with coordinating parent carpooling. Upon enrollment, we plan to survey families to assess need and ensure we provide equitable access to all families. Should we deem transportation necessary, the board will establish a transportation committee to identify options and budget accordingly.

(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.

Food Service: PTAAN plans to contract with CCSD for food services. We will provide free and reduced-price meals for eligible children who qualify for the National School Lunch Program (NSLP) Free and Reduced Lunch program. PTAA is already registered with Federal Child Nutrition Program. Extension of this program will be smoother for new campuses and will automate this process. Under the program, food is catered. PTAA schools strive to be sugar free campuses and promote nutrition in classrooms. In addition, backup meals and sack lunches are always available at school for students who forget or cannot provide a lunch.

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

Facilities Maintenance: The CMO has current contracts for facilities maintenance at its other schools. These services will be provided by the CMO through a contract with Entrust One Facilities Services.

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

Health and Nursing: PTAAN has budgeted for 1 FTE First Aid Safety Assistance and the school will contract with School RN Verna Stringer to provide oversight and compliance.

PTAA Nevada will hire a First Aid/Safety Assistant and Contract with Stringer Nursing Associates for oversight and compliance in meeting all state requirements. The FASA will attend a 5-week training to receive all credentials at estimated budgeted amount of $1500.00.

(e) Purchasing processes

See Appendix 7 for Fiscal Manual

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

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

PTAA Nevada recognizes that proper internal controls are essential for carrying out all fiscal duties. To that end, financial transactions for the purchase and payment of goods and services are initially planned during the budgeting process; then requested and approved through a requisition system; next ordered with an approved vendor; then received and documented appropriately; next invoiced from the vendor, which is matched to the request and receiving documentation; then entered into the accounting software for payment; and finally the payment is issued and mailed to the vendor. This example of multiple levels of internal controls illustrates the care and proactive thought that goes into safeguarding all financial transactions that PTAAN carries out. Spending limits are initially set in the budgeting process and then monitored through the accounting software regularly. Separation of duties will require at least two individuals to "sign" (anticipated to be done electronically) approval for a transaction, whether that be a purchase, a general journal entry, or the issuing of a check, just to name a few. Spending thresholds will also be used when appropriate so that additional safeguards are put in place for significant transactions. Any cash and checks received must be safeguarded at all times, documented when received, counted by at least two individuals and signed for, deposited within 1 business day, and ultimately reconciled to the PTAA Nevada bank statement.

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

These services will be provided by the CMO through their existing contracts.
PTAA Nevada will utilize the National Preparedness Goal, Five Preparedness Missions model to create an effective Safety plan. Five preparedness missions are:

- **Prevention.** Prevent, avoid, or stop an imminent, threatened, or actual act of terrorism.
- **Protection**. Protect our citizens, residents, visitors, and assets against the greatest threats and hazards in a manner that allows our interests, aspirations, and way of life to thrive.
- **Mitigation.** Reduce the loss of life and property by lessening the impact of future disasters.
- **Response.** Respond quickly to save lives, protect property and the environment, and meet basic human needs in the aftermath of a catastrophic incident.
- **Recovery.** Recover through a focus on the timely restoration, strengthening and revitalization of infrastructure, housing, and a sustainable economy, as well as the health, social, cultural, historic, and environmental fabric of communities affected by a catastrophic incident.

(See PTAA Nevada Safety-Prevention protocol - the first step in the plan in Appendix 3.)

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

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

located at the school with proper backups. PTAA will use K–12 SecureSchool appliances/Firewalls for all CIPA compliance and to protect the school, staff, and students. The IT director will be responsible for training and implementation.

See attached IT Policies for further details in Appendix 4.

(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.

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

(4) **Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.**

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

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gannt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well-developed narrative.

Operational Execution Plan: 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;

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

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

Per Campus: 57 education classrooms

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

Per Campus: 10

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

Per Campus: 10

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

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

We are currently working on these sites.

PTAA - Las Vegas Sites

Sites		City	Zip	Building Size (SF)	Parcel Size (AC)	Likely Purchase Price	Comments
1	330 S Valley View Blvd	Las Vegas	89107	163,400	10.0 acres	$18,000,000	Former Southern Nevada Health District with Renovation
2	1955 N Nellis Blvd	Las Vegas	89115	43687	4.7 acres	$3,800,000	Former Kroger Grocery store - We would need to understand CC&R's / REA

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

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

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

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

See Attachment 16 that describes the facility lease arrangement for one dollar ($1) a year.

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

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

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

Year 1 and Year 2 Plan

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

Proposed areas will include:

3 Sections of K -1st grade
3 Sections of 2nd -5th grade
3 Sections of 6th -8th grade
Science Lab
3 Resource rooms
2 Self-Contained classrooms
1 Mainstream room
2 Additional Special Ed rooms

4 Inside PE areas
Robotics Lab
Library
Dance/Music
Piano
Cafeteria
Administrative Offices

Year 3 Onwards plan

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

High School Gym: 35,000 SF; Additional Classrooms: 40,000 SF

Renderings are Attached as part of Attachment 16.

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

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

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

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

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

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

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

Emergency Management: The safety (physical, social, and mental) of PTAAN staff and students is a prerequisite to sustaining our desired culture and academic outcomes. The PTAA Nevada Principal serves as the Emergency Management Coordinator; as such, he will consider the full range of what the school can do to avoid a situation or at least make it less impactful to the site and students. Actions will be considered as to what can be done to reduce the likelihood of an incident. This includes assisting local, state, and federal response and emergency management agencies, and the public during emergencies/disasters with logistics resources as needed and requested. The Emergency Management Services operates under the direction of the North Las Vegas Police Department. A formal prevention plan (*See sample in Appendix 3)* will be prepared in collaboration with local authorities during the incubation year to ensure a safe environment that complies with statute and regulations.

Further, the plan for safety will detail technology and equipment, which may include cameras, doors, screening system, two-way radios, identification badges, as well as staffing to support the building/students' safety and mental health.

(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.

Insurance Coverage: *See Attachment 17.*
Prior to opening, the school will secure insurance coverage at the levels of coverage described herein and any additional insurance as deemed necessary by Nevada law or regulation.

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

5. Financial Plan

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

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

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

Current CMO leaders have successfully implemented Skyward software at 100 Academy charter school in North Las Vegas and any new implementation will be seamless.

PTAA Nevada will follow following process for selection of any services:

Selection of Provider.

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

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

In addition to financial services, the CMO will also provide the following services for the school:

- Information Technology purchasing and procedures;
- STEM and PTECH Coordination;
- Human Resources including recruitment, interviewing, and background checks; Human Resources policies and procedures; and Payroll;
- Professional Development;
- Grant Compliance; and
- Curriculum preparation and assessment.

The CMO is the applicant so this is not applicable

Limitation on Fees.

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

Monitoring of Provider Performance.

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

KEY PERFORMANCE INDICATORS

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

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

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

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at $5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

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

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

(g) ***Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:***

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

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

The Superintendent has overall responsibility for properly accounting for all funds received and all expenses incurred in the operation of the school. The Superintendent may delegate day-to-day responsibility for financial management to the Financial Coordinator. He is the common thread between CMO and the school, if hired by board. However, Superintendent is paid by CMO and not paid from the school. As an independent (not on school payroll) reviewer, the Superintendent ensures proper accounting for all funds received and all expenses incurred in the operation of the school.

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

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

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

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

Accounting System

PTAA will use the NDE chart of accounts and will follow all required government accounting procedures including the federal Generally Accepted Accounting Practices (GAAP), all State Department of Education requirements for school finances, and State auditing requirements.

To facilitate the appropriate discharge of fiduciary duties, the Board of PTAA Nevada will adopt fiscal policies that address the following areas of financial management:

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

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

Budgeting

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

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

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

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

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

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

Financial Controls

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

Once the budget has been approved by the Board, responsibility for conducting the day-to-day financial transactions, in accordance with the budget, is delegated to the Superintendent or his or her designee. However, PTAA Nevada has policies in place to help ensure proper oversight and to reduce the risk of fraud.

- Segregation of duties is extremely important to ensure that all accounting transactions are accurately documented, deposited in a timely manner, and recorded properly in the accounting system. As such, PTAAN has a segregation of duties policy as part of their financial controls. This policy requires that the approval function, the accounting/reconciling function, and the signatory function are all separated among staff so that no one person will be responsible for all of these functions.

Elements of this policy are as follows:

- Separation of duties: Mail will be opened by two people and any revenue received is promptly recorded. Deposits are made by someone other than the persons who open the mail. Checks are prepared by someone other than the person(s) with the authority to sign them.

- Physical security: Checks and cash will be kept in a secure area and access will be strictly limited. Passwords will be used to protect accounting software and banking accounts. Passwords will be changed regularly.
- Duties such as collecting funds, maintaining documentation, preparing deposits, and reconciling records will be segregated among different individuals.
- Receipts Procedures require that all funds be kept in a central, secure location until they are deposited in a school-approved fiduciary institution. Additionally, all funds will be deposited daily or within three days after receipt.
- Periodic and unscheduled audits or reviews should be performed for all cash activity.

Contracted Services

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

Sources and Application of Revenue and Expenses

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

- Year #0 – Start Up Year:
  - Revenues – In year #0, PTAA is expecting the revenue to come from Charter School Program start-up grant but is not accounting for it in the budget until it is finalized. In addition, PTAA will have a no-interest loan from the CMO for $150,000 and a $20,000 planning grant from 180 Opportunity. Total year #0 revenue is $170,000.
  - Expenses – There costs anticipated in Year #0 include legal and charter expenses, staff recruitment, staff salaries, marketing and advertising costs, travel, and registrations. Total Year #0 costs are estimated at approximately $135,000.
- Year #1 – First Year with Students:
  - Revenue – The overall revenue is projected to be $5,539,137. Private revenue sources are described below in the next section. Per Pupil Funding is the primary source of additional revenue with small additions for capital construction, Exceptional Children's Ed Act, gifted and talented, Title I, Title **IIA**, IDEA, and Special Education funding. **Assumed** amount per pupil is used based on pre calculated formulas in the spreadsheet for each category of funding.
  - Expenses – The overall expense estimates total $5,404,132. Expense projections include salaries and benefits, several different services and utilities, facilities cost, insurance, fees, supplies, and equipment, all based on the number of students projected for that year. The year #0 $150,000 loan is paid back in Year 1 (Line 74 in Summary worksheet).
- Year #2 – Second Year Serving Students:
  - Revenue – The overall revenue estimates total $9,485,300. Per Pupil Funding comes from the categories as listed in Year #1.
  - Expenses – The overall expense estimates total $8,909,941. Expense projections are based on the number of students projected in Year #2 for the categories listed in Year #1.
- Year #3 – Third Year Servicing Students:
  - Revenue – The overall revenue estimates total $10,642,368. Per Pupil Funding comes from the categories as listed in Year #1.
  - Expenses – The overall expense estimates total $10,387,096. Expense projections are based on the number of students projected in Year #3 for the categories listed in Year #1.
- Year #4 – Fourth Year Serving Students:
  - Revenue – The overall revenue estimates total $11,853,034. Per Pupil Funding comes from the categories as listed in Year #1.

- Expenses – The overall expense estimates total $11,630,348. Expense projections are based on the number of students projected in Year #4 for the categories listed in Year #1.

- Year #5 – Fifth Year Serving Students:
  - Revenue – The overall revenue estimates total $13,119,604. Per Pupil Funding comes from the categories as listed in Year #1.
  - Expenses – The overall expense estimates total $12,778,601. Expense projections are based on the number of students projected in Year #5 for the categories listed in Year #1.

Private Revenue Sources

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

- Fees – Year #1 - $129,600 from students (or $200 per student enrolled) to offset cost of uniforms, activities, and other school items that supplement the free high-quality education provided by PTAA Nevada. Where appropriate, the necessary "student scholarship" criteria will be developed and instituted as appropriate for Nevada public schools so that no student would be denied participation based solely on the inability to pay the fee. This revenue source continues across each year. Considering that 10% of students would not be able to pay given the high amount of FRL, we have reduced total to $116,600 for year 1.
- Startup Grant - PTAA will apply for and hopes to receive a grant through the startup. However, we have not planned on this grant and have not included it in the budget. If the grant is received, it will greatly enhance our ability to provide equipment, supplies, and services in our early years of operations. We would use this grant for additional:
  - Consultants and expertise guidance during our planning year
  - Supplies and equipment including laptops, tablets, books, and instructional supplies
  - Minor facility repairs
- $170,000 will be raised in incubation year through fundraising and loans.

Reporting Requirements

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

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

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

Salary and Benefits

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

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

- Teachers - $37,500–$52,500
- HS Core Teachers and STEM HS Teachers = $52,500
- Core Teachers, STEM 3-5 teachers = $50,000
- STEM 6-9 Teachers = $52,500
- PE 6-9 Teacher = $42,000
- PE 3-5 grades and Language teacher = $40,000
- Spanish and Mandarin teachers = $37,500
- Electives Teachers = $35,000- $37,500
- Spec Ed Asst = $28,000
- SPED Director- $68,000
- SPED Teacher = $65,000
- ELL Teacher/Reading Specialist - $65,000
- Other positions ranged from $35,000 for the office manager to $110,000 for Principal

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

Single Coverage	$3,600
School's percentage of coverage	90%
FICA	6.2%
State Retirement - Certified	15.250%
State Retirement - non-certified	15.250%
Unemployment Insurance	$117
Workers Compensation Insurance	$12,000/yr.

A detailed and balanced six-year budget is provided as a supplement to this application. This budget has been developed by analyzing the budgets of other charter schools, both locally and nationally, and through careful consideration of the school's needs and priorities. The assumed PPR rate is used from the formulas in provided spreadsheet. The school has assumed an FRL rate of 95%, which reflects the demographics of the students the school intends to serve and along with proposed weighted lottery to meet this FRL rate. We believe we have allocated our resources in a prudent manner that will support our educational program and that reflects best practices in the charter school community.

Budget Assumptions

- Revenue calculations assume 100% of PPR and an annual increase of 3%.
- PTAA expects to secure start-up grants through the Federal Start-Up program. The school will also seek funding from individuals and foundations to meet the donations income line described in the budget. However, the budget is not dependent on securing any outside support.
- PTAA is not anticipating a large amount of fundraising in the budget outside the incubation period. PTAA is confident of securing these funds during incubation period.
- The intended maximum enrollment of the school is 1404 students.
- Administrator and staff salaries will be competitive with market rates, based on skills and experience.
- The school intends to work with outside food services to provide food service for lunch and anticipates no financial gain or loss from this service.
- PTAA has a signed facility lease of $1 per year. (*Refer to Attachment 16*).

- PTAA has also added additional cost in facilities tab for additional lease space as PTAA wants to build and renovate facilities for growth.

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

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

Compliance
PTAA will fully-comply with all applicable state and federal laws in all areas of its operations. As shown in the budget:

- PTAA will fully participate in state retirement system.
- PTAA will remit all required unemployment and workers compensation insurance.
- PTAA will meet all district minimums for insurance coverage.
- PTAA will provide comprehensive background checks on all employees. We have an allowance for miscellaneous employee benefits that will cover these checks.

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

(4) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

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

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 applying for sponsorship directly.***

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

READINESS TO GROW

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

(1) Describe how the CMO/EMO evaluates readiness for expansion and what evidence the CMO/EMO has that it is ready to expand.

PTAA expansion is driven by its larger vision: to become a global leader in STEM education; prepare all students for success in postsecondary education; increase the diversity of students earning STEM degrees and entering STEM professions; ensure that all members of our community make positive contributions to the world around them. evaluates readiness for expansion. We measure success by monitoring mission-aligned goals, (1) Student Count (the number of students enrolled as of the period of measurement); (2) MAP Growth (a framework and set of methods to individually and with greater period frequency measure the growth and performance of the student in multiple academic areas); (3) ELL Performance (English Language Learner measurement as determined by the WIDA framework);(4) Academic Staff Retention (measured by evaluating the number of returning teachers, coaches and academically specific staff); (5) Attendance (measured by the enrolled student' daily school attendance as of the period of membership); and (6) School Climate & Culture (measured by evaluating the mood and expectations of those interacting with the school on a regular basis). The achievement of PTAA Texas on each of these measures evidences our readiness for expansion. More specifically, we served 3,500 students last year (SY2020-21). On average, our students showed 12-15% MAP growth last year. Our ELL students have shown growth of 10-12% via MAP as well. We have 82% staff retention rate. Last year, our attendance rate exceeded 95.6%. We also consider our ability to receive start up grants and contribute to a state's priorities for student success.

(2) Describe the CMO/EMO's track record with regard to Academic Performance. Provide as Attachment 23 the three most recent academic performance reports from the state department of education and authorizer for all other schools affiliated with the EMO/CMO. Reports should provide all available data disaggregated by subgroup.

See Attachment 23. Due to COVID, state academic performance reports are limited to the 2018-19 school year. (SY2017-18, 2016-17 data is available upon request.)

(3) Describe the CMO/EMO's track record with regard to Financial Performance. Provide, as Attachment 24, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO.

As demonstrated in Attachment 22, Nevada non-profit status was acquired by the proposed CMO in July 2020. However, as shown in the PTAA audits (Attachment 24) and CMO Data Request template (Attachment 27), PTAA financial records show fiscal viability with total assets exceeding current liabilities in FY2020. Substantial cash increase over four-year period and funding exceeds expenditure in all years but Year One (FY 2017). In addition, the TEA report cards (Attachment 23) show various financial indictors (e.g., expenditures per student: total operating, instruction, instructional leadership and school leadership). Finally, Attachment 24 includes TEA's Charter FIRST (Financial Integrity Rating System of Texas), showing an A – Superior rating as well as PTAA's 2020-2021 Budgeted Financial Data showing revenues exceed expenditures.

(4) Describe the CMO/EMO's track record with regard to Organizational Performance. Provide as Attachment 25 the three most recent organizational performance reports from the state department of education and authorizer for all other schools affiliated with the EMO/CMO.

As demonstrated in Attachment 22, Nevada non-profit status was acquired by the proposed CMO in July 2020. With regard to organizational performance, the TEA report cards show PTAA school's attendance rate, class size averages, enrollment by race/ethnicity and student group; mobility rate.

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

(6) 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.

The CMO Data Request template is provided in Attachment 27.

(7) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as Attachment 26.

Attachment 26 includes audited financial statements for PTAA schools showing no material findings and changes in its net assets and its cash flows consistently ended in accordance with accounting principles generally accepted in the United States of America.

SCALE STRATEGY

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

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

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

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

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

This is a place-based model that requires deep knowledge of the community and strong relationships with multiple stakeholders.
CMO People Involved: Shubham Pandey, Sonya Gracy, Paul King, Johanna Stark, Jean Paul, Patty Copeland, and Dr. Derrick Love.
New School People Involved: Rick Blanc (proposed Principal)

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

Pipeline SSS Education Corp (CMO) has a current contract with an existing charter school in Nevada called 100 Academy of Excellence. CMO leadership has recruited Shubham Pandey as an Education Service Provider head for 100 Academy of Excellence charter school, overseeing all their financial and academic needs. SSS Education Corp (CMO) has also recruited Dr. Derrick Love to serve as the CMO's regional director. Dr. Love has his Nevada Principal certification and currently works as a Principal at 100 Academy of Excellence, a position he has held since February, 2020. The role was created to sustain high-quality of programming. His on-the-ground presence ensures the school staff and board members have an accessible and dedicated point of contact. Through ongoing communication, including weekly scheduled meetings with the Superintendent, the Superintendent remains abreast and involved in PTAAN operations. Together, they work to ensure the model is implemented with fidelity and to facilitate any adaptations that may be needed to support emerging needs that are specific to the school in Nevada. All adaptations are made in alignment with the PTAA mission. Rick Blanc, the current principal at St. Christopher School plans to serve as the Principal for the Pioneer Technology & Arts Academy Nevada, if the application is approved. A Las Vegas resident with 20+ years of classroom and leadership experience. Mr. Blanc brings his skills in designing curriculum, shaping lessons and running programs to PTAAN. In his role as principal, catechist and teacher in the community, he has built relationships with countless families in the local community since 2004 and knows well the community's strengths and areas of challenge.

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

Also attached (Appendix 6) is PTAA's adopted framework for cultivating leadership pipeline. The Leadership framework and practices equip leaders to succeed in all four domains of effective leadership in conjunction with the ISSLC standards (The Interstate School Leaders Licensure Consortium). ISSLC standards are also attached in Appendix 6 for reference.
These four domains include the following:

(1) Instructional leadership,
(2) School culture,
(3) School operations, and
(4). Human capital management.

(3) 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.

Scaling Efforts Nevada scaling operations are similar to the Texas scaling operation. Currently our organization has 10 schools in Texas with 3200 students enrolled in grades K through 12 as well as campuses opening in CO and in AZ in 2021-22. While the AZ and CO schools have no academic reports, they have full enrollment. Texas schools are rated highly by the state of Texas, and this has been achieved by following a pattern of growth that allowed the organization to determine what worked and what did not at each school before opening a new campus. This process is unlike others in which the goal is to open as many campuses as possible in the shortest amount of time. It is our belief that to achieve our goal of excellence, the organization must constantly look for ways to improve and evolve.

The CMO team depth chart is also included in Attachment 21. The CMO team works together to create an effective replication of a new school system. Majority of systems are adopted, and minor tweaks are made as needed by individual campuses. Team members believe in the mission and vision of school and bring a lot to the table and have innovative ideas to keep growth moving smoothly.

(4) 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.

Fundamental Features As stated above, a major part of this process is to seek community involve and designs schools that are responsive to local needs. While our schools in Texas have similar curriculum, they are not "cookie cutter" schools. Great care has been taken to meet the needs of the differing populations that we serve. Therefore, the curriculum for each school will have a STEAM and PTECH focus; however, each school may have to be provided different teaching methods to ensure that every student is learning and meeting the goals of the individual schools.

(5) Provide, as Attachment 21, 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 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.

Org Charts See organizational charts in Attachment 21.

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?

Not Applicable. This is not a committee to form application this is a CMO applicant.

(2) Describe the relationship between the school governing board and the CMO/EMO, specifying how the governing board will monitor and evaluate the performance of the service provider,

the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

Please refer to attachment 21.

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

Please refer to attachments 14 and 20.

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

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

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

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

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

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

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the CMO/EMO and/or its affiliates in the term sheet and

draft contract provided later in Attachment 20. ***Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity.***

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

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

KEY PERFORMANCE INDICATORS

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

(1) Student Count (the number of students enrolled as of the period of measurement);

(2) MAP Growth (a framework and set of methods to individually and with greater period frequency measure the growth and performance of the student in multiple academic areas);

(3) ELL Performance (English Language Learner measurement as determined by the WIDA framework);

(4) Academic Staff Retention (measured by evaluating the number of returning teachers, coaches and academically specific staff);

(5) Attendance (measured by the enrolled student' daily school attendance as of the period of membership); and

(6) School Climate & Culture (measured by evaluating the mood and expectations of those interacting with the school on a regular basis).

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

The two common employees between CMO and the school is the Superintendent, Shubham Pandey, and, the regional director, Derrick Love, if the charter is approved and Board decides to hire Mr. Pandey. Mr. Pandey will be charged with adapting and implementing the PTAA model for Nevada and for ensuring a successful start-up phase. After this phase, the Board will review performance using the indicator described in section 5 above. Dr. Love will support Mr. Pandey in overseeing implementation of the model. His role, regional director, was created to ensure PTAAN has an experienced representative on the ground to support operations.

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

(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional

development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

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

Student Support Services	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Other operational services, if applicable			

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

There are no conflicts. The conflict-of-interest policy is found in Attachment 5.

(9) Please provide the following in Attachment 22:

(a) 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.
(b) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
See Attachment 22.

CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

This section applies only 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?

A waiver from the from the governance provisions of the charter school law pursuant to NRS 388A.243 is not required. New board, composed of a majority local residents that are not part of CMO board, will run the school. CMO board will only help the school through the CMO contract approved by the new school board.

(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?

The new CMO formed non-profit corporation will govern the school.

(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.

Not Applicable. The CMO's current board will not govern the 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.

PTAAN's new board will work independently and doesn't have any members that are currently part of the CMO board.

CSN
COLLEGE OF SOUTHERN NEVADA

Office of the Vice President/Provost
North Las Vegas Campus
Sort Code NLVC2626
3200 East Cheyenne Avenue
North Las Vegas, NV 89030-4228

tel: 702.651.2753

Dear Nevada State Public Charter School Authority,

On behalf of the North Las Vegas Campus of the College of Southern Nevada ("CSN"), I am writing to express my support for the approval of the Pioneer Technology and Arts Academy ("PTAA"), a Nevada public charter school, to be opened in the Fall of 2021. CSN intends to formalize our partnership with PTAA with a Memorandum of Understanding ("MOU") which will memorialize our joint commitment to improve educational outcomes in the Las Vegas area by focusing on preparing all students from all walks of life for success at the college and career level.

This letter of support recognizes the joint mission between PTAA and CSN to serve our community. PTAA is committed to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation; and, CSN is committed to empowering their students and communities to achieve, succeed, and prosper through their core values of integrity, lifelong learning, excellence, academic freedom, and diversity.

CSN is committed to partnering with PTAA and fully supports the implementation of this school which will enhance the educational opportunities for our families in the Las Vegas area and increase the academic achievement of our district.

Sincerely,

Clarissa M. Cota, J.D.
Vice President/Provost, North Las Vegas Campus
College of Southern Nevada



July 2020

Dear Sir or Madam,

Microsoft Philanthropies TEALS (Technology Education And Literacy in Schools) program partnered with Pioneer Technology and Arts Academy (PTAA) campuses for the past two years. We pair industry professionals with the classroom teacher for the Introduction to Computer Science course and Computer Science and the Advanced Placement Computer Science A course.

TEALS was founded in 2009 by former high school computer science (CS) teacher and software engineer Kevin Wang, to address the lack of computer science classes available to youth. TEALS was adopted and has been supported by Microsoft Philanthropies since 2011, as an industrywide initiative to increase access to CS. TEALS helps high schools build and grow sustainable computer science programs through co-teaching partnerships between high school teachers and trained volunteers from across the tech industry.

PTAA and TEALS shares the common goal of building a sustainable and effective Computer Science program for students which will better prepare them with marketable 21st Century Skills. Should PTAA open additional schools in Nevada, we would be open to supporting additional schools' computer science programs in line with the expectations of the Microsoft Philanthropies TEALS program.

Thank you,

Andrea Russo,Regional Manager
Microsoft Philanthropies TEALS program

SHARP

Gregory J Farmer
Senior Account Sales Agent
Sharp Business Systems - Texas

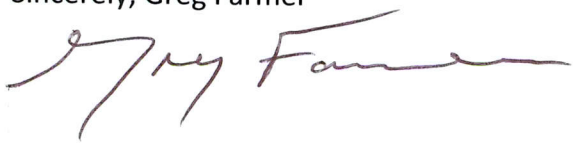
07/01/2020

Shubham Pandey
Pioneer Technology & Arts Academy (PTAA)

Dear Sir,

The growing partnership alliance in Texas and Colorado between SHARP and Pioneer Technology Arts Academy (PTAA), is very positive and exciting. As PTAA expands into Nevada, SHARP would love to continue to be a part of PTECH both as a top-level technology consultant and provider, service provider, school support, and offer internship opportunities. PTAA is making a difference in our kids' futures, and SHARP is honored to be an industry partner.

Sincerely, Greg Farmer



BB&T Capital Markets

July 1, 2020

Re: Pioneer Technology and Arts Academy – Nevada

To Whom It May Concern:

I have had the privilege of working with charter schools on a daily basis for the past 11 years to help them find financing solutions for their facility needs. I have served in that capacity for schools before they have opened, and for schools that have been operating successfully for 20 years. I have worked on facility needs as low as $5 million, and for some well in excess of $100 million. I have worked with large network schools and standalone operators. In that capacity, our team spends a great deal of time on due diligence so that we can fully understand and convey the credit quality of each school we represent. That broadly encompasses the management, academic delivery, financial operations, community engagement, and family satisfaction of each school. Those factors (particularly the latter) are all crucial to the continued success of a charter school.

Over the past nearly two years, I have worked closely with Shubham Pandey and his team at Pioneer Technology and Arts Academy. I have come to understand the school and its operations quite well. I cannot recall a school having such a high level of success in only its third year of operations, which is when I began working with Pioneer. For all the reasons I referenced above, Pioneer is an exemplary charter school. As such, it was able to attract multiple financing offers from investors who specialize in charter school financing and have a deep knowledge base on which they base their investment decisions.

I understand that Pioneer is exploring an expansion into Nevada. I can say with conviction that families in the area will be well-served by Pioneer. Students will find a unique educational option that will broaden their educational horizons. If given the opportunity, I anticipate that Pioneer will build on its recent accomplishments and make Nevada proud to add this charter school to a thriving educational system.

Sincerely,

Jason Appelt
BB&T Capital Markets, Managing Director

November 19, 2020

Stavan Corbett
External Relations Manager
Workforce Connections
6330 West Charleston Blvd., Suite 50
Las Vegas, NV 89146

Dear Stavan Corbett,

Re: Pioneer Technical Arts Academy – Letter of Support

On behalf of Workforce Connections, please accept this letter of support on behalf of Pioneer Technical Arts Academy (PTAA) application with the State Charter Authority. We believe PTAA's vision and mission align directly with Workforce Connections in providing employment, education, training, and support services that help students succeed in the labor market. Their PTECH (Pathways Technical Early College High School) allows students to fully actualize their dreams and aspiration of higher education, industry certification, internships, and articulation to a 4-degree program plan.

If you require more information about the Workforce Connections, please contact us via phone at (702) 638-8750.

Sincerely,

Stavan Corbett

Stavan Corbett
External Relations Manager
Workforce Connections

P2P
#POWER2PARENT

December 1, 2020

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

Dear SPCSA Members;

Please accept this correspondence as enthusiastic support for Pioneer Technology & Arts Academy Charter School projected to open in 2021.

I am excited that parents in Southern Nevada will have another option in education to send their children to a charter school with a rigorous, project-based curriculum.

We look forward to supporting and collaborating with Pioneer Technology & Arts Academy Charter School to foster healthy relationships between school families, the community, and the school.

Sincerely,



Erin Philips
President
Power2Parent

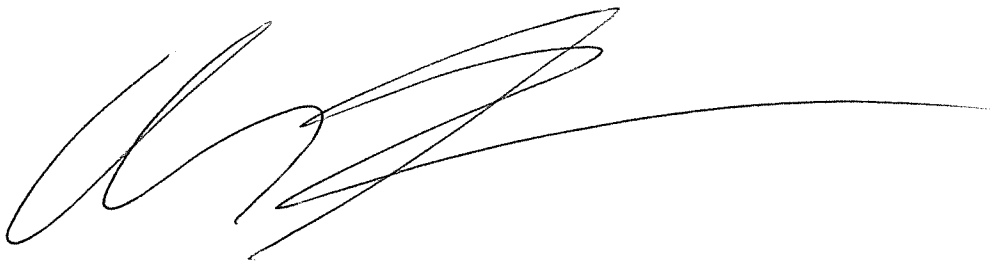
the SHADE TREE
SHELTERING WOMEN, CHILDREN & THEIR PETS

November 2020

I was please to hear that Pioneer Tech will be considering a location within such close proximity to The Shade Tree. As the Child Services Manager here at The Shade Tree, I can attest to the benefit that a school of such high caliber as Pioneer Tech would be to our residents. There is currently a lack of high quality STEM programming being offered to youth in the community surrounding The Shade Tree. The vulnerable populations that we serve stand to gain the most from extra enriching programing that Pioneer Tech would be able to provide.

Not only does Pioneer Tech provide an excellent resource of free, high quality education, but they have also chosen to take up residence in an area with very vulnerable children in need of those services. Pioneer Tech has already begun building partnerships with organizations like The Shade Tree in order to create wrap around partnerships for the youth in our community.

This leads The Shade Tree to whole heartedly wish to support Pioneer Tech in their goals to build a school near our facility. I support both the school and the opportunity that it will bring to children that we serve.



Andrea Shay
1 West Owens
North Las Vegas 89030
The Shade Tree
ashay@theshadetree.org
702-300-0122

CONFIDENTIAL

July 1, 2020

Pioneer Technology and Arts Academy

Re: Non-Binding Letter of Interest – [Las Vegas, NV]

Dear Shubham Pandey:

On behalf of Tortoise Capital Advisors, L.L.C. ("**Tortoise**"), I am pleased to present this letter of interest to provide debt financing for Pioneer Technology and Arts Academy's school building project ("**Project**") in Las Vegas, Nevada. Having partnered with PTAA in both Colorado and Texas, I am excited for the opportunity to continue supporting the School in its efforts to bring a strong P-Tech academic program to the families and community of Las Vegas.

I. Tortoise

Founded in 2002 and based in Leawood, Kansas, Tortoise provides essential asset investment solutions. Tortoise and its affiliates have approximately $12.0 billion of assets under advisement through its family of registered investment advisers as of June 30, 2020.

Our team has been involved in all major aspects of essential assets investing, including development, construction, acquisition, owning and financing. We believe that our team's substantial experience in essential assets investing combined with the financial strength of Tortoise provides a compelling value proposition for the Pioneer Technology and Arts Academy in terms of certainty of execution.

II. Non-Binding

No contractual obligations with respect to a transaction will arise unless and until definitive binding agreements with respect thereto have been executed and delivered. This letter of interest reflects merely Tortoise's preliminary thoughts regarding a transaction, does not contain all matters on which agreement must be reached in order for the transaction discussed to be consummated and does not constitute, and is not intended to constitute, an offer or a legally binding obligation of, or promise by, any person or entity to enter into a transaction or negotiate the terms of any transaction, and no legally binding obligations of any person or entity, including without limitation an obligation to bargain in good faith or in any way other than at arms' length or to enter into definitive binding agreements, will be created, implied, or inferred by this letter of interest. No person or entity intends to be bound by any agreement until formal, definitive binding agreements have been agreed upon, executed and delivered (and then only to the extent expressly set forth in those definitive written agreements), and no person or entity may reasonably rely on any promises inconsistent with this paragraph nor will any person or entity have any liability or obligation of any kind or nature to the any other person or entity with respect to the Transaction. Notwithstanding the foregoing, Section III. Confidentiality below is enforceable.

III. Confidentiality

This letter, as well as all information obtained by the parties hereto during the course of the performance of their duties hereunder shall be confidential and considered "Confidential Information". We understand that

this letter of interest is intended to support Pioneer Technology and Arts Academy's discussions with the charter Authorizer, Real Estate Brokers, General Contractors, and Developers for its school building project, and as such, it can be provided to those parties with prior approval from Tortoise. The proposal under review would be for Tortoise to provide Pioneer Technology and Arts Academy with debt financing to secure real estate and its improvements for the operation of its charter school. All approved pre-construction costs (entitlements, zoning, permitting, design, etc.) would be reimbursed at closing while costs during construction (if applicable) would be reimbursed throughout the course of the project.

IV. Contact Information

If you have any questions, please contact me:

Nathan Vallette
Vice President – Social Infrastructure
913-276-7439 Office
913-961-1066 Mobile
nvallette@tortoiseadvisors.com

We truly appreciate the opportunity to collaborate with you. We are enthusiastic about the opportunity to invest in the Project as it would give your School a perfect place to start operations in as well as provide secure and stable cash flows for our investors. We look forward to working with you more closely should the Project be approved.

Best regards,

Nathan Vallette

Nathan Vallette
Vice President – Social Infrastructure
Tortoise Capital Advisors, L.L.C.

Transportation Security Administration

July 8, 2020

To Whom It May Concern,

My name is Amy Williams. I am the Federal Security Director for the Transportation Security Administration (TSA) at Dallas Love Field Airport, Dallas, Texas. I have been with the TSA since the agency was created in 2002.

The nation's transportation system is a fundamental underpinning of the U.S. economy and the American spirit. Protecting the freedom of movement for people and commerce through this system is TSA's core mission. We continue to operate in a fast-pace and dynamic environment in order to meet our mission and lead the global community in transportation security. By focusing on a culture of innovation and action, while placing a premium on partnerships, we drive continuous improvement.

TSA has built a culture of innovation that anticipates and rapidly counters the changing threats across the transportation system. We continue to mature our ability to make timely, data-driven decisions and rapidly field innovative solutions. The future of our agency is dependent upon emerging technologies.

At PTAA, they do not see the global environment as a challenge but as an opportunity, and through the STEM curriculum and foreign exchange programs they are providing the students with the knowledge and understanding to succeed in a global economy.

I have been very impressed with the core fundamentals and the emphasis on science, technology, engineering and math that Pioneer Technology & Arts Academy (PTAA) provides to their students. My son has attended PTAA since 2017, and I participate on the PTECH Advisory Board to help plan connections between business industries, the community and PTAA. In the fall of 2019, my daughter began attending the PTAA Elementary school.

PTAA/PTECH provides students with access to industry leaders and regional businesses, giving students access to post-secondary education and workforce training opportunities. This helps to prepare young people with academic, technical and professional skills required for 22nd Century jobs. P-TECH represents the best of what public-private partnerships can look like, with students taking high school and college coursework simultaneously and engaging in industry-guided workforce development.

Sincerely,

Amy Williams
Federal Security Director
Transportation Security Administration

July 1, 2020

RE: **Letter of Support**
Mr. Shubham Pandey
Pioneer Technology & Arts Academy (PTAA)

To whom it may concern,

As National Director of Colliers International - Education Services Group, I wanted to provide this letter of support for Pioneer Technology Arts Academy Nevada and Mr. Shubham Pandey.

My team and I specialize in representing occupiers of education based real estate.
My team of twenty-four dedicated advisors represent and advise charter schools on their real estate transactions throughout the US as well as provide advisory services for demographic, competition, and Market Feasibility Studies.

It is without doubt that Mr. Pandey and the PTAA charter network are best in class.
Their thoughtful, specific, and dedicated approach to identifying underserved areas is one that should be emulated and replicated by other charter school organizations looking to grow properly.

Please let me know if you have any questions or comments as I welcome the opportunity to discuss this letter in detail.

Best regards,



Todd Noel, CCIM
Senior Executive Vice President
National Director- Education Services Group

Kimley»Horn

07/01

Mr. Shubham Pandey
Pioneer Technology & Arts Academy

Re: Letter of Support for proposed PTAA School

Dear Mr. Pandey:

Kimley-Horn expresses its support for PTAA proposed campus in Nevada. PTAA curriculum provides students with an course of study that allows them to master the concepts in core subjects and ensures future college and career success.

Kimley-Horn is willing to volunteer to provide PTAA with current, real-world educational support in the form of classroom speakers and presentations, application-based examples and mentoring for both its students and staff. As a leader in the engineering and planning profession, we are excited to share our professional knowledge with today's students preparing for a future engineering career.

Kimley-Horn believes that providing today's students with practical experiences will increase their understanding and empower them as they develop tomorrow's solutions. We believe an interdisciplinary, applied approach, coupled with hands-on, problem-solving based learning provides the best opportunity for future success.

Sincerely:
KIMLEY-HORN AND ASSOCIATES, INC.

Thomas G. Coppin, P.E.
Vice President

Opportunity180

July 6, 2021

Nevada State Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Dear Nevada Authority Board Members:

I am writing to express our organization's support of Pioneer Technology & Arts Academy (PTAA) Nevada's application for authorization under the State Public School Charter Authority.

We are impressed by the PTAA team's history of providing students and families in high-need communities in Texas with access to a strong public-school option. We are excited about their passion to close the opportunity gap through STEM and high expectations for every kid. We have and will continue to work in partnership with PTAA to support their work to serve the students of Clark County.

Opportunity 180 is committed to ensuring that every kid has access to a great school in their neighborhood. The PTAA team and their approach to planning for the launch of this school show great promise.

Sincerely,

Jana Wilcox Lavin
Executive Director, Opportunity 180

July 9, 2020

To Whom it May Concern

Dear Sirs;

Our firm has worked with Pioneer Technology & Arts Academy (PTAA) since March of 2016 on various charter school financing requests to acquire and or develop their school campuses. As such, I have seen the inner workings of the organization and watched PTAA accomplish its growth.

Collectively, the organization has successfully owned, operated and developed several private schools and several charter schools at various locations in the Dallas, Texas area and now in Colorado Springs, Colorado.

The achievement grade levels are some of the highest in Texas, their teacher retention is equally high which exhibits that the leadership is one the employees respect and want to follow. Additionally, they have been credit worthy in obtaining various property loans of up to $110 million dollars over the past 3 years.

Please feel free to contact me with additional questions.

Sincerely,

Irene Carroll, Principal

Cc: Shubham Pandey



July 2020

Dear Sir or Madam,

Constituting America is a nonpartisan educational 501 (c) (3) founded in 2010 by Actress Janine Turner (Northern Exposure, Friday Night Lights, Cliffhanger). I have served as co-president since inception. Constituting America's mission is to educate, empower and inspire students to learn about the U.S. Constitution and how to engage as citizens, utilizing the Constitutional "tools in their toolbox." Our programs include a school speaking program – The George Washington We Are All Americans – School Speaking Initiative (provided free to schools as a service of our nonprofit); our "We The Future" Contest; Contest Winner Mentoring and Promotion; and annual online 90 Day Studies.

We have worked successfully with Pioneer Technology & Academy (PTAA) in Texas to support the growth and development of their students, having spoken at their schools and had contest entries from their students. We are excited about partnering with them in Nevada. A recent New York Times op-ed entitled "The Two Codes" at the below link makes the case for the importance of teaching the Constitution as a complement to STEM: https://www.nytimes.com/2019/02/12/opinion/college-board-sat-ap.html

With computing, the internet, big data and artificial intelligence now the essential building blocks of almost every industry, any young person who can master the principles and basic coding techniques that drive computers and other devices "will be more prepared for nearly every job," Coleman and Sanford (of the College Board/SAT) said in a joint statement explaining their initiative. "At the same time, the Constitution forms the foundational code that gives shape to America and defines our essential liberties — it is the indispensable guide to our lives as productive citizens." Our Constitution Education presentations complement the STEM based PTAA curriculum very well!

Constituting America has been impressed with the vision, mission and leadership of PTAA. Their program is rigorous and brings out the very best in their students. PTAA's commitment to inspire and engage underserved and unrepresented

populations is in line with Constituting America's commitment to serve these populations as well. Last year, over half our school presentations were in Title I schools and we actively seek out underserved schools to receive our programming. Our Constitution presentation is based off a 10 question quiz and we launch a teaching segment off each quiz question. We also share other students' entertaining and educational winning works from our "We The Future" contest, for "peer to peer" Constitutional teaching. We have staffers that are available to assist the schools with technical aspects of connecting our founder and co-president, Actress Janine Turner, with the school, and often provide Mr. Terry Cherry, the Immediate Past President of the National Council of the Social Studies and other members of our school speaking in person when schedules and budget allow. We can do the interactive presentation within a class period or 45-50 minutes, whatever works best for the school. We are glad to spend the day, making a 6-7 presentations on a class by class basis in order to cover an entire grade (s).

This year we have also launched the "How To Have A Civil Civic Conversation" program for the schools, where students learn to have a conversation with those with whom they disagree, and how to consider alternative points of view. Since 2015 we have made over 500 school and civic organization presentations to over 40,000 students and adults, sharing our passion for the U.S. Constitution, our nation's founding documents and inspiring and empowering students to become active citizens.

In recent months, we have spoken to:

- Boy Scout Troop 421 Arlington, TX
- Riverside Elementary Alexandria VA
- Lippman School, Akron, OH
- Jefferson Middle School, Oak Ridge, TN
- Every 8th grader and 12th grader in the Spring,Texas Independent School District – all 9 Middle Schools and 5 High Schools
- The Dallas Independent School District's Barack Obama Male Leadership Academy
- Houston Independent School District Charter School Pro-Vision Academy
- Read testimonials from schools here: http://constitutingamerica.org/testimonials/

Our "We The Future" Contest encourages cross disciplinary engagement with the U.S. Constitution by allowing students to compete for best song, short film, public service announcement, essay and/or STEM project, all with the theme of the U.S. Constitution. We then promote the winning students' work across the national media, achieving song play on the radio and web based music platforms (example: iTunes, Spotify); PSA play on TV; films accepted into film festivals. Click here or type this link for our latest impact numbers: https://constitutingamerica.org/what-we-do/ Middle school through high school winners win a Mentor Trip to help propel their career, and high school winners also win $1000. Middle school winners receive a $200 gift card.

We are excited to support PTAA/Nevada with our Constitution education programming and contests and look forward to working with their outstanding students to educate, empower and inspire them to become active and engaged citizens, knowledgeable about the U.S. Constitution and the freedoms and rights it protects for all.

Sincerely,

Cathy Gillespie

Cathy Gillespie Co-President Constituting America
ConstitutingAmerica.org
P.O. Box 1988 Colleyville, Texas 76034

To Whom it May Concern:

My name is Zach Kendall, and I am a Premier Field Engineer at Microsoft. I've been with Microsoft for over five years. Like many students at Pioneer Technology & Arts Academy, I was introduced to the STEM field in high school. My computer science class only had three other students, and I remember wondering why more students didn't take that class. As I grew older, I realized that my high school simply didn't put an emphasis on STEM education. Thankfully, at PTAA, we don't have that problem.

I have served as a Co-Teacher at Pioneer Technology & Arts Academy with the Microsoft TEALS program and mentor as part of their PTECH program as an Education/Business Industry partner. PTAA selects a diverse group of students that are passionate about computer science to take our TEALS Introduction to Computer Science class. During first period of each day we work shoulder to shoulder to develop and support the next generation of leaders in STEM. Seeing the growth in the students throughout the year is truly rewarding. My eagerness to develop young computer scientists has been a perfect match for the STEM initiatives going on at Pioneer Technology & Arts Academy.

The best part of partnering with PTAA is seeing students carve out space for themselves and make the coursework relevant to their own lives. It has been an honor to be a part of PTAA's mission to empower and engage students to reach their full potential.



Zach Kendall
Premier Field Engineer
Microsoft Office Core Client & Deployment
Phone: (469) 775-4896 Email: zkendall@microsoft.com

THE WEZMORE PROJECT, INC. • EDDIE COKER, EXECUTIVE DIRECTOR
6145 WATERFALL LOOP • MANITOU SPRINGS, COLORADO 80829

July 2020

To Whom it May Concern:

My name is Eddie Coker and I am an entertainer & educator who now runs a nonprofit organization set up specifically to support young people in learning to honor their emotional experiences, enhance psychological resiliency, and encourage a sense of well-being. In the last 32 years, I have performed 7,500+ performances for a million & a half young people all over this country.

I am delighted that Shannon Houston of Pioneer Technology & Arts (PTAA) reached out to me with the following words: Our kids need positive role models, possibly more than ever. They need the ability to relate and look up to and see exciting possibilities for the future. Let's face it... you are a "kid magnet" and "create happy" with your events. Yahoo! I feel as if someone is speaking my language.

If you read the mission of PTAA, they want to inspire and engage students, especially underserved and unrepresented populations, through an inquiry-based STEM curriculum that emphasizes creativity, collaboration and innovation. PTAA Graduates will have the skills and knowledge to earn advance degrees, secure fulfilling positions in STEM professions, and become international leaders. I love this. I also humbly believe that while our children must be educated and prepared to "compete" in a global community, we must also simultaneously inculcate into them the need for more

- love,
- self-valuing,
- joy,
- calm,
- care for others,
- understanding, &
- bouncebackability (my one allowable make-up word of the day).

Schools like PTAA give me hope that we can do both and I look forward to partnering with PTAA schools including proposed schools in Nevada to accomplish the above in an exciting and refreshing way.

Sincerely,

Eddie Coker

Christina R. Douglas
Principal RF Engineer Lockheed Martin, RMS
christina.r.douglas@lmco.com

My name is Christina Douglas and I am a Principal Engineer with Lockheed Martin. I also participate in multiple groups that encourage and support the STEM initiative.

As a technologist and technical leader within one of the world's foremost defense and commercial engineering companies, I can speak first hand to the fact that we are in dire need of technically minded, well rounded talent in the industry. We have found that though it is the desire of schools to best develop and educate our children, as they are the future minds and innovators of tomorrow's world, our young professionals are lacking in certain skills. I have spoken with the administration of PTAA and their curriculum and model addresses these areas.

Our industry needs to have engineers come in with basic skills and knowledge in not just science and math, but also basic lab equipment and processes. What is more important than understanding "how" to operate a Spectrum Analyzer or Oscilloscope is for these young minds to "know HOW to learn" and most important is "Know How to Fail." This may take some aback, but again, we are at the cutting edge of technologies and innovations and failure will happen. In fact, it must happen to advance technology. What I face on a daily basis is young professionals who have never failed or been allowed to fail. So for the first time they face this reality. It is life altering for them, a huge impact to their relative view of themselves. As one can imagine, this creates quite a dilemma in the work environment. My specific need is for passionate, talented individuals to have the confidence in what they know, what they don't know, and the resilience and grit to fail and keep going.

Rectifying this deficiency in our future resources is critical not only to our industry, but also to our country. The United States used to be the foremost innovative and technically advanced nation by leaps and bounds. We no longer lead these areas, in fact, we are behind other countries in this area. This is concerning to all of us in industry, but more so for our nation's sovereignty.

Pioneer Technology & Arts Academy/PTAA has a model and curriculum that addresses the areas I mention and looks to develop and support young minds to prepare them for the real world and real life experiences as well as give them an advanced technical education to go forth into the world and contribute. PTAA Charter School has much to offer communities, industry that supports the livelihood of our communities, as well as our nation at large.

Should you have any questions or like to speak further, please do not hesitate to contact me.

Christina R. Douglas

Christina R. Douglas

Principal RF Engineer Lockheed Martin, RMS
(D) 303-932-5207/(M) 720-249-6712

"It's kind of fun to do the impossible" – Walt Disney



Dear Recipient:
It is with great honor that am writing this letter of support on behalf of Pioneer Technology & Arts Academy Nevada. I joined Microsoft as an application development consultant over three years ago, after graduating from the University of Alabama with a degree in Management Information Systems. Prior to my second year of college, I had never written code before and had very little understanding of job opportunities available in STEM. I worked extremely hard over the years that followed to end up where I am today: a 25-year-old, female, application
developer, working face-to-face with Fortune 500 companies on a daily basis.

One of the most rewarding aspects of my career thus far has been volunteering at PTAA to teach computer science to middle school and high school students. The incredibly powerful, technology-centric education that PTAA provides is something I could have only dreamed of when I was in school. The innovative approach that PTAA implements to ensure students graduate with tangible, relevant skills will benefit not just the students, but also the communities that will benefit from what these young people will go on to create.

The partnerships that PTAA has formed with a variety of companies and Industry professionals allows students to connect the things they are learning to the real-world. In addition, the quality of the teaching staff is truly unparalleled. I have had a lot of success thus far in my career, but I truly believe that the creative and challenging curriculum that PTAA provides will allow students who attend to have an even greater impact on the future of technology. Students and the community of Nevada will see long-lasting benefits from the introduction of a PTAA campus, especially through the PTECH program.
Sincerely,
Kendall Roden

5343 Vickery Blvd.
Dallas , TX 75206
214.801.3493
keroden@microsoft.com

July 2, 2020

Dear Sir/Madam:

After serving as a leader in IT for 15 years and seeing the unpreparedness of my recruits, I decided to join public education in 1994, with the primary goal of transforming students' educational experiences by integrating academics with practical experiences. For the past six years, I have been coaching many school leaders in our underserved communities, sharing best practices in educational leadership, work-based-learning, project-based learning and public/private partnerships. During this time, I have had the privilege to work with PTAA leadership in the DFW area, launching their first three academies. I am delighted to see that they are expanding their network to other areas of our country.

The PTech model, used by PTAA Charter Schools, has refined its proven educational design where schools choose specific pathways that are in high demand in their respective communities. The model enables students to begin their college and career more quickly and with more support than the typical school-to-work pathway. Graduates have the opportunity to earn an associate degree and/or industry certification and leave high school with the skills and knowledge they need in order to continue their studies or step seamlessly into competitive jobs.

PTAA leadership has done an amazing job of creating learning environments that:

- teach key STEM concepts and technical skills, which translate to jobs in growing fields
- provide mentorship, work-based learning, and employment opportunities and resources to students
- enables students to put their career skills into practice and culminates in paid internships, which orients students to the professional world and expands their sense of what's possible.
- Attainment of credential(s) that confirms students' mastery of career-themed knowledge and skills upon graduation

The academies within PTAA network are achieving these goals by partnering with the business community and their collegiate institution to create many opportunities of high-quality engagements, which teachers and assess students' mastery of skills the industry needs, such as communication, collaboration, critical thinking/problem solving, and life-long learning.

PTAA Charter School has much to offer to the community it serves and industries that supports the livelihood of the community at large.

Please feel free to reach out if you have any questions or would like to discuss further.

Warmest Regards,

M. A. Tehrani

Mansoureh Tehrani
Educational Leadership Consultant
TriReach Collaborative/ P:214-563-1460
linkedin.com/in/mansoureh-tehrani-37050723

THE PINECREST FOUNDATION

December 1, 2020

State Charter School Authority,

Mr. Shubham Pandey is the perfect candidate to positively impact the education of countless students in Nevada. Mr. Pandey is currently the Superintendent of Pioneer Technology Arts Academy in Texas and Colorado and has over fifteen years of experience as a top tier, results-driven expert in the areas of school leadership, classroom curriculum, school technology, assessment, and policy implementation.

Locally, Superintendent Shubham Pandey has proven himself to be an extraordinary education leader by turning around an underperforming academy in North Las Vegas during dire financial and academic circumstances. He is reform minded and about student growth of our most underserved populations. Superintendent Pandey is responsible for not only improving the academy's struggling scholastic areas, but he is also responsible for improving enrollment by significant rates, improving financial viability, and growing the school into a vibrant community school.

By approving Superintendent Shubham Pandey's application and the resources necessary to open a new charter school network, he will be able to grow student achievement for many students in Nevada. His unfailing mission to educate all students in business literacy, financial literacy, and technology are areas that are exactly the capacity students need to be successful inside and outside the classroom in Nevada. With your approval, students will be positively impacted and Nevada will benefit for many generations to come.

Sincerely,

Carrie A. Buck

Dr. Carrie Ann Buck

President, The Pinecrest Foundation

Left of Center Art Gallery
2207 W. Gowan Rd.
N. Las Vegas, NV 89032
702-647-7378
leftofcenterart.org

July 8, 2021

RE: Letter of Support

To whom it may concern,

As Left of Center Art Gallery, we wanted to provide this letter of support for Pioneer Technology Arts Academy of Nevada.

Our organization promotes Art programs and events for Nevada communities.

It is without doubt that PTAA Nevada network is best in class. Their thoughtful, specific, and dedicated approach toidentifying underserved areas is one that should be emulated and replicated by other charter school organizations looking to grow properly.

Please let us know if you have any questions or comments. We look forward to partnering with their Nevada Campus.

Best regards,

Left of Center Art Gallery

Vicki Richardson, President
Marylou Parker, Gallery Director

This Memorandum of Understanding (MOU) is made and entered into by and between

THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION,

A political subdivision of the State of Nevada, on behalf of

THE COLLEGE OF SOUTHERN NEVADA

And

PIONEER TECHNOLOGY AND ARTS ACADEMY OF NEVADA

The Pioneer Technology and Arts Academy (PTAA) and College of Southern Nevada (CSN) referred to individually as a "party" or collectively as the "parties."

WHEREAS, PTAA is a Nevada charter high school offering unique secondary educational opportunities to its students; and

WHEREAS, the Parties are willing to facilitate for selected PTAA students a limited opportunity for enrollment in higher education courses at CSN; and

WHEREAS, the Nevada System of Higher Education (NSHE) Handbook, Title 4, Chapter 16, Section 8 provides for, in relevant part:

> Early Admissions and Enrollment Policy for Secondary Students
> 1. High school juniors and seniors may be admitted and may enroll in a NSHE college or university, subject to the approval of appropriate institutional officials.

NOW, THEREFORE, the Parties agree as follows:

I. Term and Purpose

CSN through its Academic Affairs department will oversee the administration, instruction and educational requirements for the Certificate of Achievement and Associate Degree programs offered to PTAA students pursuant to this MOU. Any PTAA student, who graduates with a Certificate of Achievement or an Associate degree, may participate in the formal ceremonies of CSN, as applicable.

The term of the MOU shall be July 1, 2021, through May 31, 2026. By May 1, 2026, the Parties may agree through a written confirmation executed by their respective authorized representatives to extend the Term for five (5) additional years through May 31, 2031. Notwithstanding the foregoing, either party may terminate this MOU without cause upon thirty (30) days written notice to the other party, and any PTAA student will be able to complete the course(s) they are enrolled in pursuant to this MOU at the time of the written notice.

II. Admission and Enrollment at CSN Pursuant to this MOU

Student Selection & Admissions

The selection of the PTAA junior or senior grade students that will be able to enroll in CSN dual enrollment study courses pursuant to the terms of this MOU is exclusively reserved to PTAA. Both parties will coordinate to verify that selected students qualify for admission and enrollment pursuant to the terms of this MOU and applicable NSHE standards. Each first-time PTAA junior

or senior grade level student must complete the CSN on-line admission form. The completeness and accuracy of the admissions form is the responsibility of the student.

New Student Orientation
Each first-time PTAA student must participate in a mandatory three (3) hour Student Orientation. The orientation must be complete before scheduling an appointment with a CSN academic advisor or registering for classes.

Placement Evaluations
Every PTAA student must prepare for and complete the Math and English placement assessments. Information regarding these placement assessments can be found at www.csn.edu/testingcenter.

Academic Advisor/Success Coach/Counseling
After completing the orientation and placement evaluations, each PTAA student must meet with a CSN academic advisor or success coach. PTAA students can receive counseling services to the same extent as regular CSN students.

Locations
CSN will only offer academic courses and other coursework at established CSN campuses and CSN learning sites.

Class Schedule
PTAA students will be required to attend the selected classes on the dates, days, and times that these classes are scheduled as per the official CSN academic calendar. No classes will be scheduled for PTAA students outside of the official CSN academic calendar.

Limitation on Number of Credit Hours Each Semester
PTAA students enrolled pursuant to the terms of this MOU will be limited to a maximum of fifteen (15) credit hours each fall and spring semester at CSN. PTAA students may take up to nine credits during the summer term at CSN.

Selection of Courses
While there is no restriction on the type of course that a PTAA student may enroll in, each PTAA student's course selection must be approved by PTAA in consultation with the student, CSN's academic advisor/success coach and must be consistent with the results of any placement tests or prerequisites established by CSN. Any consultation will include discussion about the advisability for a particular student to enroll in an "on-line class" in contrast to a class taught at one of CSN's campuses or centers.

Course Textbooks
Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. PTAA or the PTAA student (at the discretion of PTAA) will be responsible for the purchase of required course textbooks and materials.

Credits to be Awarded
Upon successfully completing a course in the dual enrollment program, the PTAA student will receive the corresponding credit amount listed in the CSN course catalog at CSN and credit for a

course at PTAA.

Applicability and Transferability of College Credit
CSN courses are part of the NSHE common course numbering system and transfer among all NSHE institutions. All credits earned at CSN by a PTAA student must be applied toward a credentialed degree or certificate at CSN.

Academic Plans
Pursuant to NRS 388.205, PTAA will establish an academic plan for each PTAA student enrolled in the dual enrollment program. See Appendix A.

Student Identification Number
PTAA will assign a unique identification number to each student in the dual enrollment program. CSN will retain the unique identification number provided by PTAA.

Student Records
Both parties will each be responsible to initiate and maintain their respective student records for the courses that they award credit. CSN will comply with the Family Educational Rights and Privacy Act (the Buckley amendment) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99). A PTAA student must sign a FERPA document before CSN will release any academic records to the PTAA executive director or anyone other than the student.

Compliance with CSN's Policies
PTAA students enrolled in classes at CSN pursuant to this MOU are subject to all of CSN's policies.

Student Transportation
CSN will have no role in the transportation of PTAA students either to or from any CSN facility.

Continued Eligibility for Interscholastic Activities at PTAA

PTAA students in the dual enrollment program will be eligible to compete in PTAA sports teams and interscholastic activities provided that they maintain the required GPA and attendance standards set by PTAA.

III. Fees

PTAA is responsible to pay for all fees applicable to PTAA students enrolled at CSN. CSN will charge via CSN invoice within thirty (30) days of the start of the courses and PTAA will remit payment of fees within thirty (30) days receipt of CSN's invoice, for each student enrolled in CSN courses pursuant to section II above. PTAA may pursue grants and other funding opportunities to help support their students in the dual enrollment program.

The Board of Regents of NSHE govern all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by PTAA for newly enrolled students.

PTAA must verify all fees with CSN Director of Student Accounts and Cashiering Services by December 31st of a current school year to go into effect for the following school year. Notwithstanding any other provision herein, CSN will not allow any further PTAA student

enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid. Refunds will be handled based upon the Board of Regents approved policy found in Chapter 7 of the Nevada System of Higher Education Procedures and Guidelines Manual. The following is a link to the manual: https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMCH07FEESTUITION.pdf

IV. Miscellaneous Provisions

Governing Law.
This MOU will be governed by and interpreted according to the laws of the State of Nevada and the Nevada Board of Regents handbook.

Severability and Waiver.
The partial or complete invalidity of any one or more of the provisions of this MOU will not affect the validity or continuing force and effect of any other provision. The failure of a Party hereto to insist in any one or more instances upon the performance of any of the terms, covenants or conditions of this MOU or to exercise any right herein, will not be construed as a waiver or relinquishment of such term, covenant, condition or right with respect to further performance.

Entire Agreement.
This MOU is intended solely for the benefit of the Parties hereto, represents the entire, integrated agreement between the Parties, and supersedes all prior negotiations, representations, or agreements, written or oral.

Waiver or Modification Ineffective Unless in Writing.
No waiver, alteration, or modification of any provision of this MOU will be binding unless in writing and signed by duly authorized representatives of the Parties to the MOU.

Designated CSN Representatives.
CSN representatives and PTAA Administrators will collaborate on all articulation efforts and agreements for all PTAA students.

Written Notices.
Unless notified to the contrary, all notices required by this MOU will be sent to the Parties at the addresses set below;

For College of Southern Nevada:

Caprice Roberson
Associate Vice President Academic Affairs
6375 W. Charleston Blvd. WC E310
Las Vegas, NV 89146
(702) 651-7357

For Pioneer Technology and Arts Academy:

Dr Derrick Love
Principal
225 Grand Cadence Dr.
Henderson, NV 89015
(702) 202-2227

IN WITNESS THEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized representatives and by so doing represent and warrant that they have full authority to enter same, as the day and date first above written.

Board of Regents of the Nevada System of Higher Education on behalf of the College of Southern Nevada

Recommended by:

_____ Dated: _____
Caprice Roberson, Associate Vice President, Academic Affairs

Approved by:

_____ Dated: _____
James R. McCoy, Vice President, Academic Affairs

_____ Dated: _____
Clarissa Cota, Campus Vice President/Provost - NLV

Approved as to Legal Form and Sufficiency:

_____ Dated: _____
James J. Martines, General Counsel

Pioneer Technology and Arts Academy

Approved by:

_____ Dated _____
Shubham Pandey, Executive Director

Approved as to Legal Form and Sufficiency:

_____ Dated: _____
General Counsel

DUAL ENROLLMENT PROGRAM

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
ASSOCIATE OF APPLIED SCIENCE IN SOFTWARE-WEB DEVELOPMENT	**COLLEGE OF SOUTHERN NEVADA**	**N**	**AAS IN SOFTWARE-WEB DEVELOPMENT**

Year / Grade Level	High School Course			Post-Secondary Course		
	Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8						
Year 0 / Grade 8						
		Total Year 0 High School Credits			**Total Year 0 College Credit Hours**	
Year 1 / Grade 9	8015	COLLEGE SURVEY EXAMS	1.0	ALS 101	COLLEGE SUCCESS	3.0
Year 1 / Grade 9	2480	MATH ELECTIVE	1.0	ET 111B	MATH FOR ELECTS APPLICATIONS	3.0
Year 1/ Grade 9	5385	IT NETWORKING AS	1.0	CIT 112B	NETWORK+	3.0
Year 1/ Grade 9				IS 100B or IS 101		0.0 – 3.0
		Total Year 1 High School Credits	3.0		**Total Year 1 College Credit Hours**	9.0 – 12.0
Year 2/ Grade 10	1450	PUBLIC SPEAKING ARGUMENT	1.0	COM 101	ORAL COMMUNICATION	3.0
Year 2/ Grade 10	5340	COMPUTER SCIENCE I	1.0	IS 115	INTRODUCTION INTO PROGRAMMING	3.0
Year 2/ Grade 10	5388	WEB DESIGN & DEVELOPMENT I	1.0	CIT 151	BEGINNING WEB DEVELOPMENT	3.0
		Total Year 2 High School Credits	3.0		**Total Year 2 College Credit Hours**	9.0
Year 3/Grade 11	1080	ENGLISH 12	1.0	ENG 100/101	COMPOSITION ENHANCED	3.0 – 5.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 130	BEGINNING JAVA	3.0
Year 3/Grade 11	7005	ADVANCE STUDY ART		ART 160	ART APPRECIATION	3.0
Year 3/Grade 11	5392	WEB DESIGN & DEVELOPMENT II	1.0	CIT 152	WEB SCRIPT LANGUAGE PROGRAMMING	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 154B	DYNAMIC WEB APPLICATIONS	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 160	INTRODUCTION TO COMPUTER SECURITY	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 180	DATABASE CONCEPTS AND SQL	3.0
		Total Year 3 High School Credits	7.0		**Total Year 3 College Credit Hours**	21.0
Year 4/Grade 12	6765	ADV-STDY-SOC STDY	1.0	ANTH 102	INTRO TO PHYSICAL ANTHROPOLOGY	3.0
Year 4/Grade 12	4160/4408	1ST SEM. US HISTORY HONORS/2ND SEM. ADV STUDY-SOC STDY	1.0	HIST 102 /HIST 111	US HISTORY SINCE 1877 SURVEY OF US CONSTITUTIONAL HISTORY	6.0
Year 4/Grade 12	5560	WEB DESIGN & DEVELOPMENT AS	1.0	CIT 251	ADVANCED WEB DEVELOPMENT	3.0
Year 4/Grade 12	5560	WEB DESIGN & DEVELOPMENT AS	1.0	CIT 252	WEB DATABASE DEVELOPMENT	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 263B	PROJECT MANAGEMENT	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	ELECTIVE/CIT 230	ADV.JAVA	3.0
Year 4/Grade 12	53444	COMPUTER SCIENCE II	1.0	ELECTIVE/CIT 215	BEGINNING C++	3.0
		Total Year 4 High School Credits	7.0		**Total Year 4 College Credit Hours**	24.0
		Total High School Credits	21.0		**Total College Credit Hours**	63-65
Degree (s) to be earned by high school graduation:	ASSOCIATE OF APPLIED SCIENCE IN SOFTWARE-WEB DEVELOPMENT					

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
ASSOCIATE OF APPLIED SCIENCE IN NETWORKING- SYSTEMS ADMIN	**COLLEGE OF SOUTHERN NEVADA**	**N**	**AAS IN NEWTWORKING SYSTEMS ADMIN**

Year / Grade Level	High School Course			Post-Secondary Course		
	Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8						
Year 0 / Grade 8						
Total Year 0 High School Credits				**Total Year 0 College Credit Hours**		
Year 1 / Grade 9	8015	COLLEGE SURVEY EXAMS	1.0	ALS 101	COLLEGE SUCCESS	3.0
Year 1 / Grade 9	7005	MATH ELECTIVE	1.0	ET 111B	MATH FOR ELECTRONICS APPLICATIONS	3.0
Year 1 / Grade 9	5385	IT NETWORKING AS	1.0	CIT 112B	NETWORK+	3.0
				IS100B/IS101		0-3.0
Total Year 1 High School Credits			3.0	**Total Year 1 College Credit Hours**		9.0-12.0
Year 2/ Grade 10	1450	PUBLIC SPEAKING ARGUMENT	1.0	COM 101	ORAL COMMUNICATION	3.0
Year 2/ Grade 10		IT NETWORKING AS	1.0	CIT 211	MICROSOFT NETWORKING I	3.0
Year 2/ Grade 10	5372	CTE ELECTIVE	1.0	CIT 114B	IT ESSENTIALS	3.0
Total Year 2 High School Credits			4.0	**Total Year 2 College Credit Hours**		9.0
Year 3/Grade 11	6765	PTLW PRIN ENG	1.0	EGG 131	TECHNICAL PHYSICS 1	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 212	MICROSOFT NETWORKING II	3.0
Year 3/Grade 11	1080	ENGLISH 12	1.0	ENG 100	COMPOSITION ENHANCED	3.0 – 5.0
Year 3/Grade 11	5385	CYBERSECURITY AS	1.0	CIT 173	INTRODUCTION TO LINUX	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 174	LINUX SYST ADMIN	3.0
Year 3/Grade 11	5376	CTE ELECTIVE	1.0	CIT 209B	SERVICE DESK SKILLS AND TECHNOLOGY	3.0
Year 3/Grade 11	5340	COMPUTER SCIENCE I	1.0	IS 115	INTRO TO PROGRAMMING	3.0
Total Year 3 High School Credits			7.0	**Total Year 3 College Credit Hours**		18-20
Year 4/Grade 12	4160/4408	1ST SEM. US HISTORY HONORS/2ND SEM. ADV STUDY-SOC STDY	1.0	HIST 102 /HIST 111	US HISTORY SINCE 1877 SURVEY OF US CONSTITUTIONAL HISTORY	6.0
Year 4/Grade 12	2480	ADVANCE STUDY ART	1.0	ART 160	ART APPRECIATION	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 213	MICROSOFT NETWORKING III	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 214	MICROSOFT NETWORKING IV	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 217	SECURITY+	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 263B	PROJECT MANAGEMENT	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 215	MICROSOFT NETWORKING V	3.0
Total Year 4 High School Credits			7.0	**Total Year 4 College Credit Hours**		24.0
Total High School Credits			20.0	**Total College Credit Hours**		60-66
Degree (s) to be earned by high school graduation:	ASSOCIATE OF APPLIED SCIENCE IN NETWORKING- SYSTEMS ADMIN					

August 2022

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

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October 2022

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23	24	25	26	27	28	29
30	31					

November 2022

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27	28	29	30			

December 2022

				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

PTA LOVE WHAT YOU LEARN

NOT FINAL Nevada School Calendar 2022 – 2023

2022

July MAP/ITBS testing
August 1 -5th Teacher In-service
August 1 -5th Orientation
August 8th 1st Day Of School
Sept. 5th CLOSED for Labor Day
Sep. 16th End of the 1st Grading Period
Sep 23rd Report Cards Posted online
Oct. 10-14th Fall Recess
Oct. 24th Staff Development Day (no Classes)
Nov 4th End of the 2nd Grading Period
Nov 11th Report Cards Posted online
Nov. 23 thru 25th Thanksgiving Break
Dec. 16th School Early Release @ noon Staff Development
Dec 19th – Jan 2nd Winter Break

2023

Jan. 2nd New Year Day
Jan. 3rd Staff Development Day (no Classes)
Jan 4th School Resumes
Jan 6th End of the 3rd Grading Period
Jan 13th Report Cards Posted online
Jan 16th Martin Luther King Day
Feb 13th Staff Development (no Classes)
Feb 17th End of the 4th Grading Period
Feb 21st -22nd STEM Projects
Feb 24th Report Cards Posted online
March 18th School 5k FUN Color Run
March 20th thru 24th SPRING BREAK
Apr 2nd Nevada Open House
Apr 6th End of the 5th Grading Period
Apr 7th Good Friday
Apr 9th Nevada Spring Open House
Apr 14th Report Cards Posted online
April 28th STEM Fair
May 19th end of the 6th Grading Period
May 24th Last day of School
May 25th Early Release @ noon Staff Development
May 26th Staff Development

May 29th CLOSED for Memorial Day

School is Closed	Important Dates	Staff Development	Early Release

November 23-24 are regular workdays for 226 day employees.

January 2023

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

	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			

EXPERIENCED APPLICANT BOARD MEMBER ROSTER

CURRENT BOARD MEMBERS Name & Title on Board (if applicable)	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN ($ or N/A)	AREA OF EXPERTISE										COMMITTEE ASSIGNMENT (change/expand as necessary)					
			Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign
Joe Hoffer	Lawyer	$15,000,000.00	Y	Y				Y			Y	Y	Y		Y		Y	Y
Rudy Pamintuan	Project Manager	$60,000,000.00		Y	Y			Y			Y	Y	Y	Y				Y
Catherine Thompson	Superintendent	$10,000,000.00	Y	Y	Y			Y	Y		Y	Y	Y	Y		Y	Y	Y
Shannon Houston	PTECH Coordinator	$ 1,200,000.00		Y			Y		Y		Y							Y
Melissa Gruenhagen	Principal Cristo Rey	$10,000,000.00	Y	Y		Y	Y		Y		Y	Y	Y			Y	Y	
Katie Krackhardt	Director Educate Texas	$250,000.00		Y			Y		Y		Y							Y

Melissa Lopez Gruenhagen

[redacted]

Profile

A mission-driven school leader with a wide range of administrative experiences, specializing in developing faculty and programs using research-based strategies and data-tracking and evaluation to produce results. Strongly commited to serving an underserved population of students in a Catholic, faith-based environment that prepares students to meet the challenges of college, career, and life.

Education

UNIVERSITY OF NOTRE DAME, MARY ANN REMICK LEADERSHIP PROGRAM
MA in Educational Leadership
K-12 Principal Certificate, liscensed in the state of Arizona

NORTHERN ARIZONA UNIVERSITY- FLAGSTAFF, AZ
BSED in Secondary Education, History, Spanish minor

SALPOINTE CATHOLIC HIGH SCHOOL- Tucson, AZ

Skills Summary

- Curriculum development
- Instructional coaching
- Professional development
- Organizational management
- Creative problem solving
- Strategic Planning
- Data-driven practices

Career History and Accomplishments

CRISTO REY ST. VIATOR HIGH SCHOOL, CRISTO REY NETWORK, Las Vegas, NV

PRINCIPAL (2020 – PRESENT)

- Drive the strategic vision and growth of the academic departments as the school grows from one grade level to four
- Implement research-based best practices for faculty supervision including teacher coaching, observation, instructional rounds of observation, feedback, and evaluation
- Implement data-driven decision making practices in all departments to track, evaluate, and inform decisions
- Develop an intentional, schoolwide culture characterized by persistence, collaboration, and a collective growth mind-set
- Collaborate with executive departments to develop intentional practices to promote and sustain the mission of the school in the areas of Finance, Development, Corporate Work Study, and Human Resources
- Collaborate with various partners and stakeholders in the larger Las Vegas community to organize a network of support for students, families, and the school

[redacted]

SAN MIGUEL HIGH SCHOOL, CRISTO REY NETWORK, Tucson, AZ (2010 – 2020)

VICE PRINCIPAL OF CURRICULUM AND INSTRUCTION (2017 – 2020)

- Developed and implemented an Instructional Leadership Team of Teacher-leaders to conduct rounds of observations and collect data in order to inform, plan, and implement targeted, relevant professional development for faculty
- Implemented research-based practices for faculty supervision including teacher coaching, observation, feedback, and evaluation
- Drove the strategic growth of the College and Personal Counseling department from 3.5 to 7 full time employees, developed, implemented, and progress monitor a strategic plan for the department
- Developed the school's Academic Budget and strategically accessed all available Title monies through SUSD
- Coordinated with various partners and stakeholders including the Cristo Rey Network, the San Francisco/New Orleans Christian Brothers District, the Catholic Diocese of Tucson, ACE Service Through Teaching, Magis Teaching Program, and the Lasallian Volunteers Program

INTERIM PRINCIPAL (JAN – MAY, 2015 AND FEB – OCT, 2019)

- Conducted observations and evaluations of all faculty and academic staff (about 30 people)
- Coordinated and implemented faculty and staff professional development
- Implemented research-based practices for faculty supervision including teacher coaching, observation, feedback, and evaluation
- Developed a performance-based hiring process

VICE PRINCIPAL OF DISCIPLINE AND STUDENT SERVICES (2015 – 2017)

- Developed and implemented a discipline matrix and Discipline Review Board in consultation with school-wide stakeholders
- Coached leaders of the school's co-curricular programs including Athletics, Student Life, Campus Ministry, and Service/Immersion
- Revised the policies outlined in the Student/Parent Handbook
- Conducted regular formal and informal observations of faculty and oversaw the implementation of the curriculum.

DEAN OF CURRICULUM AND ACADEMIC SUPPORT (2014 – 2015)

- Conducted regular formal and informal observations of faculty.
- Oversaw enforcement of academic policies with students.

ADMINISTRATIVE INTERN, ACCREDITATION CHAIR, SOCIAL STUDIES TEACHER (2013 – 2014)

- Developed a comprehensive Academic Support Program to monitor student academic process and manage Individualized Student Plans.
- Coordinated the WCEA Accreditation process including the collection of a comprehensive school data library, community-wide data meetings, and the creation of evidence-based action plans to address key areas for growth

SOCIAL STUDIES TEACHER, ACADEMIC ADVISOR, DEPARTMENT CHAIR (2010 –2013)

- Developed and implemented comprehensive and engaging lessons for students of mixed academic abilities, with special consideration for second-language learners
- Integrated multiple curricula into single lesson plans to incorporate LaSallian Core Values, corporate internship program goals, Cristo Rey Network Social Studies or College Board Advanced Placement standards and Cristo Rey English Language Arts standards.
- Provided frequent opportunities for students to demonstrate understanding through a variety of qualitative and quantititive assessments.
- Represented San Miguel in developing national benchmarks for the Cristo Rey Social Studies curriculum
- Monitored the progress of all junior students throughout the year, developing and maintaining a tutoring program for ineligible students.

Faculty Development

Planned and implemented professional development workshops for faculty in the following areas:

- *The Gradual Release of Responsibility,* based on the work of Fisher and Frey
- *Crafting Higher Order Thinking Multiple Choice Items,* based on the work of the Colleg Board and the Cristo Rey Network of Schools
- *Collecting and Reviewing Observational Data,* based on the work of the School Reform Initiative
- *Benchmark Breakdown: Creating daily learning goals from content benchmarks,* based on the work of Marzano, Hatie, and Bambrick-Santoyo
- *Closure Activities,* based on the work of Lemov, Marzano, Pickering, and Pollock
- *Low Stakes, High Leverage Writing Strategies,* based on the work of Young, Reichelt, White, and Woods
- *Focus: The horizontal and vertical alignment of the Cristo Rey content and literacy curricula*, based on the work of Schmoker
- *High Impact Instrucitonal Strategies,* based on the work of Lemov, Marzano, Pickering, and Pollock
- *How to Grade for Learning: Understanding standards-based grading*, based on the work of O'Connor

Start-Up Charter School Board Member Information

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy of Nevada**

2. Full name [redacted]
   Home Address _____
   Business Name and Address _____
   Phone Number _____
   E-mail address _____

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. ☒ Resume and professional bio are attached.

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

6. Why do you wish to serve on the board of the proposed charter school?
   PTAA school mission completely aligns with what is needed in our Nevada communities.

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

The school board oversees the management of the charter school and ensures that the head of the school and EMO/CMO implements and monitors school operations.

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

I have not served on a board, but I currently work with my own school's board to develop metrics for the growth of our academic program. I have experience in creating strategic plans with specific, measurable metrics to track growth and work well on a team to identify solutions and supports that the school or school leader may need to be successful.

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

I am proficient in the areas of curriculum development, professional development, strategic planning, leading data-driven instruction, monitoring and tracking achievement data, and faculty observation and evaluation.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
PTAA's Mission and Vision were created in response to the fast-changing global economy and the need to set a goal that requires passion and a commitment to do whatever is necessary to achieve success.

2. What is your understanding of the school's proposed educational program?
School proposes a robust STEAM education plan. STEAM education is a method of hands-on teaching and learning where students learn to apply academic content by creatively solving real-world problems with innovative design-based thinking to prepare students for future career opportunities.

3. What do you believe to be the characteristics of a successful school?
Successful school is able to individualize the curriculum for all students and provide equity in education.

4. How will you know that the school is succeeding (or not) in its mission?
When students are performing at and above grade level school is succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.

An effective school board plays an important watchdog role in keeping school on track, and setting policies that affect your child and your school. The school board sets the vision and goals for the school, and holds the school accountable for results.

2. How will you know if the school is successful at the end of the first year of operation?
   If the school meets all fiscal goals and academic benchmarks and future goals and benchmarks are on track, school will be successful.

3. How will you know at the end of three years of the school is successful?
   Similarly, if all post opening changes are leading to students making year to year academic progress and school has sufficient debt reserve ratio after meeting all obligations. School will be considered successful after year three.

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

As a charter board, we will commit to develop goals and policies with a strong equity lens, and identify and dismantle the policies that support the disparities.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   Board has process in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

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

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

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

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

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

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

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

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

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

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

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

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

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

   ☒ None. ☐ Yes

Certification

I, ____ Melissa Lopez Gruenhagen _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada____ Charter School is true and correct in every respect.

S[redacted] 6/30/21

Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, ____Pioneer Technology & Arts Academy_____,
(name of charter school)

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

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

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

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

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

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

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

Notarized Statement

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

[redacted] **Melissa Lopez Gruenhagen**

Signature of Certifying Charter School Official Name Printed

Board Member 6/30/2021

Title Date

Subscribed and sworn to before me

This 30th day of June 2021

date month year

[redacted]



JOSEPH E. HOFFER, Managing Partner, born in Phoenix, Arizona, February 19, 1979. Admitted to Texas Bar 2006, Texas; also admitted to practice before the Fifth Circuit Court of Appeals, U.S. District Court, Western District of Texas and U.S. District Court, Northern District of Texas and U.S. District Court, Southern District of Texas. Preparatory education, Southwest Texas State University (B.A. 2003, summa cum laude) and Texas A&M University—College Station. Legal education, St. Mary's University School of Law (J.D. 2006, Top 11%); Staff Writer, St. Mary's Law Journal (2004-05); Editorial Board Member and Research / Articles Editor, St. Mary's Law Journal, Dean's List, Author: Qui Tam: Survival of the Action and Fate of the Proceeds Following the Death of the Realtor. For the King and For Himself . . . and His Heirs. Member, State Bar of Texas, Texas Council of School Attorneys, Education Law Association. Mr. Hoffer is a nationally recognized speaker on federal procurement laws with emphasis on fraud and whistleblower laws and issues impacting public entities. He also regularly presents on nonprofit 501(c)(3) and corporate governance issues. Mr. Hoffer's practice focuses on the representation of Texas public entities in all areas, including civil litigation, financial transactions operations, construction, governance, nonprofit tax law, construction litigation, administrative law and litigation, employment, student law, and civil rights matters. Mr. Hoffer has extensive litigation experience both at the trial level and appellate level before state and federal courts of appeals. He has also been recognized as a Best Lawyer in the legal field by the Scene in SA magazine, a Rising Star by Texas Super Lawyers for multiple years and as Best Lawyer in Education Law in San Antonio Magazine for 2019. Mr. Hoffer is based in the San Antonio office.

Start-Up Charter School Board Member Information

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy of Nevada**

2. Full name **Joseph Hoffer**

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

   I am licensed to practice law in Texas, Arkansas and license is pending in Arizona. I am a career education attorney advising educational institutions from school districts, private schools, charter schools and education-related nonprofit entities on governance, business operations, nonprofit law, employment law as well as many other facets of operations. I have a Juris Doctor from St. Mary's University School of Law and B.A. summa cum laude from Texas State University. I have also worked on degrees at Texas A&M University College Station. I volunteer on several nonprofit boards including current service on the Texas Public Charter Schools Association Board of Directors and Teach for America Regional Advisory Board for San Antonio. Other past volunteer service includes 8+ years on the Judson ISD Education Foundation Board and service in the Randolph Metrocom Chamber of Commerce Board (now known as Tri-County Chamber of Commerce).

4. ☒ Resume and professional bio are attached.

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

   ☐ Does not apply to me. ☒ Yes

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

   PTAA school mission and vision aligns with what is needed in Nevada communities and for students and I have seen PTAA's success in other states and communities.

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

   School boards are answerable to the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner. The Board must also act as fiduciaries over funds and ensure the program is implemented with integrity.

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

   I would bring deep knowledge and expertise on board work, governance, oversight and on areas of operation indicative of school success. I also will bring expertise on areas where schools tend to have issues and hope to help PTAA avoid those issues.

School Mission and Program

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

   The mission of Pioneer Technology Arts Academy (PTAA) is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation

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

   School proposes college prep program for K-12 th grade students. Student also has a robust internship program preparing students for jobs that are currently in high demand. Some of the jobs that students get prepared for are not even created.

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

   Successful schools understand that we shouldn't teach with a concept of one-size-fits-all.

4. How will you know that the school is succeeding (or not) in its mission?

   Year-to-year academic progress of students is the strongest indicator that school is succeeding in its mission.

Start-Up Charter School Board Member Information

Governance

1. Describe the role that the board will play in the school's operation.

   Board members are the link between the school and the parents. **Board members** help build support and report district progress by communicating with the community, students, staff, and the parents. **Board** meetings are open for **members** of the public to attend.

2. How will you know if the school is successful at the end of the first year of operation?

   Fiscal and academic success is the most critical benchmark to ensure success of a school.

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

   School will be considered successful after year three if the benchmark set for students and school finances are being met and surpassed. School at the end of third year should have college and local industry partners MOU finalized.

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

   As a high performing charter school our board will focus on student achievement, actions that are strategic and continue to recruit exceptional future leaders. These practices, when combined, create a core foundation and synergy that allow the board to advance on mission and ensure high student achievement.

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

   Board has process in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail. The Board should also receive regular training on state and federal conflict standards and follow best practices in everything that we do.

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

Start-Up Charter School Board Member Information

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

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

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

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

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

   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons. ☒ Yes

   I know Mr. Shubham Pandey who works with is a principal of the proposed management entity. I do not have any direct business dealings with him or ties, but I do serve as school attorney and board counsel for other schools he is affiliated with.

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

   I represent other school boards in Texas where the management organization provides services or otherwise supports the schools.

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

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

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

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

☒ None. ☐ Yes

Certification

I, Joseph Hoffer, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada Charter School is true and correct in every respect.

[redacted]

June 30, 2021

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pioneer Technology & Arts Academy of Nevada,
(name of charter school)

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

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

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

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

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

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

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter281, 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.

[redacted]

Signature of Certifying Charter School Official

Joseph Hoffer
Name Printed

Board Member
Title

June 30, 2021
Date

Subscribed and sworn to before me by Joseph Hoffer this 30th day of June 2021.

[redacted]

Shannon Houston
[redacted]

- Dedicated, resourceful and goal-driven educator with a solid commitment to the academic and social growth and development of every student
- Effective Coordinator and Leader for Administrative Issues, skilled to develop and implement plans for success
- Accommodating and versatile with the skillset to capture students' imagination and promote success
- Aptitude to remain flexible to ensure all learning styles and abilities are addressed
- Successful interpersonal and communication skills to foster meaningful relationships with students, staff and parents

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Areas of Teaching Proficiency

Coordination of Education Programs	STEM/STEAM Curriculum
Creative/Innovative Curriculum Development	Technology Integration
Parent/Teacher Communication	Individualized Education Plans
Project Based Learning	Educating the Whole Child: IQ/EQ
Blended Learning Environments	WBL/Business Industry Coordinator

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Education and Qualifications

Lamar University, Beaumont, Texas
M.Ed.: Teacher Leadership/Specializing in GTED

Texas State University, San Marcos, Texas, 2012
B.S. Interdisciplinary Studies EC–6 ESL Generalist

Project Lead the Way/STEM Certifications: Launch (K-5), Gateway (6-8)

Microsoft TEALS Computer Science Program: Co-Teach Facilitator and Campus Coordinator, Establishing a strong High School Computer Science Program

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Teaching Experience

Pioneer Technology & Arts Academy District, DFW Area, Texas 2019-Present
District STEM and PTECH Coordinator, PTECH Leadership Committee
Pioneer Technology & Arts Academy/Mesquite, Texas 2017-Present
STEAM Arts & Technology Teacher (6th-8th Grade) HS Art I/II (9th-10th Grade) Intro CS/Microsoft TEALS Facilitator (8th-10th Grade)

Meadow Oaks Academy, Mesquite, Texas 2014-2017
Upper Primary (3-5) STEM/Science/Social Studies

- Multi-aged and Ability grouped Science, STEM and Social Studies instruction. Developed programs to meet the academic and social needs of each student. Engaged students through use of inquiry based and collaborative learning. Proficient in developing positive student and faculty relationships.
- Designed and implemented the **Meadow Oaks Children's Learning Garden**
- **Project Lead the Way/STEM Lead Teacher/Launch K-5**

Rockwall ISD, 2013-2014, Rockwall, Texas Full time Substitute Teacher (Grades K-8)
Alamo Heights ISD, San Antonio, Texas 2008-2012 Substitute Teacher and Student Teacher (Grades K-5)

Start-Up Charter School Board Member Information

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy**

2. Full name **Shannon Houston**

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

3. Brief educational and emplomentt history and discussion of qualifications to serve on the board of this charter school.

I came to the educational space after my first career in Business Administration wherein I managed a Law Practice and a boutique Architectural company. After over a decade of volunteering my time and talents in different capacities at my children's schools, and serving as PTA committee chairs, I decided to follow my passion, returning to University and completing a degree in Education. I hold a Bachelor's of Science in Interdisciplinary Studies/EC-6th ESL Concentration from Texas State University, and a Masters of Education in Teacher Leadership with GTED Concentration from Lamar University. I hold Certifications in STEM education for Launch (PreK-Fifth) and Gateway (6th-8th) from Project Lead the Way. I have successfully worn many hats for PTAA as primary and secondary grade levels STEM/STEAM teacher and Arts Integration. For the past two years I have served as the District STEM/PTECH Coordinator, working with multiple schools' teachers and administrators in this capacity. I have experience in curriculum design and instruction, especially with technology and arts integration, professional

development, new teacher onboarding, coordination between School faculty/staff, IHE partners, Industry partners and other stakeholders. I recently have worked to develop PTAA's online instruction platform which was thrust upon us in quick order due to COVID-19. This is an iterative process and continues to be refined. As the District Coordinator, I am responsible for planning and facilitating our Leadership and Advisory Board Meetings. Finally and most importantly, I am passionate about empowering our children and meeting the needs of the whole child as well as the success of Pioneer Technology & Arts Academy.

4.

X☐ Resume and professional bio are attached.

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

☐ Does not apply to me. X☐ Yes

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

PTAA school mission and vision aligns with what is needed in Nevada communities, and I would consider it an honor to play a part in the Board that works to provide the PTAA school model to Nevada.

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

It is the professional duty of school boards to serve in all capacities with due diligence and in the uptmost ethical way, answerable to the authorizer, community stakeholders, state and federal government to operate in accordance with the purpose and intent of the charter.

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

I have served on the successful Steering Committee and Interim Board for PTAA/Colorado, as well as a member of the PTAA/Texas PTECH Advisory Board as the Board's PTAA District STEM Coordinator wherein I am the liaison between Charter school faculty/staff, Higher Education and Industry partners. I believe I bring to the table very relevant experience which will benefit the school's board as well as the proposed Nevada charter school.

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

I am personally involved and emotionally invested in the growth and development of the best educational program that PTAA can provide. I have worked with PTAA and grown the program in several capacities for the past seven six years and bring to the table the perspective of parent, teacher, administrator and life-long learner in STEM/Arts Integration, technology education advancements.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   Pioneer Technology Arts Academy (PTAA) mission is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. We understand that it is necessary in this ever quickly changing world, to have a strong foundation in Science, Technology, Engineering and Mathematics. It is our mission to prepare each of our students in the best way possible to be tech savvy and workforce ready and prepared to meet their future with confidence and purpose.

2. What is your understanding of the school's proposed educational program?
PTAA schools are college preparatory, STEMK-12 Academies. PTAA schools also belong to a global network (220 schools around the world) of PTECH schools (Pathways in Technology Early College High School). The PTECH model offers students a pathway of study to complete not only their high school degree but up to 60 college credits or complete an Associates degree with an IHE partner as well as earn industry certifications and complete internships with Industry partners, becoming workforce ready and creating a pipeline to in demand STEM jobs.

3. What do you believe to be the characteristics of a successful school?
   I believe a strong sense of community, pride and ownership in the program as well as a cohesive desire of success are qualities of a successful school.

4. How will you know that the school is succeeding (or not) in its mission?
   PTAA's school model is Data Driven which helps with immediate student support as well as following the year to year academic progress.

Governance

1. Describe the role that the board will play in the school's operation.
   Board members are the link between all stakeholders, faculty/staff, students, parents, IHE and Industry partnerships as well as the community.

2. How will you know if the school is successful at the end of the first year of operation?
   Academic as well as fiscal success are key benchmarks to ensure school success and progress.

3. How will you know at the end of three years of the school is successful?
   The School will be considered successful after three years if enrollment shows consistent growth each year, as grade levels are added, benchmarks set for students are met and surpassed. Stakeholder partnerships are created, retained and strengthened with IHE's, Industry, as well as Community.

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

The PTAA Board will recruit strong leaders and closely follow (data driven) student achievement. It is equally important to stay abreast of advancements in professional development for our teachers, current and proven best practices in all avenues of educational space. Data driven instruction is key meeting the needs our school's students and making necessary adjustments to aid in anticipated progression.

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

The Board has processes in place to regularly check for conflicts of interest, as well as ethical benchmarks and processes to remove any board member which may be out of compliance.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   x☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   x☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   x☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   x☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   x☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. x☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. x☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   x☐ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
   x☐ None. ☐ Yes

Certification

I, **Shannon Houston** , certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada____ Charter School is true and correct in every respect.

[redacted]

Signature

7/8/2020

Date

KATIE KRACKHARDT

[redacted]

EXPERIENCE

Teach For America, Las Vegas, NV 06/2019-Present
Director, Academic Excellence

- Hire, manage and develop 11 Content Team Leaders, part-time employees whose role is to strengthen content specific practice for our 200 teacher leaders in the region through professional development sessions, individual coaching.
- Design and execute a plan for student achievement data collection, usage, analysis and action for our region, based on 15,000 student data points.
- Serve as exemplar Manager, Teacher Leadership Development by modeling best practices with a cohort of 20 teachers.

Teach For America, Las Vegas, NV 07/2016-06/2019
Manager, Teacher Leadership Development

- Lead the professional development and training of 26 secondary mathematics instructors in Common Core standard implementation, project based learning and rigorous instruction to ensure the growth of over 5,000 students.
- Produced corps member benchmark scores of 107% at end of 2017 year. Designated by an independent consulting company as one of the top performing MTLDs in the country.
- Partner and build strong relationships with school leaders across the Clark County School District through communication around teacher progress and goals.

Teach For America Institute, Las Vegas, NV 06/2018-07/2018
School Director

- Led a summer school staff and school as school leader for 6-12th grade students at a STEM academy
- Led student growth averaging at 300% increase from diagnostic to end of course exams.
- Designed and implemented Culturally Responsive and Trauma-informed trainings in line with best practice DEI development for educational workplaces

Jerome D. Mack Middle School, Las Vegas, NV 08/2013-07/2016
Teacher- 7th and 8th grade mathematics and numeracy
Teach For America 2013 Corps Member

- Led students to achieve 198% average on Nevada's math performance benchmarks.
- Pioneered new pedagogical approach that yielded 90% pass rate on Algebra EOC exam (58% higher than the district average).
- Recognized as 2nd highest scoring educator within school site on the Nevada Educator Performance Framework out of 60 teachers.

LEADERSHIP

Teach For America, Las Vegas, NV 07/2017-Present
Regional wellness liaison, Las Vegas

- Created a plan and vision for regional wellness through corps member reported gaps, needs reported in data, and the user design process.
- Designed and distributed health resources to corps member and alumni, including videos to various mental and physical health services as well as wellness practice events.
- Facilitated the first regional wellness event, creating a space for teachers to engage in a variety of health related activities (yoga, massages, guided meditation, EFT tapping). 100% of participants agreed or strongly agreed with "I would like Teach For America to provide more experiences of this kind".

Jerome D. Mack Middle School, Las Vegas, NV 12/2015-07/2016

Math Department Chair & 8th Grade Mathematics Team Lead

- Promoted to department chair and led math department of twelve and managed a subset team of four mathematics teachers to ensure teachers were using data-driven instruction, and empowering students to meet high standards.
- Implemented training days designed for teachers to create rigorous standard-based common assessment across teachers within same grade-level.

Jerome D. Mack Middle School, Las Vegas, NV 8/2014-07/2016

Achievement Via Individual Determination (AVID) Math Lead

- Attended annual conferences and was responsible for teaching AVID math strategies to full math department to ensure best practices in entire school site were being presented to all students.
- Tutored students in areas of college preparatory skills and focused on cross-curricular outcome. guided and supported their application to high schools.

Annie Jr, Las Vegas, NV 04/2015-11/2015

Director

- Solicited and secured drama sponsorships from corporate and local businesses. Organized financial records to account for the allocation of the fundraised $3,000 budget.
- Created Mack Middle School's first ever musical, engaging over 50 students through acting, stage crew, costume, lighting, and set design. To remain a part of the production students involved were held to high academic, behavioral and interpersonal standards.
- Organized and led an average of four rehearsals per week, focusing on music, dance, and acting. Sold out a 200-person theatre three of the four performances.

Allegheny College Education Organization, Meadville, PA 09/2010-05/2013

Founder and President

- Founded and ran the school's first education organization, designed for students who were interested in pursuing a future in education.
- Represented Allegheny's education department at college fairs, future student events and welcome nights. Regularly communicated with other student organizations, administrative offices, faculty, and community members while maintaining positive public relationships.
- The only student invited to collaborate alongside college provost and six professors to give input on the design of an education minor.

EDUCATION

Allegheny College, Meadville, PA 8/2009-06/2013

- Senior Comprehensive Project: The effect of theatre and devising on the self-esteem of fourth and fifth grade "at-risk" youth
- Bachelor of Science: Psychology and Theatre, double major
- Pre-Professional Track: Elementary Education
- Cumulative GPA: 3.51/4.0, Alden Scholar, Dean's List

University of Nevada Las Vegas, NV 08/2013-06/2015

- Master of Education, Curriculum and Instruction; Secondary Mathematics
- Cumulative GPA: 4.0/4.0, Dean's List

Start-Up Charter School Board Member Information

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

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

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

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

Background

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

Pioneer Technology & Arts Academy

2. Full name **Katherine Krackhardt**

Home Address [redacted]

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.

Previously a teacher in the Clark County School District. Currently an instructional coach supporting math teachers in Las Vegas charter and public schools.

4.

x☐ Resume and professional bio are attached.

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

x ☐ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?
PTAA school mission and vision aligns with what is needed in our Nevada communities.

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

My understanding centers on carrying some degree of shared responsibility for fiscal planning and support, and academic oversight. Also, the board member role involves hiring school heads and other delegates, as needed.

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

I have been working in education in Clark County School District (Nevada) for the past seven years. I also have experience working at a non-profit to support educational equity in Nevada.

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

I have specific local context to the educational setting and systems of Las Vegas. I have a master's degree in curriculum and instruction in mathematics from University of Nevada, Las Vegas. I also have been a middle school classroom teacher in Clark County and studied elementary education in undergraduate school.

School Mission and Program

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

The mission is to provide engineering and technology curriculum to students across grade levels to ensure successful life in and after college.

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

The school's proposed educational program involved improving academic achievement of a student population which is disadvantaged in Nevada.

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

Schools are successful when they can individualize curriculum according to student and community need.

4. How will you know that the school is succeeding (or not) in its mission?

Start-Up Charter School Board Member Information

When students see academic progress year after year and are consistently excited and happy to learn.

Governance

1. Describe the role that the board will play in the school's operation.
   Besides delegating responsibilities as needed, Volunteer Board members will hire the head of the school and will have fiscal and academic responsibility.

2. How will you know if the school is successful at the end of the first year of operation?

Success will look like meeting fiscal goals, academic benchmarks and staying on track for future growth and improvement.

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

If student academic progress is evident and school has a sufficient debt-reserve ratio post-obligations being met.

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

To ensure success it is important to get qualified strong teachers on board. It is also important to build a strong relationship with the community.

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

Board has processes in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   x☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   x☐ I / we do not know any such employees. ☐ Yes

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

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

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

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

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

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

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

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

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

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

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

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

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

Start-Up Charter School Board Member Information

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
   x☐ None. ☐ Yes

Certification

I, ____Katherine Krackhardt_____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada____ Charter School is true and correct in every respect.

[redacted] 7/28/2020

Signature Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, __Pioneer Technology & Arts Academy_____, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

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

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

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

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

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

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

Start-Up Charter School Board Member Information

Notarized Statement

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

[redacted] Katherine Krackhardt

Signature of Certifying Charter School Official Name Printed

____Board Member_____ 7/28/2020

Title Date

State of Nevada
Clark County
Subscribed and sworn to before me

This 28 day of July, 2020

date month year

[redacted]

7



Rudy Pamintuan 2415 Motif, Henderson, Nevada 89052

Rudy Pamintuan is the Managing Director of Sherman Worldwide where he leads day-to-day efforts of the firm, its business units and all client initiatives – developing, creating and managing projects while overseeing the firm's efforts. Sherman Worldwide provides clients with advisory and professional services in the areas of international affairs, technology, trade and security.

As an entrepreneur, Rudy has focused on raising foreign investment for American projects – creating US jobs, focusing on real estate development in the hotel, retail and residential industries. His current projects include the refurbishment of the Binions Hotel on Fremont Street in Las Vegas, the development of the Hard Rock Casino in Rockford, Illinois, the development of the Southland Live Casino Resort, a partnership with Delaware North, in Chicago's Southside and the development of the Tinian Oceanview Resort in the Commonwealth of the Northern Mariana Islands in the Pacific.

Prior, Rudy served as an appointee for President George W. Bush – advising the President on Asian American and Pacific Island issues where he was also tapped to promote KORUS (US-Korea Free Trade Agreement) and CAFTA (Central America Free Trade Agreement). He was appointed to serve on the US Delegation for the 2015 APEC (Asia-Pacific Economic Cooperation) Summit in Makati, Philippines. Recently, Rudy served on the President-Elect Donald J Trump Transition Team.

Rudy is committed to philanthropic engagement -- maintaining aggressive involvement through his volunteer work in the areas of global health, education, women and children. He serves on a variety of boards including to the Batonga Foundation and the International Leadership Foundation. He is the recipient of numerous awards, including the 2011 National WWAAC (Who's Who in Asian American Community) Award.

For the past decade, Pamintuan has served as the senior advisor for the US Cyber Challenge – a national effort to recruit young cyber security enthusiasts to the Federal Government and the US Military.

Rudy Pamintuan is a regular speaker at high profile events and serves as an expert on a variety of topics with the international media. Additionally, he has been a keynote speaker at major gatherings from the White House in Washington, DC to the United Nations in NYC to the Great Hall of the People in Beijing. Rudy currently resides in Henderson, Nevada with his wife and three boys where on his free time volunteers as a middle school boys lacrosse coach and serves as the High School Commissioner for the Southern Nevada Lacrosse Association.

More details on Rudy Pamintuan's work history can be found at www.linkedin.com/in/rudypamintuan/

Start-Up Charter School Board Member Information

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy**

2. Full name **Rudy Pamintuan**
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address [redacted]

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. x☐ Resume and professional bio are attached.

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

6. Why do you wish to serve on the board of the proposed charter school?
   PTAA school mission and vision aligns with what is needed in our Nevada communities

7. What is your understanding of the appropriate role of a public charter school board member?
   The board has fiscal, academic responsibility. In addition, board hires school head and delegates responsibilities when needed.

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

I serve on a variety of boards including to the Batonga Foundation and the International Leadership Foundation.

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

I have worked in several to philanthropic engagement -- maintaining aggressive involvement through volunteer work in the areas of global health, education, women and children.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   Mission is to provide engineering and technology curriculum at all grade levels and guiding students to path that leads to successful college and post college life.

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

School proposes a robust education program that is directed to to improve academic achievement of a student population consisting of primarily educationally disadvantaged students in the state of Nevada.

3. What do you believe to be the characteristics of a successful school?
   Successful school is able to individualize the curriculum for every community and student.

4. How will you know that the school is succeeding (or not) in its mission?
   Year to year academic progress of student is the strongest indicator that school is succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.
   Volunteer Board members will hire the head of the school and delegate responsibilities. Board will have fiscal and academic responsibility.

2. How will you know if the school is successful at the end of the first year of operation?
   If the school meets all fiscal goals and academic benchmarks and future goals and benchmarks are on track, school will be successful.

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

Similarly, if all post opening changes are leading to students making year to year academic progress and school has sufficient debt reserve ratio after meeting all obligations. School will be considered successful after year three.

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

Board needs to ensure that success of students is translated to all demographic and special pops. This step is critical to ensure school in successful.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Board has process in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
x☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
x☐ I / we do not know any such employees. ☐ Yes

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

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

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

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

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or

agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
x☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. x☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. x☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
x☐ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
x☐ None. ☐ Yes

Certification

I, ____Rudy Pamintuan_____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada____ Charter School is true and correct in every respect.

[redacted] 7/7/20

Signature Date

Start-Up Charter School Board Member Information

ccccccccccccccccStatement of Assurances

Revised June, 2015

1. The charter school herein named, ____Pioneer Technology & Arts Academy_____,
(name of charter school)

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

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

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

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

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

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

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

Notarized Statement

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

[redacted] _Rudy Pamintuan_____

Signature of Certifying Charter School Official Name Printed

_____Board Member_____ 7/7/20

Title Date

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

This 7TH day of July

date month year

[redacted]

Catherine Thompson

Diocese of Las Vegas
Superintendent of Catholic Schools

Curriculum Vitae

[redacted]

Professional Experience:

2015-Present	Superintendent of Catholic Schools, Diocese of Las Vegas
2012-2015	Coordinator of Catholic Education, Diocese of Las Vegas
1998-2015	Principal, St. Francis de Sales, Diocese of Las Vegas
1997-1998	Vice Principal, Our Lady of Las Vegas, Diocese of Las Vegas
1992-1997	Elementary School Teacher, Our Lady of Las Vegas, Diocese of Las Vegas

Professional Affiliations:

2010-Present	Western Catholic Education Association - Elementary Commissioner
2010-Present	California Catholic Schools Superintendents Curriculum Committee Representative
2015-Present	Western Catholic Education Association - Chair of Elementary Commission
2015-Present	Western Catholic Education Association Secondary Commissioner
1992-Present	National Catholic Education Association – Member

Education / Certifications:

Clark High School, Las Vegas	Graduate
University of Nevada, Las Vegas	Bachelor of Arts in Psychology
California Coast University	Masters Curriculum and Instruction
Catechist Certification	Level III, Diocese of Las Vegas
CGS Catechist Certification	Level III

Awards:

2006	Circle of Roses Award

Start-Up Charter School Board Member Information

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy of Nevada**
2. Full name **Catherine Thompson**
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. x☐ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. x☐ Yes
6. Why do you wish to serve on the board of the proposed charter school? **PTAA STEAM school model is needed for Nevada communities and I am excited to serve on the board.**
7. What is your understanding of the appropriate role of a public charter school board member? **Board is responsible for all academic and fiscal oversight of a charter school.**

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

   I have served on numerous school boards and an accrediting agency board. Currently serving on the Board of Directors for the Western Catholic Education Association, Board Member for Bishop Gorman High School, St. Anthony of Padua Elementary School, and St. Francis de Sales Elementary School.

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

   An understanding of the importance of mission, vision, strategic planning, governance and leadership.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The mission of Pioneer Technology Arts Academy of Nevada is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation.

2. What is your understanding of the school's proposed educational program?
   School education program proposes higher academic achievements for economically disadvantage students.

3. What do you believe to be the characteristics of a successful school?
   Successful school ensure all students have access to high-quality services and supports enabling them to set and reach high goals for learning. In these schools, equity does not mean equality; they recognize some students need additional resources to have the same opportunity for success as others.

4. How will you know that the school is succeeding (or not) in its mission?

   School is succeeding when it provides effective leadership, effective teaching, focus on learning, a positive school culture, high and appropriate expectations for pupils and staff and involving parents in productive and appropriate ways.

Governance

1. Describe the role that the board will play in the school's operation.
   Board Hires the head of the school, EMO/CMO and delegate responsibilities. Board will have fiscal and academic responsibility.

2. How will you know if the school is successful at the end of the first year of operation?
   By meeting fiscal responsibilities and meeting academic benchmarks set in year 0.

3. How will you know at the end of three years of the school is successful?
   If school meets all fiscal, enrollment and academic benchmarks for every year it will be considered successful

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Board will recognize some students need additional resources to have the same opportunity for success as others.

5. **How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**
Board will regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
x☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
x☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
x☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
x☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
x☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. x☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. x☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
x☐ Does not apply to me, my spouse or family. ☐ Yes

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.
x☐ None. ☐ Yes

Certification

I, Catherine Thompson, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for **Pioneer Technology & Arts Academy of Nevada** Charter School is true and correct in every respect.

[redacted]
Signature

July 5, 2021
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, __ Pioneer Technology & Arts Academy of Nevada,
(name of charter school)

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

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

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

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

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

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

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.

_____ Catherine Thompson

Signature of Certifying Charter School Official — Name Printed

Superintendent of Catholic Schools, Diocese of Las Vegas — July 5, 2021

Title — Date

Subscribed and sworn to before me

This 05 day of July 2021

date — month — year

[redacted]

BYLAWS

OF

PIONEER TECHNOLOGY AND ARTS ACADEMY OF NEVADA

ARTICLE I
General

1.1 **Name**. The name of this Corporation is the Pioneer Technology and Arts Academy of Nevada.

1.2 **Definitions.** In these Bylaws, the following terms shall have the meaning set forth below:

(a) "Authority" means the State Public Charter School Authority created pursuant to NRS 388A.150.

(b) "Board" means the Board of Directors of the Corporation.

(c) "Bylaws" means the bylaws of the Corporation, as may be amended, modified or supplemented from time to time.

(d) "Charter Schools Act" means the Chapter 388A of the Nevada Revised Statutes ("NRS"), or the corresponding provisions in any successor statute.

(e) "Corporation" means Pioneer Arts and Technology Academy of Nevada, a Nevada nonprofit corporation.

(f) "Director" means an individual serving on the Board.

(g) "Fundamental Change" means any action of the Board to dissolve the Corporation; any action or failure to act that will result in the Corporation ceasing operations; any relinquishment of a charter contract; and any declaration of any form of insolvency.

(h) "Head of School" or "HOS" means the person appointed by the Board as the single lead administrative officer, under whatever title the Board designates.

(i) "Nonprofit Act" means the Nonprofit Corporations Act under NRS Chapter 82, or the corresponding provisions in any successor statute.

(j) "PTAA" or "School" means the charter school created pursuant to the Charter Schools Act commonly referred to as "Pioneer Arts and Technology Academy of Nevada" and located in Las Vegas, Nevada.

1.3 **Purpose**. The purpose of these Bylaws is to make provision for the functioning of the Corporation in accordance with, and subject to, the Articles of Incorporation, as amended from time to time (the "Articles of Incorporation"). To this end the Corporation will directly manage one or more schools and may, as the number of schools, authorizers, or other factors dictate, act to assure proper management of multiple schools, as provided under NRS Chapter 388A.

1.4 **Office**. The principal office of the Corporation shall be located in _TBD_, or such other site as may be designated by the governing Board from time to time.

1.5 **No Members & No Stock; Role as Member**. The Corporation shall have no members and shall issue no stock. Lower-case "member" is common usage and refers to persons entitled to participate in a group defined or described by context.

1.6 **No Seal — Signatures Sufficient**. The Corporation will not use a seal. The signatures of duly authorized persons shall be legal and binding.

1.7 **Fiscal Year**. The fiscal year of the Corporation shall be from September 1st to July 31st of each calendar year.

1.8 **General Powers**. The Corporation shall have all the powers granted to non-profit corporations under the Nonprofit Act, all powers granted to charter schools under the Charter Schools Act, and all necessary or proper powers provided for by Nevada laws now in effect or later enacted.

1.9 **Mission**. The mission of the School is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation.

ARTICLE II
Board of Directors

2.1 **Board Powers & Duties — Policy Responsibilities — Day-to-Day Operations — Books & Records**. The business, property and affairs of this Corporation shall be conducted and managed by the Board. The Board shall have full control and responsibility for the operation of the Corporation and may exercise any and all corporate powers, subject only to the requirements of the Nonprofit Act, the Charter Schools Act, the Articles of Incorporation and these Bylaws. Responsibility for day-to-day operations of the Corporation and for implementation of the policies established by the Board shall generally rest with officers, contractors, employees, committees, or others identified by the Board. Without limiting the generality of the foregoing, the Board may exercise the following powers:

(a) Directly, or by committee, monitor and evaluate the Corporation's performance on educational and non-educational goals and objectives; and directly, through the HOS or otherwise, implement any necessary or appropriate changes in the Corporation's educational program.

(b) Establish general policies for the Corporation;

(c) Consistent with the Open Meeting Act, prescribe rules for public and private meetings of the Board and maintenance and disclosure of Board records, including minutes;

(d) Establish rules of eligibility, including those related to background checks, to serve on the Board;

(e) Approve the School budget by June 1 of each fiscal year; modify the budget an appropriate later time or times; approve any borrowing or transfers between funds; and review revenues and expenditures against budget to assure fiscal oversight, integrity and compliance;

(f) Negotiate, review and approve the agreement with the Head of School and select and retain any other advisers, employees or agents, as needed from time to time;

(g) Conduct such evaluations, and make such recommendations or decisions, regarding the HOS and other employees or advisors as will fulfill its duty to assure that the Corporation fulfills its mission, and otherwise operates in a thorough, equitable, and efficient manner.

(h) Inspect, as needed, any and all books and records of the Corporation and any of the Schools. Such inspection may be requested by any Director and may be carried out by all Directors at any regular meeting of the Board, or as otherwise stated in Board policy. Student records are the responsibility of each School and shall only be disclosed as permitted by law;

(i) Authorize, create, dissolve, reorganize, designate or revoke the designation of corporate or School committees or subordinate bodies.

(j) Approve and oversee the training of board directors, officers, committee members, School staff, School principals and others by the Corporation to assure the implementation, with consistency, integrity and high quality of the Educational Mission at each School; and

(k) Take any action necessary or proper to achieve its mission.

2.2 **Number of Directors**. The Board shall consist of at least five (5) Directors; provided, that the Board, acting by resolution, may increase or decrease the number of Directors from time to time. No decrease in the number of directors shall have the effect of shortening the term of any incumbent director.

2.3 **Election of Directors**. Directors shall be elected by a majority of the Board. The Head of School is not a Director. Directors shall not be employees of the Corporation.

2.4 **Classes of Directors; Terms of Office**. The Board shall be and is divided into three classes, as nearly equal in number as possible, designated: Class I, Class II and Class III. In case of any increase or decrease, from time to time, in the number of Directors, the number of Directors in each class shall be apportioned as nearly equal as possible. Each Director shall serve for a term ending on the date of the third annual meeting following the annual meeting at which such director was elected; provided, that each director initially appointed to Class I shall service for an initial term expiring at the Corporation's first annual meeting of the Board following the effectiveness of this provision; each director initially appoint to Class II shall serve for an initial term expiring at the Corporation's second annual meeting of the Board following the effectiveness of this provision; and each director initially appointed by Class III shall service for an initial term expiring at the Corporation's third annual meeting of the Board following the effectiveness of this provision; provided, further, that the term of each director shall continue until the election and

qualification of a successor and be subject to such director's earlier death, resignation or removal. Directors may be elected to any number of consecutive terms, without any applicable term limits.

2.5 **Officers & Assistants; Absence or Inability**. The Board, at the annual meeting of the Directors, shall elect a Chair, President, Secretary, Treasurer and a Head of School, and may elect additional officers such as Vice-Presidents, Assistant Secretaries, and Assistant Treasurers (collectively, the "Officers"). An Officer may, but need not be, a Director. The Board of Directors may also from time to time elect a Vice Chair of the Board of Directors. One individual may hold any two (2) or more offices. The Board of Directors may also appoint such other officers and agents as it may deem necessary for the transaction of the business of the Corporation. In the absence or inability of any Officer, the Board may delegate the powers and duties of such Officer to any Director. The duties of the Officers shall include, without limitation, the following:

(a) *Chair/President.* The Chair shall be the President of the Corporation and shall call and preside over Board meetings. The Chair shall have responsibility for the general and active management of the business of the Corporation, and shall see that all orders and resolutions of the Board are carried into effect. Except as otherwise provided in these Bylaws or by law, the Chair may be or designate another officer, Director or individual to serve on or chair any committee; serve as the liaison between the Board and HOS during periods between Board meetings; serve as liaison to the Authority; and shall make provision for a printed agenda to be distributed to all interested persons at the beginning of each meeting.

(b) *Vice Chair*. The Vice Chair shall serve as Chair in the absence or disability of the Chair and may be delegated by the Chair any duties or powers of the Chair. The Vice Chair shall perform such other duties as the Board shall prescribe from time to time. Upon full assumption of the office of Chair, the office of Vice Chair shall be vacant.

(c) *Secretary*. The Secretary shall make provision for: (i) a record to be kept of all meetings of the Board; (ii) all Directors to have a current copy of the charter, Articles of Incorporation, Bylaws, management agreement and tax exempt status of the Corporation; (iii) the maintenance and preservation of the history of this Corporation; (iv) communication to the constituencies of the Corporation on a regular basis; (v) all notices required by these Bylaws or by vote of the Board; (vi) report any communications received to the Board as a whole; (vii) publication of such reports, articles or communications as the Board may direct from time to time (viii) attend all meetings of the Board and record all votes and the minutes of all proceedings in a book to be kept for that purpose and shall perform like duties for the standing committees when required; (ix) oversee the retention and safekeeping of all records and documents required by law, including NRS 82.181; and (x) file or cause to be filed all reports required by the Nevada Secretary of State, including annual lists and other documents required by law, including without limitation by NRS 82.392.

(d) *Treasurer*. The Treasurer shall make provision for: (i) the secure deposit of the funds of the Corporation; (ii) a full and accurate account of receipts and expenditures and the maintenance of such books of account and records as are necessary to demonstrate compliance with all provisions of any charter contract and bylaws; (iii) a financial statement to be submitted at every meeting of the Board and at other times when requested; and (iv) the accounts to be subject to an annual audit by an Certified Professional Accountant or other appropriately qualified

individual. The Treasurer shall call meetings and oversee the activities of any Finance and Audit Committee.

(e) *Head of School.* The Head of School shall have the powers, duties and responsibilities set forth in Article V below.

2.6 **Removal**. Any Director may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board. Any action taken by the Board to remove a Director or Officer shall be effective immediately, unless otherwise provided by resolution of the Board.

2.7 **Vacancies.** A vacancy in any office arising from any cause shall be filled for the unexpired portion of the term of the Board.

2.8 **Code of Conduct.** Each Director and Officer shall abide by the Code of Conduct adopted by the Board.

ARTICLE III
Meetings & Committees

3.1 **Regular & Special Meetings.** The Board shall hold an annual meeting, at a time and place fixed by the Board, at which meeting the Board shall elect directors, appoint officers, and transact any other business as shall come before the meeting. Regular meetings of the Board shall be held during the year at the days and times to be fixed by the Board in advance. Notice of regular Board meetings shall be given as required by the Open meeting act and in writing, at least twenty-four (24) hours in advance of the date of said meeting, to each Director and the HOS, provided that notice of a schedule of fixed meeting dates shall suffice as the notice to Directors and HOS. Special meetings of the Board may be called by the Chair or any two (2) Directors upon not less than five (5) days' prior written notice to every Director. The HOS, though not a Director, shall be entitled to fully participate in Board meetings, excepting sessions concerning the HOS's evaluation, compensation, contract, or any grievance against or investigation of the HOS; provided, however, that the HOS shall have no voting rights in any Board meeting.

3.2 **Quorum & Board Action**. The presence of a majority of the Directors then serving on the Board shall constitute a quorum for conducting business. Once a quorum is initially present, then even if one or more persons leave (such that a quorum would not exist if the meeting began at that time), any act approved by a majority of the Directors present at a duly held meeting at which a quorum is present is the act of the Board, unless the Nonprofit Act, the Articles of Incorporation, or these Bylaws require a greater number. No Director may vote by proxy. Directors may attend Board meetings and vote electronically.

3.3 **Electronic Participation**. Members of the Board may participate in a meeting by means of telephone conferencing, videoconferencing, web-conferencing, or similar communications equipment, if all persons participating in the meeting can speak to and hear each other. Participation in a meeting pursuant to this Section shall constitute presence in person at such meeting.

3.4 **Written Consents.** Unless otherwise required by the Articles of Incorporation, these Bylaws, or applicable law, any action required or permitted to be taken at a meeting of the

Board (or any committee thereof) may be taken without a meeting, if a majority (or supermajority, if required herein) of the Directors or committee members, as the case may be, consents thereto in writing, and the writing or writings are promptly filed with the minutes of the Board or committee.

3.5 **Notices.** Whenever any notice is required or desired to be given to any Director pursuant to the Articles of Incorporation, these Bylaws, or applicable law, the notice shall be given in writing, (i) by personal delivery (deemed delivered upon receipt), (ii) by mail, addressed to such Director, at his or her address as it appears on the records of the Corporation, with postage thereon prepaid (deemed delivered three (3) days after being deposited in the post), (iii) by facsimile, and/or (iv) by e-mail. Any notice by facsimile or e-mail is only validly given if the transmission registers as successful, and if received during non-business hours, shall be deemed delivered at the start of business hours on the next business day at the recipient's location. Oral notice is insufficient.

3.6 **Parliamentary Procedure**. The Board shall follow ordinary rules of practice for a small board, and may use *Robert's Rules of Order, Newly Revised* (10th ed.) as a nonbinding reference on parliamentary procedure.

3.7 C**ommittees**. Except as otherwise provided in these Bylaws, the Board may designate, discharge, reorganize or dissolve, such committees or subordinate bodies as it deems necessary or appropriate to serve at the pleasure of the Board and to exercise the authority of the Board to the extent provided in the resolution establishing the committee. The resolution designating a committee shall define its membership, purposes, powers and rules of procedure. Except as otherwise provided in these Bylaws, the Chair shall appoint the members of committees so designated. The Board may prescribe committee procedures, including requirements for public or confidential meetings, notice, and minutes, by policy. No committee or subordinate body may have or exercise the authority of the Board or, without specific written authority of the Board, incur any corporate expense or make any representation or commitment on behalf of the Corporation. No committee or subordinate body may amend the Articles of Incorporation or Bylaws, nor authorize any Fundamental Changes. A committee may not exercise any powers reserved by law to the Board, including without limitation pursuant to NRS 82.206(4) (as such may be amended from time to time).

3.8 **Specific Committees**.

(a) *Finance & Audit Committee*. The Board may form a Finance and Audit Committee, which shall include the Treasurer, and prescribe its functions.

(b) *Leadership Committee*. The Board may form a Leadership Committee, which shall include the Chair, to recruit, review qualifications of, and recommend Directors to the full Board for appointment.

3.9 **Related Organizations**. The Board may exercise any power to appoint a Director, serve as a Member of, recognize, or otherwise exercise appropriate powers in relation to an organization created for purposes of benefitting a School, such as a building corporation, PTO, or charter school management organization.

ARTICLE IV
Financial Activities

4.1 **Contracts & Checks — Faith and Credit**. Contracts entered into by the Corporation shall be signed by the Chair, provided that such authority may be delegated in the absence or inability of such individual. Checks and contracts of the Corporation below a specified value may be signed and countersigned as provided in Board resolution. No officer or agent of the Corporation has authority to pledge the credit of the Corporation in any matter which is not (a) provided for in a formal budget of the Corporation or (b) approved by proper advance vote of the Board.

4.2 **Conflict of Interest Transactions**. It is the policy of the Corporation to prohibit its Directors, officers or staff members from engaging in any activity, practice or act which conflicts with, or could reasonably be perceived to conflict with or give the appearance of conflicting with, the interest of the Corporation, its clients, donors or suppliers. A conflict of interest may exist when the interests of activities of any Director, officer or staff member may reasonably be competing with the interests and activities of the Corporation, or he or she derives a financial or other material gain because of the direct or indirect relationship. Any activity, practice or act which could give rise to a potential or perceived conflict of interest, no matter how small or insignificant, is to be reported to the Board of Directors and approved prior to engaging in such activity, practice or act. Directors shall disclose any known present or potential conflicts of interest, which disclosure shall be reduced to writing, to the Board prior to or at the time set for voting on any conflicting interest transaction. Written disclosures shall be attached to the minutes of the meeting at which, or the first meeting after, such disclosure has been made. Directors with conflicting interests may be counted as present for purposes of determining a quorum to act. Directors with conflicting interests shall not vote on such transactions. With respect to a conflict of interest transaction, the Board may take action upon the affirmative vote of a majority of the disinterested Directors present at a duly held meeting at which a quorum is present. The Board of Directors shall adopt a Conflict of Interest Policy, which shall be furnished to each Director, officer and senior staff member serving the Corporation on an annual basis and to each person who may become associated with the Corporation in such capacity. The Conflict of Interest Policy shall be reviewed annually for the information and guidance of Directors, officers and staff members and any new Director, officer and staff member shall be advised of the policy upon undertaking the duties of such position.

4.3 **Director & Officer Compensation**. Directors are volunteers of the School and shall receive no compensation from the Corporation for serving as a member of the Board. The Corporation may reimburse Directors and Officers for reasonable and appropriate out-of-pocket expenses incurred for the benefit of the School and may reasonably compensate Directors and Officers for services rendered to or for the benefit of the Corporation. Such reimbursement or compensation shall be properly documented for the records of the Corporation and is, in every case, subject to Section 4.2 above.

4.4 **No Loans.** No loans may be made by the Corporation to any person or entity for any purpose, except that the Board may permit, in cases of hardship, advances of not more than one month of employee pay.

4.5 **Deposits & Investments**. All funds shall be deposited with an appropriate and secure depository institution. Funds not needed for immediate cash needs, as designated by the Board, may be invested through non-demand accounts.

4.6 **Financial Reports & Audit**. The Board shall require the HOS to render to the Board an account of the financial condition of the School and shall, upon request, detail and explain any and all expenditures made from School accounts or otherwise for the School's benefit. The Board shall provide or direct the HOS to provide for a full, independent annual audit of the School's books, and an audit of the Corporation as a whole, and report the results of such audits and recommendations, if any, of the auditors.

4.7 **Non-Co-mingling & Financial Controls**. The Corporation shall adopt mandatory financial controls to assure proper expenditures of School funds and documentation of all corporate and School transactions. The Corporation may maintain a reasonable contingency reserve, as determined by the Board.

ARTICLE V
Head of School

Subject to the supervision and control of the Board and the President, the HOS shall have general and active control of the affairs and business of the Corporation and the supervision of its employees, see that all Board actions are carried into effect, have the powers of a chief administrative officer conferred by law, and perform all other duties necessary or proper to carry out these functions. The HOS shall be entitled to fully participate in all Board meetings, including intra-Board email communications or electronic meetings, excepting those concerning the HOS's contract, compensation, evaluation or the resolution of any investigation of or grievance against the HOS; provided, however, that the HOS shall have no voting rights in any Board meeting.

ARTICLE VI
Dispute Resolution

The Board shall provide means for resolution of disputes internal to the Corporation and to that end may establish standing or ad hoc grievance or investigative committees, authorize mediation or arbitration, or otherwise act to assure the resolution of disputes. No body authorized by the Board to resolve a dispute may take action that is inconsistent with, subtracts from or adds to the Articles of Incorporation or these Bylaws.

ARTICLE VII
Legal Compliance

7.1 **Primary Board Duty**. It is the primary duty of the Board of Directors to further the purposes of the Corporation, as set forth in the Articles of Incorporation.

7.2 **Consistency with Internal Revenue Code**. Notwithstanding any other provision of these Bylaws, the Corporation shall neither compensate any person, nor reimburse expenses, nor indemnify losses, nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with qualification of the Corporation as an organization described in Section 501(c)(3) of the Internal Revenue Code, or that would result in the imposition of any

liability under the Code.

7.3 **Non-Discrimination**. At no time shall the Corporation engage in any action affecting faculty, employees, parents, students or others, which, in violation of federal, state, or local laws, improperly discriminates on the bases of race, national origin, religion, sex, age, disability, status as an honourably discharged veteran, lawful alienage, or sexual orientation.

7.4 **Severability**. If any section, article or other provision of these Bylaws or the Articles of Incorporation is invalidated by any court on any ground, the balance of these Articles and Bylaws shall be unaffected thereby and shall be construed as if such provision had been repealed by amendment.

7.5 **Post-Dissolution Disposition of Assets**. Upon the dissolution of the Corporation, the Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation, in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code, as the Directors shall determine.

ARTICLE VIII
Immunities, Indemnification

8.1 **Immunities**. The Corporation shall take no action to impair any of the immunities of individual Directors or Officers under the Federal Volunteer Protection Act, 42 U.S.C. § 14501, et seq.; and under the Nonprofit Act.

8.2 **Indemnification**.

(a) *Indemnification in Actions by Third Parties*. The Corporation shall, to the fullest extent permitted by the Nonprofit Act, indemnify and hold harmless any person who is or was a Director or Officer of the Corporation or is or was serving at the Corporation's request as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other entity (each such person, an "Indemnitee") against expenses, including attorneys' fees, judgments, fines, and amounts paid in settlement, actually and reasonably incurred by the Indemnitee in connection with any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, other than a proceeding by or in the right of the Corporation, to which the Indemnitee is, was, or is threatened to be made a party by reason of being an Indemnitee, if the Indemnitee either:

(i) Did not breach, through intentional misconduct, fraud, or a knowing violation of law, the Indemnitee's fiduciary duties as a director or officer to act in good faith and in the interests of the Corporation.

(ii) Acted in good faith and in a manner the Indemnitee reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe the Indemnitee's conduct was unlawful.

(b) *Indemnification in Actions by or on Behalf of the Corporation*. The Corporation shall, to the fullest extent permitted by the Nonprofit Act, indemnify and hold harmless any Indemnitee against expenses, including attorneys' fees and amounts paid in settlement, actually and reasonably incurred by the Indemnitee in connection with any threatened, pending, or completed suit or action by or in the right of the Corporation to which the Indemnitee is, was, or is threatened to be made a party by reason of being an Indemnitee, if the Indemnitee either:

(i) Did not breach, through intentional misconduct, fraud, or a knowing violation of law, the Indemnitee's fiduciary duties as a director or officer to act in good faith and in the interests of the Corporation.

(ii) Acted in good faith and in a manner the Indemnitee reasonably believed to be in or not opposed to the best interests of the Corporation.

(c) *Advancement of Expenses*. Expenses incurred by an Indemnitee in defending a civil or criminal action, suit, or proceeding shall be paid by the Corporation in advance of the final disposition of such action, suit, or proceeding upon receipt of an undertaking by or on behalf of the Indemnitee to repay such amount if it shall be ultimately determined that he or she is not entitled to be indemnified by the Corporation as authorized in this Section 8.2.

(d) *Non-Exclusivity of Indemnification Rights*. The rights of indemnification and advancement of expenses set out in this Section 8.2 shall be in addition to and not exclusive of any other rights to which any Indemnitee may be entitled under the Articles of Incorporation, these Bylaws, any other agreement with the Corporation, any action taken by the Directors of the Corporation, or otherwise. The indemnification and advancement of expenses provided under this Section 8.2 shall inure to the benefit of the heirs, executors, and administrators of an Indemnitee.

(e) *Insurance*. The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was an Indemnitee against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions of this Section 8.2.

(f) *Continuation of Rights*. No amendment to or repeal of this Article shall apply to or have any effect on the rights of any Indemnitee under this Article that came into existence by virtue of acts or omissions of such Indemnitee occurring prior to such amendment or repeal.

ARTICLE IX
Miscellaneous

9.1 **Amendments**.

(a) The Articles of Incorporation and these Bylaws may be altered, amended or repealed, or new articles of incorporation or bylaws, as applicable, may be adopted, by a majority of the Board, at any annual or special meeting of the Board, if notice of such alteration, amendment, repeal, or adoption is contained in the notice of such meeting. Advance notice of any proposed amendment shall be given to the Directors not less than forty-eight (48) hours before a meeting at which the proposed amendment will be discussed and voted on by the Board.

(b) Notwithstanding anything to the contrary contained in Section 9.1(a) above, no amendment, alteration, change, or repeal of the Articles of Incorporation or Bylaws shall be made which shall: (i) disqualify the Corporation for federal income tax exemption under Section 501(c)(3) of the Internal Revenue Code or as an organization the contributions to which are deductible under Sections 170, 642, 2055, or 2522 of the Internal Revenue Code, (ii) disqualify or jeopardize the Corporation's non-profit status under the Nonprofit Act, or (iii) operate to permit the use, application, or disbursement of any of the principal or income of all or any part of the corporate property for any purpose other than those expressly provided for in the Articles of Incorporation and Bylaws.

9.2 **Bylaws, Practices, Policies, Amendments to be Consistent with Charter Contract**. Under no circumstances shall the Corporation adopt any practice or policy or approve any amendment to the Articles of Incorporation or these Bylaws which has the effect of altering, amending, or controverting any provision of the charter school contract with Authority, unless such proposed practice, policy or amendment is approved in writing by the Authority. All governing corporate and School documents shall be construed, in cases of doubt, to be consistent with the charter school contract.

9.3 **Emergency Powers**. Should the Board, at any time, have less than three (3) Directors then serving, a majority of the Directors remaining may take those actions that are reasonably considered necessary by the Directors to assure the proper ongoing functioning of the School and promptly act to restore the Board to the minimum number of Directors required under Section 2.2 above; provided, however that such Directors shall not amend the Articles of Incorporation or these Bylaws or approve any Fundamental Changes.

9.4 **Fundamental Changes**. Notwithstanding anything to the contrary contained in these Bylaws, any Fundamental Change shall require the unanimous approval of all Directors then serving on the Board provided that the number of Directors shall consist of not less than the minimum number of Directors stated in Section 2.2 above.

9.5 **Creditors**. None of the provisions of these Bylaws shall be for the benefit of or enforceable by any creditors of the Corporation.

9.6 **Governing Law; Venue**. These Bylaws are governed exclusively by its terms and the laws of the State of Nevada (without regard to conflict-of-law principles), and specifically NRS Chapter 82. The state and federal courts in Clark County, Nevada are the sole and exclusive venue for any action brought by any party in any way relating to these Bylaws. If any action, suit or proceeding is commenced under or in connection with these Bylaws, the Nonprofit Act, or corporate issues generally, including any bankruptcy, and including any dispute for which no court action is filed, the losing party shall pay to the prevailing party the reasonable attorneys' fees and costs incurred by the prevailing party. The "prevailing party" is the party that is successful on the main issue(s), even if it did not prevail on all issues.

9.7 **Gifts and Contributions**. The Directors and Officers of the Corporation may accept on behalf of the Corporation, in accordance with any gift acceptance or other policies and procedures adopted by the Board, any designated contribution, grant, gift, devise or bequest

consistent with its general tax-exempt purposes or for any special purpose of the Corporation. As so limited, donor designated contributions will be accepted for special funds, purposes or uses. Further, the Corporation shall retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used in a manner consistent with the restrictions contained in the grant and the Corporation's exempt purposes.

CONFLICT OF INTEREST POLICY
OF THE
PIONEER TECHNOLOGY & ARTS ACADEMY

ARTICLE I

PURPOSE, SCOPE, AND APPLICATION

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

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

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

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

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

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

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

ARTICLE II

DEFINITIONS

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

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

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

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

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

(d) An Excess Benefit Transaction would occur.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) The ancestors of an Interested Person.

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

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

ARTICLE III

PROCEDURES

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

(a) The disclosure shall be made to:

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

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

(b) The Interested Person shall be given the opportunity to disclose all material facts to the Board of Directors concerning the proposed transaction or arrangement, including the circumstances giving rise to the Conflict of Interest.

2. **Determining Whether a Conflict of Interest Exists**. After disclosure of the actual, potential, or perceived Conflict of Interest, the Board shall determine whether a Conflict of Interest exists by following the procedures described in this Section 2:

(a) The Interested Person shall disclose all material facts relating to the potential Conflict of Interest to the Board.

(b) After any discussion between the Board and the Interested Person, the Interested Person shall leave the board meeting while the determination of a Conflict of Interest is discussed and voted upon.

(c) The Board, other than the conflicted Interested Person(s), shall decide if a Conflict of Interest exists. If the remaining Board determines by majority vote that no conflict exists, no further review of the transaction by the Board is required if not ordinarily required in the normal course

of business. The discussion and determination of the existence of a Conflict of Interest shall be documented in accordance with the procedures outlined in Article IV below.

(d) The determination that a Conflict of Interest exists shall not preclude the Board (other than the conflicted Interested Person(s)) from approving the matter, but such determination shall require the Board to follow the procedures outlined in Article III.3 below.

3. **Procedures for Addressing the Conflict of Interest**. To address a Conflict of Interest, the Board shall follow the procedures described in this Section 3:

(a) An Interested Person may make a presentation at the Board meeting, but after the presentation, the Interested Person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the Conflict of Interest.

(b) The Interested Person shall not attempt to intervene with or improperly influence the deliberations or voting on the matter giving rise to the Conflict of Interest.

(c) The chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate market information and alternatives to the proposed transaction or arrangement, including obtaining comparability data when determining compensation.

(d) After exercising due diligence, the Board shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a Conflict of Interest.

(e) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a Conflict of Interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is: (i) in the Organization's best interests; (ii) for its own benefit; and (iii) fair and reasonable.

(f) In conformity with the above determinations, the Board shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Conflict of Interest Policy**.

(a) If the Board has reasonable cause to believe an Interested Person has failed to disclose an actual, potential, or perceived Conflict of Interest, it shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board determines the Interested Person has failed to disclose an actual, potential, or perceived Conflict of Interest, it shall take appropriate disciplinary and corrective action, up to and including termination of employment or volunteer arrangement, or removal from the Board.

(c) Each director, officer, advisor, employee, and volunteer is responsible for reporting to the Head of School or to the Board, as applicable, any suspected failure to disclose by any Interested Person.

(d) Conduct that violates this Policy is always considered outside the scope of employment of any employee acting on behalf of the Organization.

5. **Confidentiality**.

(a) The Organization shall maintain the confidentiality of any disclosures made in connection with this Policy and limit access to the information in accordance with the Organization's privacy policy, if any.

(b) Each director, officer, advisor, employee, and volunteer shall exercise care not to use, publish, or disclose confidential information acquired in connection with disclosures of actual, potential, or perceived Conflicts of Interest during or subsequent to his or her employment, participation as a volunteer, or participation on the Board.

ARTICLE IV

RECORDS OF PROCEEDINGS

1. The minutes of the meeting(s) of the Board shall contain:

(a) (i) The names of the persons who disclosed or otherwise were found to have an actual, potential, or perceived Conflict of Interest; (ii) the nature of the disclosed interest; (iii) any action taken to determine whether a Conflict of Interest was present; (iv) whether the Interested Person was present during the determination; and (v) the Board's decision as to whether a Conflict of Interest in fact existed.

(b) (i) The names of the persons who were present for discussions by the Board of the proposed transaction or arrangement; (ii) the votes relating to the transaction or arrangement; (iii) the content of the discussion, including any alternatives to the proposed transaction or arrangement; and (iv) a record of any votes taken in connection with the proceedings.

2. The board minutes shall be approved as reasonable, accurate, and complete before the later of:

(a) The next Board meeting.

(b) One hundred twenty (120) days after the final actions of the Board are taken.

ARTICLE V

COMPENSATION

1. A voting member of the Board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee of the Board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the Board or any committee of the board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

ANNUAL STATEMENTS AND DISCLOSURES

1. Each director, officer, advisor, employee, and volunteer shall annually disclose all Conflicts of Interest in writing on the Organization's disclosure form in accordance with this Policy and sign a statement that affirms that such person:

(a) Has received a copy of this Policy;

(b) Has read and understands this Policy;

(c) Has agreed to comply with this Policy;

(d) Has no Conflict of Interest to report or is reporting current Conflicts of Interest; and

(e) Understands that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII

PERIODIC REVIEWS

1. To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its reputation or tax-exempt status, the Board shall conduct periodic reviews, or cause such periodic reviews to be conducted by a committee of the Board. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are: (i) reasonable; (ii) based on competent survey information; and (iii) the result of arm's length bargaining; and

(b) Whether partnerships, joint ventures, and arrangements with charter management organizations: (i) conform to the Organization's written policies; (ii) are properly recorded; (iii) reflect reasonable investment or payments for goods and services; (iv) further charitable purposes; and (v) do not result in inurement, impermissible private benefit, or an Excess Benefit Transaction.

2. The Organization expressly reserves the right to change, modify, or delete the provisions of this Policy without notice.

ARTICLE VIII

USE OF OUTSIDE EXPERTS

When conducting a Conflict of Interest determination as provided for in Article III or a periodic review as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its fiduciary duties or responsibilities when considering a transaction or arrangement with an Interested Person or Related Party, or for ensuring periodic reviews are conducted.

ANNUAL CONFLICT OF INTEREST DISCLOSURE FORM

Purpose:

In compliance with the Conflict of Interest Policy (the "**Policy**") of PIONEER TECHNOLOGY & ARTS ACADEMY (the "**Company**"), each director, officer, employee, and volunteer must annually disclose all actual, potential, or perceived conflicts of interest and any previously unreported conflicts of interest. This form also asks for information to assist the Company in accurately completing the required IRS Form 990 annual filing.

Related Party:

As used in this form, "**related party**" means:

- Your relatives, which include your:
  - Spouse or domestic partner.
  - Ancestors.
  - Siblings or half-siblings, children (whether natural or adopted), grandchildren, and great-grandchildren, and their spouses and domestic partners.
- Any entity or trust of which you or your relatives serve as a director, trustee, officer, employee, or volunteer.
- Any entity or trust in which you or your relatives have a thirty-five percent (35%) or greater ownership or beneficial interest.
- Any partnership or professional corporation in which you or your relatives have a direct or indirect ownership interest in excess of five percent (5%).
- Any other entity or trust in which you or your relatives have a material financial interest.

Certification:

By signing this form, you certify that you:

1. Have received a copy of Company's Policy.
2. Have read and understand Company's Policy.
3. Have agreed to comply with Company's Policy.
4. Either have no conflict of interest to report or are reporting current and potential and any previously unreported conflicts of interest.
5. Have answered the questions on this form completely and truthfully.
6. Will notify [NAME] at [CONTACT INFORMATION] immediately if you become aware of an error or material change to the information on this form.

7. Understand that the Company is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

You may add additional pages as needed. If you have concerns about any questions on this form, please contact [NAME] at [CONTACT INFORMATION].

Questionnaire:

1. NAME: _____

2. POSITION: (check all that apply)

___ Board Member

___ Committee Member

Committee Names(s): _____

___ Officer

___ Employee

Employee Position(s): _____

___ Volunteer

3. **General Disclosures**. Please describe below any relationship, event, activity, transaction, or arrangement you believe could create an actual, potential, or perceived conflict of interest, as described in the Policy.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

4. **Positions and Financial Interests**. Please list all other for-profit and non-profit entities for which you or a related party serve or anticipate serving as a director, trustee, officer, employee, consultant, or volunteer, or have an ownership, beneficial, or financial interest in.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

5. **Compensation Received**. Please describe any compensation arrangement (for example, wages, commissions, royalties, honoraria, fees, grants, loans, gifts, favors, or any other direct or indirect benefits) you or any related party have with the Company or with any entity or individual with which the Company has a transaction or arrangement.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

6. **Ownership or Investment Interests**. Please describe any ownership or investment interest you or any related party had in any entity with which the Company had a transaction or arrangement in the past year.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

7. **Sales to the Company**. Please describe any goods, services, or property that you or any related party sold or provided to the Company in the past year.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

8. **Purchases from the Company.** Please describe any goods, services, or property that you or any related party purchased from the Company in the past year.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____

_____
_____

9. **Loans**. Please describe any loans made to or from the Company from or to you or any related party in the past year (other than travel advances and similar indebtedness).

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

10. **Other Assistance from the Company**. Please describe any grants, scholarships, stipends, or other assistance that you or any related party received or became entitled to receive in the past year from the Company.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

11. **Legal Proceedings**. Please describe any pending legal proceedings involving the Company in which you or any related party are a party to or have an interest in.

___ I have nothing to report.
___ I have the following information to report.

_____
_____
_____
_____
_____
_____

_____

Signature

_____

Date

CODE OF ETHICS
OF THE
PIONEER TECHNOLOGY & ARTS ACADEMY

ARTICLE I

MISSION STATEMENT

The mission of Pioneer Technology and Arts Academy (PTAA) is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation.

POLICY

It is the policy of Pioneer Technology and Arts Academy ("School") to advocate for and issue financial decisions and practices that both further the mission of the School as described above and that are made in the interest of the charter holder in compliance with its fiduciary duty owed to the students of the School.

As such, the School's Board of Directors (Board) shall make financial decisions with integrity, fairness, objectivity, and that maximize benefits while minimizing the cost of goods and services to the School.

The Board shall, as a body corporate and as individual members, explore and develop fiscal stewardship through training and other means of educating Board members in the understanding of legal and other requirements pertaining to financial management of the charter holder and the School.

Such training and education shall consider, but shall not necessarily be limited to, the development of management controls and monitoring of business activities, addressing possible fraud and irregularities through special audits and investigations and referrals to oversight agencies and law enforcement, as well as the General Ethical Standards and school finance.

Pioneer Technology & Arts Academy

Employee Job Description:

Job Title: Superintendent

Reports to: School Board

Assignment: Nevada Campus

Wage/Hour Status: Exempt

PRIMARY PURPOSE:

The Superintendent of School serves as the Chief Executive Officer and educational leader of the District, responsible for the effective execution of policies adopted by the District's board of trustees. The Superintendent of School assumes administrative responsibility for the planning, operation, supervision and evaluation of the education programs, services, and facilities of the District and for the annual appraisal of District staff. The Superintendent of School must act with integrity, support organizational goals, demonstrate the ability to inspire, grow and motivate others, utilize feedback, drive for results and commit to championing the needs of the students, employees and District overall.

QUALIFICATIONS:

Minimum Education/Certification:

- Master's or Doctorate degree connected to STEM Field

Special Knowledge/Skills:

- Knowledge of how a school District functions and understanding of the roles of the Board, superintendent and campus administration
- Proven record of improving academic and organizational success
- Ability to evaluate all programs based on effectiveness
- Ability to manage budget and personnel
- Ability to manage District-wide initiatives
- Ability to ensure policies are implemented throughout District

- Strong organizational, communication, public relations and interpersonal skills
- Ability to fundraise on behalf of the School District
- Ability to handle conflict resolution both internally and externally
- Experience with hiring, evaluating, supervising, and coaching staff

Minimum Experience:

- Combination of at least 5 years of successful leadership experience at the District and campus level in a school.

MAJOR RESPONSIBILITIES AND DUTIES:

13. Keep the Board informed of the condition of the District's educational system; assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to District employees and receive from all school personnel communications directed to the Board.
14. Assist in the preparation of the agenda for the Board meetings, in consultation with the President of the Board. Prepare and submit recommendations to the Board on all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as needed to ensure the making of informed Board decisions (per Board Policy BE).
15. Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
16. Develop and recommend to the Board objectives of the educational system; oversee the development of internal objectives, which support those of the Board.
17. Develop and recommend to the Board a strategic plan consistent with population trends, cultural needs, and the appropriate use of school facilities, and see to the development of long-range plans, which are consistent with Board objectives.
18. Ensure that the school plant and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
19. Ensure the appropriate monitoring of District property and infrastructure, employees' safety, and working conditions to ensure that appropriate risk management and asset control management strategies are employed.
20. Ensure to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
21. Maintain current and actionable knowledge of any developments in state, federal, and local laws and public policy affecting education.
22. Ensure the execution of all decisions of the Board.
23. Ensure that sound plans of organization, educational programs and services are developed and maintained for the Board.

24. Maintain adequate records for the school, including a system of financial accounts, business property records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Serve as custodian of all minutes and records of the Board.
25. Directly responsible for news releases and/or items of public interest emanating from all District employees that pertain to education matters, policies, procedures, school-related incidents or events. Approve media interviews of this nature with District employees.
26. Provide for the optimum use of the staff of the District. Ensure that the District is staffed with competent employees, who are delegated authority commensurate with their responsibilities. Define the duties of all
27. Support staff development and other professional development programs (per Board Policy).
28. Perform duties established by the Board regarding the recommendation, employment, suspension, and dismissal of employees (per Board Policy).
29. Direct and supervise the staff evaluation program (per Board Policy).
30. Develop and recommend pay systems; recommend pay increases or adjustments for personnel (per Board Policy).
31. Oversee the development throughout the District of high standards of performance in educational achievement, use and development of personnel, public responsibilities, and operating efficiency.
32. Ensure a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.
33. Collaborate with staff, Board, and community support in planning and implementing support services for students.
34. Promote and exhibit a positive work environment that fosters high staff morale and excellence within the District.
35. Provide leadership in facilitating effective relations with employee organizations; assume ultimate responsibility for collective negotiations with employees of the District.
36. Direct and supervise all financial accounting and ensure that funds are expended legally, in accordance with the approved budget, and controlled effectively.
37. Ensure that all funds, physical assets, and other property of the District are appropriately safeguarded and administered.
38. Ensure District compliance with all applicable state and federal requirements.
39. Accurately prepare and submit in a timely manner any and all reports required by the Board, Nevada Department of Education , other federal and state agencies, and any records subpoenaed by a court of law.
40. Develop and implement effective communication between the schools and community; promote community support and involvement with the schools (per Board Policy).
41. Serve as liaison to establish and maintain relationships with other school Districts, Colleges, Nevada Department of Education, and the State Board of Education (SBOE).
42. Act on discretion in cases where action is necessary on any matter not covered by Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.

43. Serve as the public face of the School District in the community.
44. Establish and implement, with the assistance of the Board, an ongoing fundraising plan.
45. Pursue personal professional development through academic reading, attending conferences, and being an active member of professional learning organizations in the education field.
46. Perform related duties assigned by action of the Board.

Primary Relationships:

The Superintendent observes and conducts the following relationships:

1. PTAA Nevada Board

47. As Superintendent, be accountable to the Board, for the administration of the educational system and for the interpretation and fulfillment of the functions above and responsibilities.
48. Interpret Board policies to the staff, parents, and community.
49. Attend and participate in all meetings of the Board except closed meetings when the Board desires to discuss such matters as the Superintendent's contract or evaluation privately.
50. Represent the District in dealings with our school systems, professional organizations, business firms, agencies of government and the general
51. Act as reference agent for problems brought to the Board.
52. Work with the Board to develop appropriate programs and policies, upon either the recommendations of the superintendent or the initiative of the Board.
53. Formulate, with the Board, an annual Superintendent's professional development plan and assist the Board in designing a process for evaluating the Superintendent's performance.
54. Assist the Board in identifying individual and team training needs, and in arranging training opportunities (per Board Policy).

2. Administrators

55. Oversee the work of other central office personnel.
56. Hold regular meetings with building Principals, Directors/Coordinators and all other administrators to discuss progress and educational problems facing the District.
57. Oversee the operations and activities of administrators; provide leadership to ensure that administrators effectively guide and coordinate the operations and activities of the educational system; secure their assistance in formulating internal objectives, plans and programs; evaluate their job performance; and stand ready at all times to render them advice and support.

3. Others

58. Work with other Board employees and advisors, including auditors, architects, attorneys, consultants, and contractors.
59. Hold such meetings with teachers and other employees as is necessary for the discussion of matters concerning the improvements and welfare of the schools. Represent the District in collective negotiations with recognized or certified employee organizations.
60. Attend, or delegate a representative to attend, all meetings of municipal agencies or governmental bodies at which matters pertaining to the charter school appear on the agenda.
61. Represent the District before the public, and maintain, through cooperative leadership, both within and without the District, such a program of public relations as may keep the public informed as to the activities, needs and success of the District.
62. Receive all complaints, comments, concerns and criticisms regarding the operation of the District from the public, employees of the District, students, parents and Board members.

Supervisory Responsibilities:

Provide overall leadership for the management and effective supervision of District staff.

WORKING CONDITIONS:

Mental Demands/Physical Demands/Environmental Factors: Must maintain emotional control and exercise reasoning and problem-solving skills while under stress. Must demonstrate ability to communicate effectively (verbal and written). Should be able to interpret procedures and analyze data for decision-making. Frequent in-District and occasional in-state or national travel. Occasional prolonged and irregular hours.

Safety: Contribute to the prevention of accidents and injuries by observing safety rules and District policy, practicing the principles and skills taught in safety training, wearing personal protective equipment as required, reporting injuries and incidents immediately to supervisor, and being proactive in the ongoing efforts to improve and maintain workplace safety.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee Job Description:

Job Title: Head Admin

Reports to: Superintendent

Assignment: PTAA Nevada

Wage/Hour Status: Exempt

The Head Admin's primary job responsibility is the supervision, discipline, and monitoring of students. The Head Admin, under the direction of the Superintendent, implements and enforces school board policies, administrative rules and regulations. The Head Admin will work cooperatively with the District Administrator and administrative team, support district-wide goals and initiatives, and be held directly accountable to the Superintendent.

QUALIFICATIONS:

Bachelor's or Master's Degree or Doctorate

Valid Principal's Certificate or Under Certificate Program

At least 8 years teaching experience

PRIMARY RESPONSIBILITIES:

- Adheres to and enforces board policy, school guidelines, administrative directives, and district standards
- Enforces guidelines to maintain proper discipline and conduct
- Assists in the development and administration of policies dealing with discipline, conduct, and attendance
- Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents
- Works with and assists faculty in the development of effective classroom discipline and organization
- Maintains an effective and safe school environment
- Assists Building Head with fire, storm and tornado drills on a regular basis and is able to implement emergency evacuations and lock-downs effectively
- Assists in curriculum development to meet the needs of all students
- Prepares required reports and paperwork such as discipline reports, attendance reports,

suspension reports, expulsion paperwork, discrimination complaints, injury reports, parent communications, and other paperwork as assigned
- Works with the Building head in the preparation of appropriate handbooks
- Assists in the selection, mentoring, and formal appraisal of staff
- Supervises and evaluates certified and paraprofessional as assigned
- Supervises support services as assigned
- Assists in the development of an instructional budget
- Works as a team member to meet the system-wide needs of the district
- Assists in supervision of special events
- Assists in the care and management of the building and grounds, furniture, equipment, apparatus, books, and supplies
- Notifies the Building head when maintenance is needed
- Performs other duties as assigned by the Building head or District Administrator.
- Work with Teachers to continually assess and evaluate teaching performance and student results.
- Work with parents to achieve maximum involvement in order to ensure student performance
- Develop organizational goals and objectives consistent with the mission and vision of PTAA Nevada
- Ensure compliance with funding sources and regulatory requirements pursuant to state law and regulations and as directed by the Board
- Lead teachers in developing a culture in line with the mission and values of the School
- Provide instructional leadership in advancing proven teaching and learning practices
- Observe classes regularly
- Lead data-driven discussions about student performance
- Develop long and short term plans for individual teachers to address deficits and build on strengths of teaching strategies
- Establish a culture of professionalism among staff
- Execute the budget approved by the Board
- Communicate a vision that supports the School's goals and values
- Complete and present the annual School progress report
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the campus as assigned by the Board.

Working Environment

- The usual and customary methods of performing the job's functions require the following physical demands:
- Collegiality and Teamwork
- Some lifting, carrying, pushing, and/or pulling; significant stooping, kneeling, crouching,

and/or crawling; and significant fine finger dexterity

- Generally, the job requires 50% sitting, 25% walking, and 25% standing
- The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness
- Ability to communicate effectively (verbal and written); interpret policy, procedures and date; coordinate campus functions; maintain emotional control under stress
- May be required to work more than 40 hours during the workweek
- May lift 5-10 pounds frequently, 10-50 pounds occasionally, and more than 50 pounds infrequently. Must maintain emotional control under stress. Frequent walking, standing, stooping, kneeling, bending, and twisting. May move small stacks of textbooks, media equipment, desks and other classroom or adaptive equipment. May work indoors and outdoors in varying climate conditions. Subject to visual acuity, speech/hearing, hand/eye coordination and manual dexterity

Whilst every effort has been made to explain the main duties and responsibilities of the position, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a supervisor to undertake work of a similar nature that is not specified in this job description.

Employee _____

Supervisor _____

Date _____

Employee Job Description:

Job Title: Other Admins

Reports to: Head Admin /Superintendent

Assignment: PTAA Nevada

Wage/Hour Status: Exempt

The Admins primary job responsibility is the supervision, discipline, and monitoring of students. The Admins, under the direction of the Head Admin , implements and enforces school board policies, administrative rules and regulations. In the absence of the Head Admin, the Admins shall assume the duties and responsibilities of the Superintendent. The Admins will work cooperatively with the District Administrator and administrative team, support district-wide goals and initiatives, and be held directly accountable to the Head Admin /Superintendent.

QUALIFICATIONS:

Bachelor's or Master's Degree

Valid Principal's Certificate or Similar Certification or Enrolled in Certification

At least 5 years teaching experience

PRIMARY RESPONSIBILITIES:

- Adheres to and enforces board policy, school guidelines, administrative directives, and district standards
- Enforces guidelines to maintain proper discipline and conduct
- Assists in the development and administration of policies dealing with discipline, conduct, and attendance
- Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents
- Works with and assists faculty in the development of effective classroom discipline and organization
- Maintains an effective and safe school environment
- Assists Building Head Admin with fire, storm and tornado drills on a regular basis and is able to implement emergency evacuations and lock-downs effectively

- Assists in curriculum development to meet the needs of all students
- Prepares required reports and paperwork such as discipline reports, attendance reports, suspension reports, expulsion paperwork, discrimination complaints, injury reports, parent communications, and other paperwork as assigned
- Works with the Building Head Admin in the preparation of appropriate handbooks
- Assists in the selection, mentoring, and formal appraisal of staff
- Supervises and evaluates certified and paraprofessional as assigned
- Supervises support services as assigned
- Assists in the development of an instructional budget
- Works as a team member to meet the system-wide needs of the district
- Assists in supervision of special events
- Assists in the care and management of the building and grounds, furniture, equipment, apparatus, books, and supplies
- Notifies the Building Head Admin when maintenance is needed
- Performs other duties as assigned by the Building Head Admin or District Administrator.
- Work with Teachers to continually assess and evaluate teaching performance and student results.
- Work with parents to achieve maximum involvement in order to ensure student performance
- Develop organizational goals and objectives consistent with the mission and vision of PTAA Nevada
- Ensure compliance with funding sources and regulatory requirements pursuant to state law and regulations and as directed by the Board
- Lead teachers in developing a culture in line with the mission and values of the School
- Provide instructional leadership in advancing proven teaching and learning practices
- Observe classes regularly
- Lead data-driven discussions about student performance
- Develop long and short term plans for individual teachers to address deficits and build on strengths of teaching strategies
- Establish a culture of professionalism among staff
- Execute the budget approved by the Board
- Communicate a vision that supports the School's goals and values
- Complete and present the annual School progress report
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the campus as assigned by the Board.

Working Environment

- The usual and customary methods of performing the job's functions require the following physical demands:

- Collegiality and Teamwork
- Some lifting, carrying, pushing, and/or pulling; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity
- Generally, the job requires 50% sitting, 25% walking, and 25% standing
- The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness
- Ability to communicate effectively (verbal and written); interpret policy, procedures and date; coordinate campus functions; maintain emotional control under stress
- May be required to work more than 40 hours during the workweek
- May lift 5-10 pounds frequently, 10-50 pounds occasionally, and more than 50 pounds infrequently. Must maintain emotional control under stress. Frequent walking, standing, stooping, kneeling, bending, and twisting. May move small stacks of textbooks, media equipment, desks and other classroom or adaptive equipment. May work indoors and outdoors in varying climate conditions. Subject to visual acuity, speech/hearing, hand/eye coordination and manual dexterity

Whilst every effort has been made to explain the main duties and responsibilities of the position, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a supervisor to undertake work of a similar nature that is not specified in this job description.

Employee _____

Supervisor _____

Date _____

Pioneer Technology & Arts Academy

Employee Job Description:

Job Title: Finance Coordinator

Reports to: Superintendent

Assignment: PTAA Nevada

Wage/Hour Status: Exempt

SUMMARY: Under general direction develops, administers, implements, and coordinates Finance training and programs; collects organization data and conducts analysis involved with budget proposals, budget management, systems, and procedures; conducts research and prepares detailed reports and recommendations; and performs related work, as required.

• Provide responsible professional and technical assistance to management in the analysis, implementation, and monitoring of departmental programs; maintain a variety of financial records.

• Make recommendations for changes to programs, contracts, or rental agreements; perform administrative detail work; submit reimbursement requests; conduct surveys; perform research and statistical analysis, as requested.

• Prepare budget recommendations relative to assigned area of responsibility; research past expenditures and generate budget projections; track expenditures for adherence to budgetary boundaries; compile monthly, quarterly, and yearly operations reports.

• Review and generate reports for program compliance which include applicable laws, regulations and ordinances; attend various professional meetings, workshops, and other regulatory meetings as a representative of the school; provides responsible administrative staff assistance.

• Author correspondence; maintain accurate project records, documents, and supporting material for department and ensure their proper disposition.

• Make recommendations relating to studies and surveys; assist in the design and production of technical information and document; efficiently utilizes computer and computer software.

MINIMUM QUALIFICATIONS:

Five years progressively responsible Finance experience including experience with budget development/management and payroll processes. Specific Finance experience with a school may substitute for two years of education on a year-for-year basis, with 30 semester units equal to one year.

Knowledge of:

• Laws and regulations pertaining to payroll processes.

• Principles and practices of public administration and organization applicable to a local agency.
• Administrative techniques, including principles of organization, budgeting, and personnel administration; accounts payable and receivable.

• Statistical methods and methods of graphic presentation.

• Modern office methods, practices, procedures, and equipment, including Microsoft Word, PowerPoint, and Publisher software programs, spreadsheets such as Excel, and calendaring programs such as Microsoft Outlook.

• Elements of technical business writing with proper usage of English, vocabulary, spelling, punctuation, and grammar.

Skill in:

• Providing efficient customer service and communicating clearly and objectively both verbally and in writing.

• Organizing with the ability to prioritize work and exercise independent judgment, wisdom, common sense, and initiative.

• Thoroughly carrying out oral and written instructions.

• Performing complex calculations on a 10-key calculator by touch.

• Gathering and analyzing data.

• Composing clear, concise, and grammatically correct correspondence

• Performing difficult and responsible clerical work and administrative duties involving use of independent judgment, discretion, and confidentiality.

• Effectively present instructions and information, in writing and orally, to the general public, outside agencies, and fellow employees.

• Making routine arithmetical calculations with speed and accuracy; prioritizing and scheduling workload to ensure completion when faced with deadlines or emergencies.

• Using patience, tact, and courtesy in dealing with the public; working harmoniously with personnel.

• Establishing and maintaining effective working relationships with those contacted in the course of work.

Whilst every effort has been made to explain the main duties and responsibilities of the position, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a supervisor to undertake work of a similar nature that is not specified in this job description.

Employee _____

Supervisor _____

Date _____

Pioneer Technology & Arts Academy

Employee Job Description:

Job Title: Human Resource Coordinator

Reports to: Superintendent

Assignment: PTAA Nevada

Wage/Hour Status: Exempt

Primary Purpose:

Provide leadership for human resource activities to ensure high quality staffing and retention of district personnel. Implements legally sound and effective human resource management programs, policies, and practices. Provide support for the strategic planning and implementation of human resource programs to include professional and auxiliary staffing, employee relations, and benefits. Responsible for accurate payroll and benefit processing and the related reporting with the use of the district payroll system as well as maintaining employee payroll, benefit and leave records.

Special Knowledge/Skills:

1. Knowledge of wage and salary, benefits, and HR Systems
2. Knowledge of school employment law, personnel law, and hearing procedures
3. Ability to implement policy and procedures
4. Ability to analyze and interpret data and statistics
5. Ability to manage budget and personnel
6. Strong communication, public relations, organizational, and interpersonal skills

Major Responsibilities and Duties for Human Resources:

1. Work with campus administrators to aid them in the screening and selection process for employees. This includes ensuring new hires certifications are up to date and are for the position being interviewed.
2. Administer and oversee orientation programs for new employees.
3. Work with staff to ensure all employees are fingerprinted.
4. Ensure that job descriptions are updated.
5. Provide training and staff development for staff.
6. Oversee district-wide employee recognition programs.
7. Provide support to campus personnel as needed.
8. Participate in professional development activities to maintain current knowledge of human resource rules, regulations, and practices.
9. Performs other duties as required.

Prepare and process monthly payrolls for staff & AP Invoices:

1. Monitors time sheets for accuracy, make changes as needed and communicate changes.
2. Enter time sheet and payroll data to the payroll system.
3. Inputs data, calculates, proof and balance payrolls.
4. Review salary and benefit information for accuracy.
5. Facilitates and set procedures and time lines for district staff regarding proper data submissions.
6. Verify employee's time with Campus Administrator and signed absent from duty form by staff.
7. Creates checks, direct deposit files and notices.
8. Remits payroll withholding taxes, retirement contributions and other deductions promptly.
9. Prepare and calculate garnishments, levies and child support deductions as needed.
10. Records and maintains leave by employee including sick leave, personal leave, vacation, etc.
11. Reports payroll data to outside agencies as required, including but not limited to TRA, PERA, New Hire reporting.
12. Processes additional payrolls as needed for adjustments and retro-active pay.
13. Prepare assignment letters for staff.
14. Maintains payroll files with personal, withholding and benefit information for confidentiality and safekeeping.
15. Assist with the budgeting and year-end processes related to payroll.
16. Serve as a resource for payroll rules and procedures and employee contracts.

Manage employee benefits program:

1. Conducts new employee orientation.
2. Monitors employee eligibility and compliance with TRA and PERA.
3. Enroll employees in the district's insurance and benefit plans including: health insurance, dental, insurance, life insurance, long-term disability insurance, annuities and flexible benefit plan.
4. Coordinates open enrollment process.
5. Assist in processing retirement and severance payments.
6. Responsible for tracking, monitoring eligibility and complying with all governmental requirements COBRA and retiree insurance programs.

Reporting to state, federal and local entities:

1. A. Prepare and submit semi-monthly, quarterly and annual reports on TRA, PERA, Unemployment Compensation, State and Federal withholding and other volunteer deductions and payments as required by district policy and state and federal laws, and hours worked for the Affordable Care Act reporting.
2. Balance and authorize W-2's.

3. Maintain Affordable Care Act hours worked software, monitoring, reporting and IRS form processing.
4. Report hourly and salary reports to the Department of Economic Security and file economic claims as received.
5. Complete month-end reports on balances for benefit liability accounts, including but not limited to health, dental, life, and long-term disability.
6. Respond to requests for employment verification.

Professional Development

1. Attend meetings, in-service and workshops as required.

Experience:

1. Three or more years of payroll experience preferred.
2. Previous school district experience recommended.

Working Conditions:

1. Normal office conditions.
2. May travel during work schedule.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level is low to high and may have frequent interruptions. There may be activity from other employees and students of a distracting nature. Whilst every effort has been made to explain the main duties and responsibilities of the position, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a supervisor to undertake work of a similar nature that is not specified in this job description.

Employee _____

Supervisor _____

Date _____

Pioneer Technology & Arts Academy

Employee Job Description:

Job Title: Teacher

Reports To: School Admin/Principal/Superintendent

Assignment: PTAA Nevada

Wage/Hour Status: Exempt

PRIMARY PURPOSE:

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

AREAS OF RESPONSIBILITY

Planning, teaching, and classroom management

Teach allocated students by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interests;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- be aware of and make provision for students who are at-risk, GT, SPED, 504, and ESL;
- providing clear structures for lesson maintaining pace, motivation and challenge;
- making effective use of assessments and ensure coverage of programs of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behavior, standards of work and homework;
- ensuring students acquire and consolidate knowledge, skills and understand appropriate to the subject taught
- evaluating own teaching critically to improve effectiveness
- ensuring the effective and efficient deployment of classroom support;
- liaise with subject leader to ensure the implementation of department policy and best practice

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;

- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents;
- undertake assessment of students and participate in the school's system reporting to parent.
- be a form tutor to an assigned group of students ;
- contribute to the preparation of action plans and progress files and other reports;
- alert appropriate staff to problems experienced by students by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavor to give every child the opportunity to reach their potential and meet high expectation;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department, and students;
- contribute to the corporate life of the school through effective participation in meeting and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open House, Parent Evening, Technology Showcase, and other events;
- take responsibility for own professional development and duties in relation to school policy and practices.
- Whilst every effort has been made to explain the main duties and responsibilities of the position, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a supervisor to undertake work of a similar nature that is not specified in this job description.

Employee: _____

Employer: _____

Date: _____

Pioneer Technology & Arts Academy

Employee Job Description:

Job Title: Regional Director

Reports to: Supeintendent

Assignment: Nevada Campus

Wage/Hour Status: Exempt

PRIMARY PURPOSE:

The Regional Director of School serves as the Nevada Head and educational leader of the Charter, responsible for the effective execution of policies adopted by the Charter's board of trustees. The Regional Director of School assumes Nevada administrative responsibility for the planning, operation, supervision and evaluation of the education programs, services, and facilities of the charter and for the annual appraisal of District staff. The Regional Director of School must act with integrity, support organizational goals, demonstrate the ability to inspire, grow and motivate others, utilize feedback, drive for results and commit to championing the needs of the students, employees and District overall. Regional Director works directly with the school Principal.

QUALIFICATIONS:

Minimum Education/Certification:

- Master's or Doctorate degree

Special Knowledge/Skills:

- Knowledge of how a school charter functions and understanding of the roles of the Board, superintendent and campus administration
- Proven record of improving academic and organizational success
- Ability to evaluate all programs based on effectiveness
- Ability to manage budget and personnel
- Ability to manage charter-wide initiatives
- Ability to ensure policies are implemented throughout charter
- Strong organizational, communication, public relations and interpersonal skills

- Ability to fundraise on behalf of the School Charter
- Ability to handle conflict resolution both internally and externally
- Experience with hiring, evaluating, supervising, and coaching staff

Minimum Experience:

- Combination of at least 5 years of successful leadership experience at the Charter and campus level in a school.

MAJOR RESPONSIBILITIES AND DUTIES:

- Keep the Superintendent informed of the condition of the Charter's educational system; assure effective communication between the Superintendent and the staff of the school system. Relay all communications by the Superintendent regarding personnel to Charter employees and receive from all school personnel communications directed to the Superintendent.
- Submit to the Superintendent a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- Develop and recommend to the Superintendent objectives of the educational system; oversee the development of internal objectives, which support those of the Board.
- Develop and recommend to the Superintendent a strategic plan consistent with population trends, cultural needs, and the appropriate use of school facilities, and see to the development of long-range plans, which are consistent with Superintendent objectives.
- Ensure that the school plant and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
- Ensure to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
- Maintain current and actionable knowledge of any developments in state, federal, and local laws and public policy affecting education.
- Provide for the optimum use of the staff of the Charter. Ensure that the Charter is staffed with competent employees, who are delegated authority commensurate with their responsibilities. Define the duties of all
- Support staff development and other professional development programs (per Charter Policy).
- Direct and supervise the staff evaluation program (per Charter Policy).
- Oversee the development throughout the Charter of high standards of performance in educational achievement, use and development of personnel, public responsibilities, and operating efficiency.

- Ensure a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.
- Collaborate with staff, and community support in planning and implementing support services for students.
- Promote and exhibit a positive work environment that fosters high staff morale and excellence within the Charter.
- Develop and implement effective communication between the schools and community; promote community support and involvement with the schools (per Charter Policy).
- Pursue personal professional development through academic reading, attending conferences, and being an active member of professional learning organizations in the education field.

Primary Relationships:

The Regional Director observes and conducts the following relationships:

1. Administrators

- Oversee the work of other campus administration personnel.
- Hold regular meetings with building Principals, Directors/Coordinators and all other administrators to discuss progress and educational problems facing the Charter.
- Oversee the operations and activities of administrators; provide leadership to ensure that administrators effectively guide and coordinate the operations and activities of the educational system; secure their assistance in formulating internal objectives, plans and programs; evaluate their job performance; and stand ready at all times to render them advice and support.

2. Others

- Hold such meetings with teachers and other employees as is necessary for the discussion of matters concerning the improvements and welfare of the schools. Represent the Charter in collective negotiations with recognized or certified employee organizations.
- Represent the Charter before the public, and maintain, through cooperative leadership, both within and without the District, such a program of public relations as may keep the public informed as to the activities, needs and success of the District.

Supervisory Responsibilities:

Provide overall leadership for the management and effective supervision of Charter staff.

WORKING CONDITIONS:

Mental Demands/Physical Demands/Environmental Factors: Must maintain emotional control and exercise reasoning and problem-solving skills while under stress. Must demonstrate ability to communicate effectively (verbal and written). Should be able to interpret procedures and analyze data for decision-making. Frequent in-District and occasional in-state or national travel. Occasional prolonged and irregular hours.

Safety: Contribute to the prevention of accidents and injuries by observing safety rules and District policy, practicing the principles and skills taught in safety training, wearing personal protective equipment as required, reporting injuries and incidents immediately to supervisor, and being proactive in the ongoing efforts to improve and maintain workplace safety.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Shubham Pandey

[redacted] [redacted]

Summary of Qualifications

Education leader with more than 15 years of experience in education, technology and business world. Education entrepreneurial experience includes classroom curriculum, school technology, assessment and policy implementation. Technology and business experience includes effective administration, implementation of new business concepts, budgetary and financial experience and role model with strong work ethics.

Areas of Expertise

Classroom Technologies
Operational & Financial Management
HR Management
Individualized Curriculum
Student Assessment Tools

PROFESSIONAL EXPERIENCE

SSS Education Foundation **2017-Present**

President,

- Working with local community members and parents.
- Working with Local PTECH college partners and industry leaders.
- Identification and Implementation of Next Technology Curriculum
- Identifying K-12th grade Engineering and Technology Schools.

Pioneer Technology & Arts Academy- PTAA Texas, Colorado 2015-Present
Meadow Oaks Academy Elementary School – Mesquite, Greenville 2007-Present
Stonebrook Academy Elementary School – Royse City, TX 2012-Present

Executive Administrator,

- Administering a successful 6th-12th grade middle/high school and K-5th grade elementary program. Implemented the philosophy to educate the whole child, academically, emotionally, socially and physically in a safe and caring environment.
- Implementing computing and technology curriculum resources for the whole school.
- Responsible for assessment benchmarking, course scheduling and results strategies implementation in classroom.
- Worked directly with Principal and Director of Preschool to effectively create benchmarks for teachers and students.
- Implemented child nutrition programs and community education programs to create awareness on physical/mental health of child.
- Headed the campus improvement plan and ensured that all financial objectives are met.

PNC Partners LTD **2006-Present**
Project Manager

- Coordinating activities construction needs for all phases of school construction.
- Inspecting blueprints and finalizing workflow with architect for determining the best design for school, administration, teacher, students and parents.
- Deciding the order of all activities that are concerned with construction.
- Making sure regulatory needs and safety measures are maintained.

Morgan Stanley – **2001-2006**

Consultant Business & Technology

- Analyzed and Upgraded the Financial Payment Project between different departments of Morgan Stanley.
- Led a team that was responsible for designing systems and implementing new technologies in a global environment.
- Managed and formed a working relationship with 11 offshore clients that provide staff consultants for Morgan Stanley.

3M – **2000-2001**

Consultant Business Analyst

- Connected different departments and braches of 3M through Video Conferencing technology.
- Analyzed, designed and led video conferencing project, worked with all involved clients and found a cost-effective design to meet final goals

Best Buy – **1999-2000**

Consultant Business Analyst

- Performed data analysis of Best Buy's corporate training needs
- Led a consulting team that built vendor profiles and vendor training programs.
- Worked with Senior Managers in Best Buy to gather information and assess training needs.

EDUCATION

MS – Masters of Computer Science – University of NSW, Australia 1999
Credit courses in Business– University of Canberra, Australia 1997
BS – Bachelor of Sciences – Ideal College Andhra University, India 1996

INTERESTS

- Volunteer for **Project Light (Let's Inspire Guyanese at Home Today):**
    - Building Pavilions at community center in Village 69.
    - Building School and Library in Village 69.
    - Painting Hospitals
    - Distribution of First Aid Kits.
    - Maintenance of Community Centers

Derrick L. Love, Ed.D

Educational Administration

Educational Leadership / Student Performance / Skills Development

Professional Summary:

- Offering 20 years of progressive experience in development and oversight of academic programs, policies, community involvement, and initiatives to promote student growth and achievement
- Senior leadership experience serving students across multiple schools, with expertise in development, implementation, evaluation, and continuous improvement of challenging and inspiring curricula
- Passionate education advocate successful in driving regulatory and standards compliance (federal programs); directing instructional programs to meet the needs of students
- Committed to the academic success of each student

Areas of Expertise:

- Policy Design & Programming
- Curricula Improvements
- Relationship Building
- Budget Administration
- Regulatory Compliance
- Staff Development
- Student Achievement

Career Experience

Principal | 2020 – Present
100 Academy of Excellence, Las Vegas, NV (2020 – Present)

Mentor core curriculum directors and principals while evaluating instructional programs. Lead and create "Innovation/Invention" activities/strategies, while developing/sustaining district budgets. Overseeing federal programs, special programs and grant compliance.

Selected Accomplishments:

- Balanced School Budget.
- Increased enrollment by 25%
- Established effective contracts with community partners, resulting in increase of internships and volunteer hours
- Supervise assistant principals which continues to result in high academic achievement for all students

Assistant Superintendent | 2016 – Present
Priority Charter Schools District, Temple, TX (2015 – Present)

Mentor core curriculum directors and principals while evaluating instructional programs. Guiding personnel in data and benchmarking to drive student achievement. Lead and create "Innovation/Invention" activities/strategies, while developing/sustaining district budgets. Overseeing federal programs, special programs and grant compliance.

Selected Accomplishments:

- Amplified high school offerings, curriculum, advanced placement, and CTE through organizing effective work teams
- Increased student achievement by 15% through data-driven instruction, campus walkthroughs, and teacher training
- Implemented and developed innovative tutorial programs, assisting students with learning diverse capabilities
- Elevated campuses from IR to Met Standard with designation through data-driven instructional planning/assessments
- Raised overall student achievement by 28% through developing collaborative and high-functioning teams
- Moved a district from a 56% F accountability rating to an 86% B through cultivating stakeholder engagement
- Improved all subpopulations by 10% on state assessment through targeted instructional planning and delivery
- Developed high quality P-TECH programs for students to receive their associate degree at no cost to the student
- Increased district budget through effective grant writing adding over 1 million in revenue
- Improved district graduation rate from 61% to 91% through building relationships with community partnerships
- Increased parent and family engagement through employment of "45-days to success" initiative
- Established effective contracts with community partners, resulting in increase of internships and volunteer hours

- Supervise principals which continues to result in high academic achievement for all students

High School Principal (6th-12th) | 2015 – 2016
A+ Charter Schools, Dallas, Texas

Designed effective teaching-learning processes through complex research methodologies. Evaluated and selected educational materials to meet student-learning needs, while coaching students and mentoring faculty members. Led budget initiatives.

Selected Accomplishments:
- Instilled and nurtured a culture of academic excellence, resulting in a 100% college acceptance rate among seniors
- Significantly advanced school credibility through delivering an effective voice for school government agencies
- Created several new career and technical certification programs, improving graduation rates and allowing students entering the workforce to enter with an industry-based certification
- Pronounced "one of the best things to happen to A+ Academy Secondary" due to positive demeanor and support by the district and local newspaper
- Devised career plans that resulted in a higher success rate of students obtaining an associate or bachelor's degree
- Established effective contracts with community partners, increasing student internships and volunteer hours

Assistant Superintendent | 2013 – 2015
The Phoenix Charter School, Greenville, TX

Directed principals, managed programs, facilitated budget administration of $7M budget, planning, core curriculum, and benchmarking while mentoring and training both faculty and students.

Selected Accomplishments:
- Focused learning community on student achievement, resulting in district state move and improved academic standards
- Raised financial budget by $5K through career and technical education coding and grant writing
- Developed family first program, establishing a strong community partnership and raised student success rates
- Elevated parent engagement through creation of district hosting community forums
- Increased academic performance by 20% in overall student growth through school improvement initiatives

Director of School Improvement/High School Principal (7-12th) | 2012 – 2013
Washington Tyrannus School of the Arts (T-stem Designation Campus), San Antonio, TX
Served as District Testing Coordinator, successfully managing all testing materials. Formulated effective teaching-learning processes through research and data, managed programs, facilitated budget administration, planning, core curriculum, and benchmarking while mentoring and training both faculty and students.

Selected Accomplishments:
- Developed and sustained highly successful STEM integration cross-curricular to increase student and parental support
- Recruited community partners for the development and sustainability of STEM program and curriculum
- Established highly successful tutorial programs which abetted students with learning capabilities

Deputy Superintendent | 2010 – 2012
Heritage Academy (Public Charter District), San Antonio, TX

Facilitated budgets, planning, core curriculum, and benchmarking while mentoring/training faculty, principals, and students.

Selected Accomplishments:
- Established positive culture through focusing on acquisition and exchange of teaching skills and student achievement
- Developed study/focus groups to solve ongoing issues through solution implementation

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Early Career

Senior Dissertation Adjunct | Grand Canyon University, Phoenix University, AZ | 2006 – 2011 - Present

College Campus Chair – College of Education | University of Phoenix, San Antonio, TX | 2009 – 2010

Elementary Principal (Pre-k-6th)| Zoë Learning Academy, Duncanville, TX| 2006 – 2009

Teacher – 4th Grade Math | Faith Family Academy, Dallas, TX | 2005 – 2006

Adjunct Speech/Communications/Dual Credit Instructor | Tarrant County College, Fort Worth, TX | 2002 – 2003

Physical Education/After School Supervisor | I.M. Terrell Elementary, Fort Worth, TX | 2001 – 2002

Middle School Science Teacher (6-8th) | Heritage Christian Academy, San Antonio, TX | 1999 – 2000

Educational Background

Superintendent Preparation Program, 2012| Concordia University, Austin, TX

Ed. D. in Educational Leadership, 2008 | University of Phoenix, Phoenix, AZ

Master of Arts in Communications, 2002| Southwestern Baptist Theological Seminary, Fort Worth, TX

Bachelor of Arts in Psychology, 1999| Langston University, Langston, OK

Certifications: Superintendent (EC-12); Special Education (EC-12); T-TESS Certified

Publications & Presentations

Love, D. (2008). The Unfinished Journey. Baltimore: Publish America

Love, D. (2008, October). Revitalizing Retention Efforts for African-American College Students at Predominantly White Institutions. Paper presented at the Allied Academies International Conference, Reno, NV

Love, D. (2008). Revitalizing Retention Efforts for African-American College Students at Predominantly White Institutions. Proceedings of the Academy of Educational Leadership Journal, 13(2), 41.

Love, D. (2009, April). Transformational Leadership, Campus Climate and Its Impact on Student Retention. Paper accepted for presentation at the Allied Academies International Conference, New Orleans, LA

Trammell, A., Cartner, J., & Love, D. (2009, April). Actions of Instructional Leaders. Paper accepted for presentation at the Allied Academies International Conference, New Orleans, LA

Love, D. (2009). Student Retention Through the Lens of Campus Climate, Racial Stereotypes, and Faculty Relationships. Journal of Diversity Management, 4(3), 21-26.

Love, D., Trammell, A., Cartner, J. (2010). Transformational Leadership, Campus Climate and Its Impact on Student Retention. Journal of Organizational Culture, Communication, and Conflict, 14(2), 75-81.

Love, D. (2012, November). Student Retention in Higher Education. Paper presented at the Texas Alliance of Black School Educators, San Antonio, Texas

Love, D. (2018). Critical Race Theory and Its Impact on African-American Student Retention. Scholar Journal of Applied Sciences and Research, 1(7), 5-8.

Love, D. (2018). Critical Race Theory and its impact on African-American student retention. Journal of Arts and Social Sciences, 6(1), 112-117.

Love, D. (2018). The Drive to Succeed: The Instructional Leader. Journal of Scientific and Technical Research, DOI: 10.26717/BJTR.2018.11.002085.

Love, D. (2019). Educational Equity in STEM. Oral presentation at the 7th International Conference on Earth Science, Space Technology, and Climate Change, Rome, Italy

Love, D. (2019). Raising the Standard: From an "F" to a "B" Accountability Rating. Presentation at Texas Association of Secondary Principals "Fundamental Five National Conference", Austin, Texas

Professional Affiliations

Association for Supervision and Curriculum Development

National Association of Secondary School Principals

National Association of Black School Educators

American Association of School Administrators

Phi Delta Kappa

Texas Association of Secondary School Principals

Organizing Committee Member – 7th International Conference on Earth Science

Association For Compensatory Educators of Texas

Paul D. King

[redacted]

Education

Southwestern Adventist College Keene, Texas	April 1984 B.B.A. Degree in Accounting
Earned RTBSA	July 2003
Certification from TASBO	July 2003

Experience

Independent Charter School Finance Consultant — *June 2011-present*

TEXANS CAN! Charter School — *June 2007-March 2011*
Chief Financial Officer

Coordination in Annual Financial Audit Activities including reconciling and posting of client and auditor adjusting journal entries and balancing PEIMS Submission #2 to audit report and GL, Supervision of professional staff handling over 70 different grants totaling over $6,000,000 annually. Collaborative creation of a "temporary" solution for uploading payroll details, GL transactions from ADP processing to Sage MIP in an environment that can be rerun. Implementation of automated bank reconciliation process for general operating checking account. Extensive work dealing with uploading of official 2009-2010 budget into Sage MIP, Creation of Weekly Budgeted to Actual Revenue Projection. Tracking by Campus for 10 campuses and grouping for 5 county district numbers. Creation of Summary of Finance Model that separates state funds to a per campus basis. Technical and detailed assistance in the preparation of Official Budget through the Final Amended Budget Process.

Dallas County Schools — *December 2005-June 2007*
Senior Accountant

Specialization in General Ledger accounting. Annual Financial Reports creation and Special Projects involving Fixed Assets. Conversion aspects. Cross Walks dealing with the Accounting Software changeover, Creation of a voluntary Year-round pay program available to all drivers and monitors. Extensive work dealing with additional conversion of account codes for the 2006-07 budget. Creation of Tax Collections, tracking business process and development of cost accounts invoicing to districts served.

DeSoto Independent School District *July 1999-November 2005*
Director of Financial Services

Supervision of five paraprofessionals and one professional staff members. Responsible for payroll, employee benefits, risk management, accounts payable, accounts receivable, deposits, fixed assets, activity fund accounting, investments, budget entry, changes and amendments, journal entry, bank and other reconciliations, financial portion of any PEIMS submission and coordination of annual independent financial audit. Preparation of first-time submission of a Comprehensive Annual Financial Report for DeSoto ISD to the ASBO Certificate of Excellence Program and continuation through the current year. Development of customized accounting software for the campus and student activity fund accounting needs.

Lancaster Independent School District *July 1996-June 1999*
Asst Superintendent for Business

Supervision of five paraprofessionals and four professional staff members. Responsibility for payroll, employee benefits, purchasing, accounts payable, accounts receivable, deposits, activity fund accounting, investments, budget entry, changes and amendments, journal entries, bank and other reconciliations, financial and payroll portion of any PEIMS submission, federal funds accounting, and coordination of annual independent financial audit. Direction of professional staff with responsibilities for records management, fixed assets, textbook inventory, technology, maintenance and operations, transportation, custodial services and food services. District coordinator for numerous legal matters and insurance claims with the district as defendant in lawsuits and claimant of insurance company in receivership.

Gainesville Independent School District *August 1990-October1994*
Business Manager

Supervision of two paraprofessional and two professional staff members. Responsible for managing all non-instructional aspects of the district. Development of a salary schedule for all maintenance, custodial, transportation and food service employees, under the direction of the Superintendent and Board of Trustees. PEIMS Coordinator. Implementation of a “need” based budgeting process with the support of the Superintendent and the Board of Trustees. Responsible for coordinating time tables and preparing documentation to be used by the independent auditors. Successfully bid the bank depository contract allowing investments in all types of federal and state investment vehicles permissible by law.

Grapevine-Colleyville Independent School District *October 1985-July 1990*
Manager of Budgeting and Accounting

Supervision of three paraprofessional and two professional staff members. Responsible for recording all accounts payable, accounts receivable, cash disbursements, cash receipts, encumbrances, journal vouchers, and budget changes for the district. Leadership I the organization and implementation of a line-item budget, under the direction of Perry L. Cox. In 1990-91 school year, implemented computerized data entry budget form.

Sonya Gracy

[redacted]

Professional Profile

Committed and motivated team-player with exceptional customer service and decision making skills. Strong work ethic, professional demeanor and great initiative.

- Self-starter
- Deadline-oriented
- Data Collection
- Computer Proficiency
- Integration of Software
- Microsoft Office
- Spreadsheet development
- Report analysis
- QuickBooks
- Accounts Payable/Receivable

Work History

PEIMS, HR and Business Coordinator/Purchasing May 2003 to date
PTAA and Phoenix Charter School – Greenville, Texas

- Coordinate the collection, integration, and formatting of all data required for PEIMS submission according to PEIMS Data Standards.
- Responsible for the submission of fall, mid-year, summer and extended year programs reports to the state.
- Comply with the following District standards for Texas and Federal attendance accounting laws and procedures in the Texas Student Attendance Accounting Handbook.
- Responsible for assigning Texas State Service ID's for all state approved courses as described in the PEIMS Data Standards.
- Responsible for Data quality in compliance with Performance Based Monitoring.
- Responsible for PID reporting: (Personal Identification Database) error percentage standards as described in the PEIMS Data Standards.
- Responsible for PET reporting (PID enrollment tracking) as required by TEA PEIMS.
- Responsible for Unique ID's on Student & Staff through the TSDS System.
- Coordinate the collection and submission of the ECDS through the TSDS System.
- Responsible for the formatting and submission of all district and state testing files.
- Responsible for collecting and reporting every six weeks the data submissions to the Foundation School Program.
- Responsible for creating, compliance and submission of the district calendar.
- Responsible for all school waivers.
- Develop and maintain a strong sense of customer service. Communicate with various stakeholders including campus personnel, district and state administrators, other Districts' PEIMS personnel, and software vendors, etc.
- Responsible for all student and educational software integration & migration for the school district.
- Responsible for developing training materials, train and monitor district personnel in areas related to PEIMS compliance.
- Train and monitor campus personnel on TREx submissions.
- Information Technology Helpdesk where it is related to (Student Software, Eduphoria & Istation, etc) various software.

- Processes requisitions and issues purchase orders, negotiates contracts and is the supply buyer.
- Process all ordering through the EMAT system and responsible for the Instructional Materials Allotment

District Clerk September 2001 to May 2005
Collin County Courthouse – McKinney, Texas

- Responsible for record keeping of all the acts and proceedings of the district court.
- Responsible for signing all district attorney's subpoenas from the county and route them to the correct Justice of the Peace office.
- Help attorneys and the public with access to criminal records and make copies for them if needed.
- Responsible for the paperwork for someone that has been found guilty and being sentenced to jail and prison.

Owned and Operated March 1992 to Current
Gracy Construction – McKinney, Texas

- Obtains revenue and pays invoices by verifying and completing payable and receivable transactions.
- Pays invoices by verifying transaction information; scheduling and preparing disbursements.
- Obtains revenue by verifying transaction information; computing charges and refunds; preparing and mailing invoices; identifying delinquent accounts and insufficient payments.
- Prepares financial reports by collecting, analyzing, and summarizing account information and trends.
- Maintains accounting ledgers by posting account transactions.
- Verifies accounts by reconciling statements and transactions.
- Resolves account discrepancies by investigating documentation; issuing stop payments, payments, or adjustments.
- Developing and maintains financial security by following internal accounting controls.
- Secure all contracts for the business.
- Responsible for the preparation and processing of weekly payroll for over 25 employees; review and ensure accuracy of approved timesheets; track and deduct all garnishments and other special payroll deductions.
- Establish and maintain employee records; ensure that employee changes are entered correctly and made on a timely basis.
- Develops bid proposal by assembling information including project nature, objectives/outcomes/deliverables, implementation, methods, timetable, staffing, budget, standards of performance, and evaluation; writing, revising, and editing drafts including executive summaries, conclusions, and organization credentials.

Education

Greenville High School – Greenville, Texas, Hunt

Collin College – McKinney, Texas, Collin

Southwest Texas State University - San Marcos, Texas, Hays

Certificates

- TASBO Certified
- Crisis Prevention Institute, Nonviolent Crisis Intervention Certification
- CPR/AED Certification
- Hundreds of professional development hours in development training

Richard Blanc

[redacted]

[redacted]

[redacted]

Professional Summary

Passionate, experienced youth minister and master teacher with 20+ years of classroom and leadership experience. Skilled in designing curriculum, shaping lessons, and running programs. Proficiency with both the spoken and written word have provided opportunities for leadership and advancement within the educational setting.

Employment history

Principal, St. Christopher Catholic School, North Las Vegas, Nevada
Jan. 2020 – Present

- Oversee the daily operations of the school facility, faculty, staff, and students.
- Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Confer with the Superintendent to ensure all Diocesan policies, procedures, and expectations are in place.
- Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Recruit, hire, train, and evaluate primary and supplemental staff.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Plan and lead professional development activities for teachers, administrators, and support staff.
- Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Prepare and submit a yearly budget, purchases, ordering, scholarship, and grant proposols.

Catechist, St. Thomas More Catholic Community. Henderson, Nevada
Aug. 2002 – Dec. 2019

- Instruct students in Catholic Doctrine.
- Prepare students for receiving the sacraments of Reconciliation, Communion, and Confirmation.
- Confer with volunteers, catechists, and religious directors to plan, implement, and run Lifeteen programming.
- Confer with planning teams to write, plan, and emcee retreats for teens.
- Lead worship services and provide music for prayer services, retreats, and religious events.

5th Grade Writing/Science Teacher, Doris French Elementary School. Las Vegas, Nevada
Aug. 2019 – Dec. 2019

- Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.

Skills

Administrative Skills

Interpersonal Skills

Technology

Public Speaking

Musician

Podcasting

- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
- Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.
- Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
- Administer standardized ability and achievement tests and interpret results to determine student strengths and areas of need.

4th Grade Teacher, Cartwright Elementary School. Las Vegas, Nevada
Aug. 2017 – Jun. 2019

- Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
- Adapt teaching methods and instructional materials to meet students' varying needs and interest
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
- Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.
- Prepare, administer, and grade tests and assignments to evaluate students' progress.
- Confer with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
- Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities.
- Scheduling and facilitating grade level meetings, planning time, and logistics as the Grade Level Chair.

Assistant Principal, Jeffers Elementary School. Las Vegas, Nevada
Jun. 2013 – Jul. 2017

- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Recruit, hire, train, and evaluate primary and supplemental staff.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Plan and lead professional development activities for teachers, administrators, and support staff.
- Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.

5th Grade Teacher/Behavior Success Mentor, Doris French Elementary School.
Las Vegas, Nevada
Aug. 2004 – Jun. 2013

- Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
- Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.
- Prepare, administer, and grade tests and assignments to evaluate students' progress.
- Confer with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
- Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities.
- Scheduling and facilitating grade level meetings, planning time, and logistics as the Grade Level Chair.

Education

Sierra Nevada College, Tahoe, Nevada
Master of Arts, Administration Educational Leadership, Jun. 2013

Diocese of Las Vegas, Las Vegas, Nevada
Lay Ecclesial Ministry Program, Ecclesial Minister, May. 2011

Cleveland State University, Cleveland, Ohio
Bachelor of Arts, Elementary Education, Jun. 1996

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PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

Accountability Rating

B

PIONEER TECHNOLOGY (PTAA) MESQUITE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) MESQUITE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Elementary/Secondary
Total Students: 345
Grade Span: 06 - 10

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **Comparative Academic Growth**
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) MESQUITE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.6%	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	14.5%	11.5%	12.6%
Hispanic	67.5%	51.3%	52.6%
White	14.5%	31.4%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	0.9%	1.6%	4.5%
Pacific Islander	0.3%	0.2%	0.2%
Two or More Races	2.3%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	73.3%	59.9%	60.6%
English Learners	30.7%	20.4%	19.5%
Special Education	4.6%	5.0%	9.6%
Mobility Rate (2017-18)	22.4%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	18.3	15.4	20.4
Secondary			
English/Language Arts	17.8	13.2	16.6
Foreign Languages	8.7	8.1	18.9
Mathematics	16.6	12.2	17.8
Science	17.9	13.3	18.9
Social Studies	16.9	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$8,854	$11,356	$9,844
Instruction	$4,639	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$213	$347	$576

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PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**92%**	92%	91%	96%	-	100%	-	94%	92%
	2018	77%	87%	**82%**	84%	82%	82%	-	100%	*	64%	81%
ELA/Reading	2019	75%	93%	**90%**	95%	88%	95%	-	*	-	83%	89%
	2018	74%	88%	**83%**	78%	83%	89%	-	*	*	*	83%
Mathematics	2019	82%	96%	**95%**	90%	96%	97%	-	*	-	100%	96%
	2018	81%	91%	**88%**	96%	89%	76%	-	*	*	*	89%
Writing	2019	68%	91%	**91%**	100%	88%	100%	-	-	-	*	89%
	2018	66%	79%	**73%**	67%	72%	75%	-	*	*	*	73%
Science	2019	81%	95%	**95%**	85%	95%	100%	-	*	-	*	95%
	2018	80%	86%	**78%**	91%	72%	90%	-	-	-	*	71%
Social Studies	2019	81%	87%	**84%**	71%	84%	85%	-	*	-	*	82%
	2018	78%	79%	**67%**	67%	67%	80%	-	-	-	*	67%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**57%**	60%	56%	56%	-	80%	-	78%	56%
	2018	48%	52%	**43%**	38%	41%	54%	-	100%	*	27%	42%
ELA/Reading	2019	48%	63%	**60%**	60%	60%	52%	-	*	-	83%	58%
	2018	46%	60%	**52%**	48%	49%	64%	-	*	*	*	51%
Mathematics	2019	52%	61%	**58%**	56%	59%	53%	-	*	-	60%	59%
	2018	50%	48%	**38%**	30%	39%	38%	-	*	*	*	41%
Writing	2019	38%	60%	**62%**	82%	54%	71%	-	-	-	*	61%
	2018	41%	47%	**39%**	44%	35%	42%	-	*	*	*	36%
Science	2019	54%	64%	**55%**	54%	50%	65%	-	*	-	*	55%
	2018	51%	55%	**44%**	36%	38%	80%	-	-	-	*	38%
Social Studies	2019	55%	47%	**43%**	43%	35%	54%	-	*	-	*	33%
	2018	53%	39%	**28%**	17%	25%	60%	-	-	-	*	22%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**21%**	22%	19%	23%	-	60%	-	33%	19%
	2018	22%	20%	**14%**	10%	14%	19%	-	67%	*	9%	14%
ELA/Reading	2019	21%	28%	**27%**	30%	26%	29%	-	*	-	33%	25%
	2018	19%	31%	**26%**	11%	26%	39%	-	*	*	*	25%
Mathematics	2019	26%	23%	**20%**	20%	19%	18%	-	*	-	40%	19%
	2018	24%	13%	**7%**	7%	7%	3%	-	*	*	*	7%
Writing	2019	14%	13%	**12%**	24%	9%	14%	-	-	-	*	13%
	2018	13%	7%	**6%**	11%	4%	8%	-	*	*	*	5%
Science	2019	25%	26%	**15%**	8%	14%	24%	-	*	-	*	14%
	2018	23%	19%	**11%**	18%	9%	10%	-	-	-	*	15%
Social Studies	2019	33%	18%	**13%**	14%	5%	23%	-	*	-	*	6%
	2018	31%	21%	**11%**	0%	8%	40%	-	-	-	*	7%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**79**	81	77	82	-	83	-	86	77
	2018	69	81	**76**	74	77	71	-	*	*	67	79
ELA/Reading	2019	68	81	**80**	89	79	76	-	*	-	83	78
	2018	69	90	**89**	88	90	82	-	*	*	*	90
Mathematics	2019	70	75	**78**	74	76	89	-	*	-	90	77
	2018	70	72	**66**	64	67	61	-	*	*	*	69

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
***** Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	64%	**58%**	67%	50%	83%	-	-	-	-	*
2018	38%	56%	**50%**	*	53%	*	-	-	-	*	*
Mathematics											
2019	45%	62%	**58%**	*	60%	*	-	-	-	-	*
2018	47%	76%	**74%**	*	76%	*	-	-	-	*	71%
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	**91%**	86%	88%	100%	-	*	-	*	*
Students Requiring Accelerated Instruction											
2019	22%	6%	**9%**	14%	12%	0%	-	*	-	*	*
STAAR Cumulative Met Standard											
2019	85%	95%	**93%**	86%	91%	100%	-	*	-	*	*
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	**94%**	90%	93%	100%	-	-	-	-	*
Students Requiring Accelerated Instruction											
2019	18%	5%	**6%**	10%	7%	0%	-	-	-	-	*
STAAR Cumulative Met Standard											
2019	88%	97%	**96%**	90%	96%	100%	-	-	-	-	*

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PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%
2016-17	1.9%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.3%	-	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	89.7%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	-	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	91.6%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
Class of 2015											
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	-	-	-	-	-	-	-	-	-	-
2016-17	73.5%	-	-	-	-	-	-	-	-	-	-
Average SAT Score ***											
2017-18	1036	-	-	-	-	-	-	-	-	-	-
Average ACT Score ***											
2017-18	20.6	-	-	-	-	-	-	-	-	-	-

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.
*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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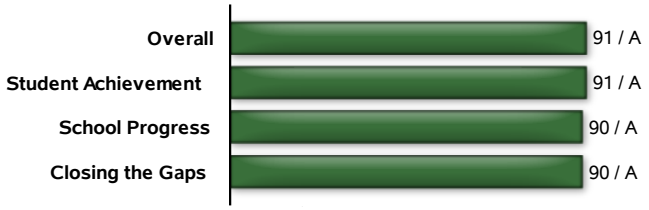
PIONEER TECHNOLOGY (PTAA) GREENVIL (057850002)

Accountability Rating

PIONEER TECHNOLOGY (PTAA) GREENVIL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) GREENVIL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Elementary/Secondary
Total Students: 230
Grade Span: KG - 10

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **ELA/Reading**
- ✓ **Mathematics**
- ✓ **Science**
- ✓ **Social Studies**
- ✓ **Comparative Academic Growth**
- ✓ **Comparative Closing the Gaps**
- ✓ **Postsecondary Readiness**

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) GREENVIL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.3%	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	6.5%	11.5%	12.6%
Hispanic	33.0%	51.3%	52.6%
White	52.2%	31.4%	27.4%
American Indian	1.3%	0.5%	0.4%
Asian	3.0%	1.6%	4.5%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	3.9%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	47.0%	59.9%	60.6%
English Learners	7.8%	20.4%	19.5%
Special Education	5.2%	5.0%	9.6%
Mobility Rate (2017-18)	21.8%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	7.0	7.0	18.9
Grade 1	13.8	13.8	18.8
Grade 2	17.0	17.0	18.7
Grade 3	10.2	10.2	18.9
Grade 4	11.6	11.6	19.2
Grade 5	15.0	15.0	21.2
Grade 6	7.2	15.4	20.4
Secondary			
English/Language Arts	8.6	13.2	16.6
Foreign Languages	7.1	8.1	18.9
Mathematics	8.4	12.2	17.8
Science	8.6	13.3	18.9
Social Studies	8.6	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$9,845	$11,356	$9,844
Instruction	$5,871	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$680	$347	$576

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) GREENVIL (057850002)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**96%**	95%	93%	97%	100%	90%	-	100%	96%
	2018	77%	87%	**99%**	100%	98%	99%	100%	*	-	100%	99%
ELA/Reading	2019	75%	93%	**98%**	93%	98%	99%	*	*	-	100%	99%
	2018	74%	88%	**100%**	*	100%	100%	*	*	-	100%	100%
Mathematics	2019	82%	96%	**96%**	100%	92%	99%	*	*	-	100%	96%
	2018	81%	91%	**100%**	*	100%	100%	*	*	-	100%	100%
Writing	2019	68%	91%	**87%**	80%	80%	92%	-	*	-	*	84%
	2018	66%	79%	**93%**	-	89%	93%	*	-	-	*	93%
Science	2019	81%	95%	**95%**	100%	89%	96%	*	*	-	100%	96%
	2018	80%	86%	**100%**	*	100%	100%	*	-	-	*	100%
Social Studies	2019	81%	87%	**96%**	-	100%	88%	*	*	-	*	100%
	2018	78%	79%	**100%**	*	*	100%	*	-	-	*	100%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**67%**	51%	57%	75%	100%	70%	-	73%	63%
	2018	48%	52%	**73%**	100%	76%	66%	100%	*	-	81%	76%
ELA/Reading	2019	48%	63%	**70%**	60%	63%	74%	*	*	-	86%	72%
	2018	46%	60%	**80%**	*	85%	74%	*	*	-	86%	84%
Mathematics	2019	52%	61%	**66%**	43%	55%	76%	*	*	-	67%	60%
	2018	50%	48%	**71%**	*	70%	64%	*	*	-	86%	76%
Writing	2019	38%	60%	**55%**	40%	53%	54%	-	*	-	*	36%
	2018	41%	47%	**63%**	-	67%	53%	*	-	-	*	71%
Science	2019	54%	64%	**78%**	60%	56%	93%	*	*	-	80%	81%
	2018	51%	55%	**76%**	*	83%	72%	*	-	-	*	71%
Social Studies	2019	55%	47%	**57%**	-	50%	75%	*	*	-	*	33%
	2018	53%	39%	**60%**	*	*	46%	*	-	-	*	60%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**29%**	26%	20%	36%	29%	20%	-	36%	25%
	2018	22%	20%	**32%**	50%	22%	31%	50%	*	-	43%	31%
ELA/Reading	2019	21%	28%	**30%**	20%	24%	37%	*	*	-	14%	27%
	2018	19%	31%	**41%**	*	30%	39%	*	*	-	57%	39%
Mathematics	2019	26%	23%	**26%**	29%	16%	33%	*	*	-	33%	21%
	2018	24%	13%	**27%**	*	20%	29%	*	*	-	29%	24%
Writing	2019	14%	13%	**15%**	0%	7%	21%	-	*	-	*	16%
	2018	13%	7%	**10%**	-	11%	0%	*	-	-	*	14%
Science	2019	25%	26%	**46%**	60%	28%	54%	*	*	-	80%	41%
	2018	23%	19%	**34%**	*	33%	33%	*	-	-	*	36%
Social Studies	2019	33%	18%	**30%**	-	20%	50%	*	*	-	*	11%
	2018	31%	21%	**40%**	*	*	38%	*	-	-	*	40%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**75**	67	79	75	*	*	-	68	73
	2018	69	81	**91**	100	97	87	100	*	-	88	93
ELA/Reading	2019	68	81	**84**	75	89	82	*	*	-	60	86
	2018	69	90	**93**	*	100	89	*	*	-	92	97
Mathematics	2019	70	75	**67**	61	68	69	*	*	-	75	62
	2018	70	72	**88**	*	95	86	*	*	-	86	89

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Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) GREENVIL (057850002)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	64%	**86%**	*	80%	-	-	-	-	-	-
2018	38%	56%	**100%**	-	*	*	-	-	-	-	*
Mathematics											
2019	45%	62%	**67%**	*	*	-	-	-	-	-	-
2018	47%	76%	*	-	*	*	-	-	-	-	-
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	100%	**100%**	*	100%	100%	-	-	-	-	-
STAAR Cumulative Met Standard											
2019	86%	100%	**100%**	*	100%	100%	-	-	-	-	-
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	100%	**100%**	*	100%	100%	-	-	-	-	-
STAAR Cumulative Met Standard											
2019	90%	100%	**100%**	*	100%	100%	-	-	-	-	-
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	**100%**	-	100%	100%	*	*	-	*	*
STAAR Cumulative Met Standard											
2019	85%	95%	**100%**	-	100%	100%	*	*	-	*	*
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	**100%**	-	100%	100%	-	-	-	*	*
STAAR Cumulative Met Standard											
2019	88%	97%	**100%**	-	100%	100%	-	-	-	*	*

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Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) GREENVIL (057850002)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%
2016-17	1.9%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.3%	-	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	89.7%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	-	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	91.6%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
Class of 2015											
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	-	-	-	-	-	-	-	-	-	-
2016-17	73.5%	-	-	-	-	-	-	-	-	-	-
Average SAT Score ***											
2017-18	1036	-	-	-	-	-	-	-	-	-	-
Average ACT Score ***											
2017-18	20.6	-	-	-	-	-	-	-	-	-	-

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*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

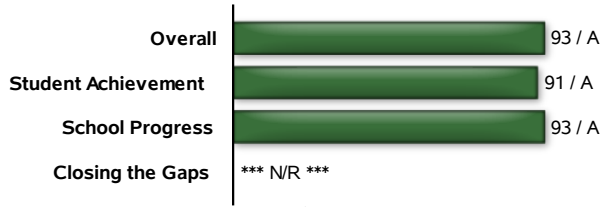
Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

Accountability Rating



PIONEER TECHNOLOGY (PTAA) FATE earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) FATE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Middle School
Total Students: 43
Grade Span: 06 - 08

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✓ **Mathematics**
✓ **Comparative Academic Growth**
✓ **Postsecondary Readiness**
✗ **ELA/Reading**

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) FATE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	-	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	14.0%	11.5%	12.6%
Hispanic	18.6%	51.3%	52.6%
White	55.8%	31.4%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	0.0%	1.6%	4.5%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	11.6%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	20.9%	59.9%	60.6%
English Learners	4.7%	20.4%	19.5%
Special Education	7.0%	5.0%	9.6%
Mobility Rate (2017-18)	0.0%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	15.0	15.4	20.4
Secondary			
English/Language Arts	6.5	13.2	16.6
Foreign Languages	6.5	8.1	18.9
Mathematics	4.3	12.2	17.8
Science	6.5	13.3	18.9
Social Studies	6.5	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$0	$11,356	$9,844
Instruction	$0	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$0	$347	$576

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**99%**	100%	100%	98%	-	-	-	100%	100%
ELA/Reading	2019	75%	93%	**97%**	100%	100%	95%	-	-	-	100%	100%
Mathematics	2019	82%	96%	**100%**	100%	100%	100%	-	-	-	100%	100%
Writing	2019	68%	91%	**100%**	*	*	*	-	-	-	-	*
Science	2019	81%	95%	*	-	-	*	-	-	-	*	*
Social Studies	2019	81%	87%	*	-	-	*	-	-	-	*	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**69%**	53%	94%	70%	-	-	-	50%	79%
ELA/Reading	2019	48%	63%	**64%**	67%	86%	67%	-	-	-	20%	70%
Mathematics	2019	52%	61%	**69%**	50%	100%	67%	-	-	-	60%	90%
Writing	2019	38%	60%	**78%**	*	*	*	-	-	-	-	*
Science	2019	54%	64%	*	-	-	*	-	-	-	*	*
Social Studies	2019	55%	47%	*	-	-	*	-	-	-	*	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**28%**	13%	25%	40%	-	-	-	0%	32%
ELA/Reading	2019	21%	28%	**28%**	33%	14%	38%	-	-	-	0%	40%
Mathematics	2019	26%	23%	**31%**	0%	43%	43%	-	-	-	0%	30%
Writing	2019	14%	13%	**11%**	*	*	*	-	-	-	-	*
Science	2019	25%	26%	*	-	-	*	-	-	-	*	*
Social Studies	2019	33%	18%	*	-	-	*	-	-	-	*	*
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**86**	88	80	86	-	-	-	*	82
	2018	69	81	**-**	-	-	-	-	-	-	-	-
ELA/Reading	2019	68	81	**87**	*	90	83	-	-	-	*	79
	2018	69	90	**-**	-	-	-	-	-	-	-	-
Mathematics	2019	70	75	**84**	*	70	89	-	-	-	*	86
	2018	70	72	**-**	-	-	-	-	-	-	-	-

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Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
2018	38%	56%	-	-	-	-	-	-	-	-	-
2018	47%	76%	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8											
Reading											
2019	41%	64%	*	*	-	-	-	-	-	-	*
Mathematics											
2019	45%	62%	*	*	-	-	-	-	-	-	*
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	*	-	-	*	-	-	-	*	-
Students Requiring Accelerated Instruction											
2019	22%	6%	*	-	-	*	-	-	-	*	-
STAAR Cumulative Met Standard											
2019	85%	95%	*	-	-	*	-	-	-	*	-
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	*	-	-	*	-	-	-	*	-
Students Requiring Accelerated Instruction											
2019	18%	5%	*	-	-	*	-	-	-	*	-
STAAR Cumulative Met Standard											
2019	88%	97%	*	-	-	*	-	-	-	*	-

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District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
County Name: DALLAS
District Number: 057850

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	28%	31%	**16%**	*	*	28%	*	-	-	*	*	14%	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	68%	**79%**	*	*	94%	*	-	-	*	*	76%	*
At Meets Grade Level or Above	2018	36%	40%	**39%**	*	*	50%	*	-	-	*	*	32%	*
At Masters Grade Level	2018	21%	24%	**21%**	*	*	39%	*	-	-	*	*	16%	*
End of Course English I														
At Approaches Grade Level or Above	2018	65%	66%	*	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	44%	47%	*	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	7%	8%	*	*	*	*	-	-	-	*	*	*	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	84%	**96%**	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	55%	57%	**57%**	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	32%	35%	**21%**	*	*	*	-	-	-	*	*	*	*
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	88%	**100%**	*	*	*	-	-	-	*	*	100%	*
At Meets Grade Level or Above	2018	59%	62%	**81%**	*	*	*	-	-	-	*	*	91%	*
At Masters Grade Level	2018	24%	27%	**26%**	*	*	*	-	-	-	*	*	45%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	78%	**87%**	86%	84%	93%	100%	100%	*	88%	*	86%	84%
	2017	75%	76%	**84%**	*	80%	85%	-	*	-	100%	*	76%	80%
At Meets Grade Level or Above	2018	48%	51%	**52%**	44%	46%	61%	100%	100%	*	63%	*	51%	43%
	2017	45%	48%	**47%**	*	35%	57%	-	*	-	92%	*	32%	36%
At Masters Grade Level	2018	22%	24%	**20%**	14%	15%	26%	50%	63%	*	31%	*	18%	14%
	2017	20%	22%	**20%**	*	14%	27%	-	*	-	38%	*	14%	20%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	75%	**88%**	80%	85%	96%	*	*	*	91%	*	87%	88%
	2017	72%	73%	**84%**	*	78%	88%	-	*	-	*	*	76%	*
At Meets Grade Level or Above	2018	46%	49%	**60%**	53%	54%	70%	*	*	*	64%	*	59%	50%
	2017	44%	47%	**44%**	*	25%	63%	-	*	-	*	*	24%	*
At Masters Grade Level	2018	19%	22%	**31%**	17%	26%	39%	*	*	*	45%	*	28%	23%
	2017	19%	21%	**29%**	*	19%	42%	-	*	-	*	*	16%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	82%	**91%**	*	90%	91%	*	*	*	*	*	91%	89%
	2017	79%	80%	**90%**	*	88%	88%	-	*	-	*	*	84%	84%
At Meets Grade Level or Above	2018	50%	52%	**48%**	*	44%	54%	*	*	*	*	*	49%	46%
	2017	46%	49%	**54%**	*	44%	63%	-	*	-	*	*	42%	47%
At Masters Grade Level	2018	24%	27%	**13%**	*	9%	19%	*	*	*	*	*	11%	9%
	2017	22%	25%	**21%**	*	16%	25%	-	*	-	*	*	18%	26%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	68%	**79%**	*	*	*	*	*	*	*	*	*	*
	2017	67%	69%	*	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	44%	**47%**	*	*	*	*	*	*	*	*	*	*
	2017	36%	40%	*	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	13%	15%	**7%**	*	*	*	*	*	*	*	*	*	*
	2017	11%	14%	*	*	*	*	-	-	-	*	*	*	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	81%	**86%**	*	76%	96%	*	-	-	*	*	79%	*
At Meets Grade Level or Above	2018	51%	53%	**55%**	*	45%	75%	*	-	-	*	*	48%	*
At Masters Grade Level	2018	23%	25%	**19%**	*	13%	25%	*	-	-	*	*	21%	*

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
County Name: DALLAS
District Number: 057850

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	51%	54%	**39%**	22%	40%	40%	*	*	*	*	0%	*	-	39%	38%	39%
At Masters Grade Level	2019	17%	19%	**11%**	30%	8%	14%	-	-	-	*	*	*	-	11%	7%	5%
	2018	15%	17%	**7%**	11%	2%	8%	*	*	*	*	0%	*	-	7%	6%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	**94%**	71%	94%	96%	*	*	-	100%	*	*	-	94%	95%	91%
	2018	76%	78%	**79%**	88%	67%	94%	*	-	-	*	57%	*	-	79%	73%	59%
At Meets Grade Level or Above	2019	51%	55%	**55%**	29%	42%	74%	*	*	-	86%	*	*	-	55%	51%	31%
	2018	52%	54%	**43%**	38%	33%	61%	*	-	-	*	14%	*	-	43%	35%	29%
At Masters Grade Level	2019	25%	29%	**17%**	14%	10%	30%	*	*	-	29%	*	*	-	17%	10%	6%
	2018	28%	31%	**16%**	25%	7%	28%	*	-	-	*	14%	*	-	16%	14%	6%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	72%	**87%**	71%	87%	87%	*	*	-	100%	*	*	-	87%	85%	83%
	2018	65%	68%	**79%**	75%	70%	94%	*	-	-	*	43%	*	-	79%	76%	65%
At Meets Grade Level or Above	2019	37%	41%	**47%**	43%	38%	61%	*	*	-	57%	*	*	-	47%	34%	29%
	2018	36%	40%	**39%**	38%	30%	50%	*	-	-	*	14%	*	-	39%	32%	18%
At Masters Grade Level	2019	21%	25%	**18%**	14%	8%	35%	*	*	-	43%	*	*	-	18%	8%	6%
	2018	21%	24%	**21%**	13%	7%	39%	*	-	-	*	0%	*	-	21%	16%	12%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	**93%**	100%	85%	100%	*	-	-	*	50%	*	-	93%	90%	86%
	2018	65%	66%	**83%**	67%	73%	100%	-	-	-	*	*	-	-	83%	83%	67%
At Meets Grade Level or Above	2019	50%	52%	**81%**	80%	81%	78%	*	-	-	*	0%	*	-	81%	80%	86%
	2018	44%	47%	**79%**	67%	64%	100%	-	-	-	*	*	-	-	79%	83%	67%
At Masters Grade Level	2019	11%	14%	**12%**	10%	7%	22%	*	-	-	*	0%	*	-	12%	7%	7%
	2018	7%	8%	**3%**	0%	0%	9%	-	-	-	*	*	-	-	3%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	**94%**	-	90%	100%	-	-	-	*	-	*	-	94%	88%	*
At Meets Grade Level or Above	2019	49%	52%	**76%**	-	70%	80%	-	-	-	*	-	*	-	76%	75%	*
At Masters Grade Level	2019	8%	10%	**0%**	-	0%	0%	-	-	-	*	-	*	-	0%	0%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	87%	**100%**	100%	100%	100%	*	*	-	100%	100%	*	-	100%	100%	100%
	2018	83%	84%	**96%**	100%	100%	90%	-	-	-	*	*	-	-	96%	100%	100%
At Meets Grade Level or Above	2019	61%	64%	**83%**	78%	80%	83%	*	*	-	100%	60%	*	-	83%	77%	83%
	2018	55%	57%	**57%**	57%	50%	60%	-	-	-	*	*	-	-	57%	75%	40%
At Masters Grade Level	2019	37%	42%	**47%**	33%	40%	57%	*	*	-	67%	0%	*	-	47%	42%	39%
	2018	32%	35%	**21%**	14%	10%	30%	-	-	-	*	*	-	-	21%	25%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	**98%**	100%	96%	100%	*	-	-	*	80%	*	-	98%	98%	100%
	2018	87%	88%	**100%**	100%	100%	100%	-	-	-	*	*	-	-	100%	100%	100%
At Meets Grade Level or Above	2019	62%	64%	**84%**	89%	72%	95%	*	-	-	*	40%	*	-	84%	83%	62%
	2018	59%	62%	**81%**	60%	73%	100%	-	-	-	*	*	-	-	81%	91%	67%
At Masters Grade Level	2019	25%	28%	**45%**	33%	32%	63%	*	-	-	*	0%	*	-	45%	40%	31%
	2018	24%	27%	**26%**	20%	27%	20%	-	-	-	*	*	-	-	26%	45%	33%

Attachment 9
Memo

No 2019-20 assessment data is available due to the suspension of STAAR testing requirements. https://tea.texas.gov/sites/default/files/covid/Governor%20Abbott%20Waives%20STAAR%20Testing%20Requirements.pdf

GOVERNOR GREG ABBOTT

For Immediate Distribution | March 16, 2020 | (512) 463-1826

Governor Abbott Waives STAAR Testing Requirements

Is Requesting Suspension Of Federal Testing Requirements For 2019-2020 School Year

AUSTIN - Governor Greg Abbott today announced that he has waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. Additionally, Governor Abbott is requesting that the Department of Education (DOE) waive federal testing requirements for the 2019-2020 school year.

Governor Abbott is working closely with the Texas Education Agency (TEA) to ensure that schools continue to deliver instruction to students while students are absent or while schools are closed due to COVID-19. This includes tailoring instruction for students with special needs so that they have access to the same education as other students in the district. Governor Abbott will continue to work with the TEA on developing additional methods to ensure that students are learning and ready to succeed at the next grade-level. These discussions are ongoing and more information will be provided as it develops.

"Your health and safety are top priorities, and the state of Texas will give school districts flexibility to protect and ensure the health of students, faculty, and their families," said Governor Abbott. "We will empower schools to make the best decisions to protect their communities from COVID-19."

The move to waive testing requirements reflects the Governor's emphasis on public health over all other priorities at this time. In normal times, Texas' assessment system provides educators and parents with reliable information on whether or not their students have mastered grade-level content. The Governor remains committed to ensuring parents, students, and school districts have access to this information in future years.

Superintendents should continue to prioritize the health and safety of students, faculty, and their families. Their leadership is an important part of our statewide efforts to mitigate the impact of COVID-19 and protect public health.

###

Competencies Used for School Leader Selection and Evaluation

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

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

In addition, board will be looking for head of school to have following qualities:
Communication

- ability to mobilize individuals and teams towards an ambitious mission
- ability to engage a variety of stakeholders in a clear and compelling vision
- ability to establish and accomplish ambitious professional goals

Leadership

- ability to identify, secure, and train strong talent
- ability to compose, lead, and train a high-capacity leadership team
- ability to engage the community towards execution of the vision and goals

Vision

- ability to understand the mission, vision, and goals deeply
- ability to develop the details needed to execute on the mission, vision, and goals
- ability to work with the Board to ensure full execution of the vision
- ability to Execute the Financial the Operational Detail of the Charter

Financial and Operational

- ability to build and manage budget details aligned to mission and needs
- ability to plan for long-term needs and adjust as needed for short-term items
- ability to measure and respond to data for outcomes
- ability to communicate goals, metrics, and action plans effectively
- ability to lead a professional team of various needs and responsibilities

The Board will conduct an annual evaluation of the school superintendent**. The superintendent will have an a**t-will employment agreement that will include an evaluation that is linked to school performance expectations. The superintendent's evaluation will also consider

performance in the areas of finance, school culture, staff supervision, legal and state compliance, and ability to communicate with the Board and the public about the school and its successes and challenges. The Board will determine an annual formal evaluation process that will, at a minimum, collecting input from all board members as well as key stakeholders including staff, parents and community leaders. Two stakeholders surveys a year will be conducted to ensure their voices are heard and implemented. The superintendent will also conduct a self -assessment. The final evaluation will be in writing, and adequate, objective documentation for all conclusions will be provided.

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

PTAA-Nevada

This is work in progress document. This will be continuously worked on during Incubation Year.

November 17, 2020

RE: Nevada Educator Performance Evaluation System (NEPF)

Pioneer Technical Arts Academy- Nevada will adopt the Nevada Department of Education Teacher Appraisal System. All board members, administrators, and teachers will be trained on the appraisal system and processes. The NEPF aligns perfectly with the mission and vision of PTAA-Nevada in growing and sustaining highly effective teachers.

Training Timeline 2021-2022

Activity	**Date Timeline**
Administrator Training- Superintendent, Principal, Assistant Principal, Instructional Coach	February – May 2021
Board Members	May- July 2021
Teachers	May-August 2021
Teacher Support	2021-2022 (Ongoing throughout the year)

Nevada Department of Education

NEVADA EDUCATOR PERFORMANCE EVALUATION SYSTEM (NEPF)

2019 – 2020
Principal Supervisor, School Administrator, & Teacher Protocols

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Introduction to the Nevada Educator Performance Framework

The passage of AB 222 during the 2011 Legislative Session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teachers and school administrators. The first order of business at the October 2011 TLC meeting was to determine guiding beliefs and goals for this evaluation system, now known as the Nevada Educator Performance Framework. The identified beliefs and goals are outlined below.

TLC Beliefs

To promote educator effectiveness and ensure all students attain essential skills to graduate high school ready for college and career success:

- "All educators* (see definition in glossary) can improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans and goals designed to inform and transform practice;
- An effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and timely feedback;
- A consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system;
- The evaluation system must be part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves;

Evaluation System Goals

The Nevada Educator Performance Framework Goals:

- Goal 1: Foster student learning and growth.
- Goal 2: Improve educators' effective instructional practices.
- Goal 3: Inform human capital decisions based on a professional growth system.
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

The system based on these guiding beliefs and goals, the foundation on which the NEPF was created, should ensure that educators:

- Positively impact the achievement of students in Nevada;
- Grow professionally through targeted, sustained professional development and other supports;
- Monitor student growth, identify and develop quality instructional practices, and share effective educational methods with colleagues;
- Reflect upon practice and take ownership for their professional growth; and
- Participate in constructive dialogue and obtain specific, supportive feedback from evaluators."

Main Purposes of the Evaluation Framework

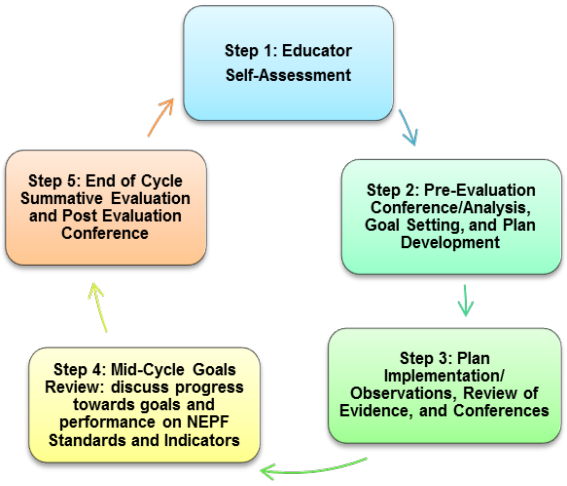
The overall purpose of Nevada's Educator Performance Framework (NEPF) is to identify effective instruction and leadership, and to establish criteria to determine:

- The professional development needs of educators (*goals 1, 2, 3 & 4*)
- Information on which to base human capital decisions including rewards and consequences (*goal 3*); and
- Whether educators are:
    - Using data to inform decision making (*goals 1, 2 & 4*)
    - Helping students meet achievement targets and performance expectations (*goals 1 & 4*)
    - Effectively engaging families (*goals 1 & 2*)
    - Collaborating effectively (*goals 1, 2, & 3*)

The Evaluation Cycle

The evaluation cycle is a year-long process with multiple components. The following guidelines are designed to help educators and their evaluators implement the Nevada Educator Performance Framework.

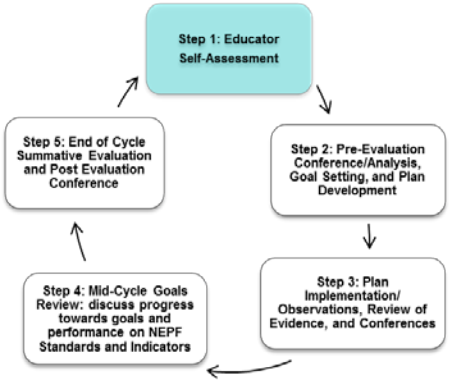
Figure 1: Evaluation Cycle



At the beginning of the school year, the educator receives a complete set of materials that includes the entire Rubric with Standards, Indicators, Performance Level and Evidence pages, and access to the current year NEPF Protocols document outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of evidence, etc.) and review the NEPF Rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

Figure 2: Typical Evaluation Cycle

Step	Timeline
Step 1: Educator Self-Assessment	Late Summer/Early Fall
Step 2: Pre-Evaluation Conference Analysis, Goal Setting, and Plan Development	Early Fall
Step 3: Observations and Conferences, Plan Implementation and Evidence Review	Throughout School Year
Step 4: Mid-Cycle Goals Review (Educator Assistance Plan if applicable)	Mid-year
Step 5: Post-Evaluation Conference and End-of-Cycle Summative Evaluation	Late Spring/Summer



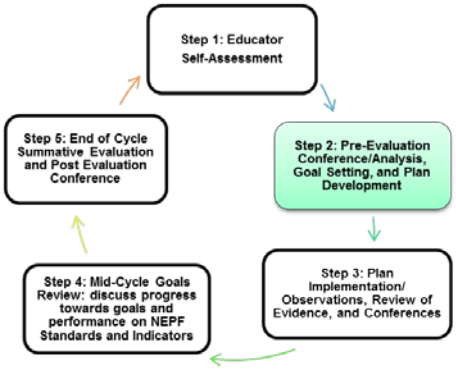
Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is self-assessment and preliminary goal setting. During this process, the educator must analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal. A guiding principle for the NEPF is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator's self-assessment is more potent when supported by specific evidence and clearly aligns with individual and team goals as well as school and district priorities and initiatives.

✓ **Self-Assessment:**
Using the **Self-Assessment Tool** and examining a wide range of evidence (including previous evaluations if applicable), the educator assesses his/her practice based on the levels of performance.

✓ **Goal Setting:**
The educator uses the **Goal Setting and Planning Tool to:**

- Set proposed goals, including but not necessarily limited to:
  - One Student Learning Goal (SLG), and
  - One Professional Practice Goal (PPG) related to improving the educator's own practice that *supports the achievement of the SLG*.
- Develop action steps for each goal.
- Record evidence to be used.



Step 2: Pre-Evaluation Conference, Analysis, Goal Setting, and Plan Development

The second step of the evaluation cycle includes joint goal setting and plan development. During the Pre-Evaluation Conference, the educator begins by sharing his/her self-assessment and proposed goals with the evaluator. The educator collaborates with the evaluator to refine the goals and Educator Plan as needed. The Plan should create a clear path of action to support the educator's professional growth and improvement, align with school and district goals, leverage existing professional development and expertise from within the school/district, and include proposed evidence.

NOTE: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. Turnaround school is defined as a school that has been determined to be turnaround pursuant to NRS 388G.400 only. **However, these educators are still required to set a Student Learning Goal and Professional Practice Goal as expected within the NEPF**.

- ✓ **Goal Setting and Planning:**
  The educator presents the **Goal Setting and Planning Tool** with proposed Student Learning Goal (see Appendix A), Professional Practice Goal, action steps, and potential sources of evidence to be used to evaluate his/her work.

- ✓ **Student Learning Goal:**
  The educator and evaluator discuss the proposed SLG and use the **criteria column of the Goal Setting and Planning Tool to review goal requirements,** revise (if necessary), review baseline data, and identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and rationale (see Appendix A for details). The educator and evaluator review the SLG Scoring Rubric and discuss expectations and learning targets associated with each level 1-4. Expectations must be clear to both the evaluator and educator.

- ✓ **Professional Practice Goal:**
  The educator uses the **Self-Assessment Tool** and/or previous evaluation to identify and set a professional practice goal. The **goal should align with and provide support for the SLG**.

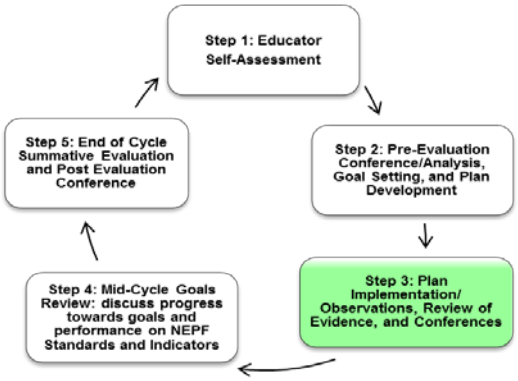
✓ **Rubrics Review:**

The educator and evaluator review the rubrics to address questions, such as:

- Are there any assumptions about specific Indicators that need to be shared because of the school/classroom context? (Example: If several students in the class are limited English speakers or are non-verbal, in what ways will the educator address Instructional Standard 3: Students Engage in Meaning Making through Discourse and Other Strategies?) **NOTE**: Per SB 475 (2019), there must be, "consideration of whether the classes for which the employee is responsible exceed the applicable recommended ratios of pupils per licensed teacher prescribed by the State Board pursuant to NRS 388.890 and, if so, the degree to which the ratios affect: (1)The ability of the employee to carry out his or her professional responsibilities; and (2) The instructional practices of the employee."
- Are there any Indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any Indicators that previous performance identified as an area for growth, and will need to be a specific focus for part or all of the year?

✓ **Goals and Plan Confirmation:**

The evaluator analyzes the educator's proposed Student Learning Goal and Professional Practice Goal alongside the NEPF rubrics. The educator and evaluator agree on the goals to be included in the Plan and the evidence to be used to determine performance levels on each Indicator.



Step 3: Plan Implementation – Observations, Review of Evidence, and Conferences

The third step of the evaluation cycle is implementing the Educator Plan. For the duration of the cycle, the educator pursues the attainment of high level performance on **all** Standards and Indicators to support the Student Learning and Professional Practice Goals identified in the Plan. The evaluator provides feedback for improvement, ensures timely access to planned supports, and reviews evidence on educator performance and progress toward goals through multiple sources.

A single evidence source can be used to support evidence of performance on multiple Indicators and/or Standards. Additionally, the educator may choose to collect evidence for review throughout the cycle, **but should not create artifacts specifically for the evidence review**. Educators should use documents that occur as part of the everyday practice.

The Plan provides a foundation for dialogue, collaboration, and action. The educator uses the Plan as a roadmap for improvement, completing the action steps to make progress toward Student Learning and Professional Practice Goals. The evaluator uses the Plan to drive appropriate and timely support for the educator. Both continue to use the **Pre/Post-Observation Conference Tools**, the NEPF rubrics, and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor progress toward goals, and determine evidence to review.

✓ **Plan Implementation:**

The educator, with the support of the evaluator, implements the Plan.

✓ **Evidence Review:**

- The evaluator reviews evidence described in the plan and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the **Observation/Evidence Review Tool**.
- The evaluator reviews evidence to identify corresponding NEPF Standards and Indicators.
- Observations are **NOT** scored

✓ **Observation and Conference Process:**

- For scheduled observations only, the educator and evaluator use the **Pre/Post Observation Conference Tool** to discuss the upcoming observation. **NOTE**: The questions on the tool are a guide, and all questions are not required for every observation.
- The evaluator conducts the observation. Using the **Observation/Evidence Review Tool** the evaluator records evidence observed during the scheduled or unscheduled observation and identifies corresponding Standards and Indicators.
- The educator and evaluator use the **Pre/Post-Observation Conference Tool** to discuss the observation, provide feedback, and identify professional learning needs.

Frequent observations provide invaluable insight into the educator's performance. These offer critical opportunities for evaluators to observe, review evidence, and analyze the educator's practice. Observations should be both scheduled and unscheduled. The evaluator uses the **Observation/Evidence Review Tool** to document the reviewing of evidence for both types of observations. **NOTE**: Observations are **NOT** scored**.**

Figure 3: Differentiated Evaluation Cycle

Personnel	Evaluation Frequency	Scheduled Observation Cycles Required per Evaluation
• Probationary educators in Year One of their initial or additional probationary period OR • All educators whose previous year rating was ineffective or developing	1 time per year	• 3 scheduled observation cycles (minimum) • supervising administrator must conduct 2 of the 3 required observations
• Probationary educators whose immediately preceding year rating was effective or highly effective	1 time per year	• 2 scheduled observation cycles (minimum) • supervising administrator must conduct 1 of the 2 required observations
• Probationary educators whose rating for two consecutive years were effective or highly effective OR • Post-probationary educators whose previous year rating was effective or highly effective	1 time per year	• 1 scheduled observation cycle (minimum) • supervising administrator must conduct the 1 required observation
• Post-probationary educators with rating of Highly Effective for the two immediately preceding years	no summative evaluation for 1 year	• 1 scheduled observation cycle (minimum) • supervising administrator must conduct the 1 required observation

Figure 4: Required Evaluation Components & Timeline per NRS 391.675-391.730

Evaluation Component	Probationary educators in Year One of their initial or additional probationary period OR All educators whose previous year rating was ineffective or developing	Probationary educators whose immediately preceding year rating was effective or highly effective	Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective	Post-probationary educators with a rating of Highly Effective for the two immediately preceding years
Self-Assessment, Goal Setting & Plan Development	Prior to first observation/ evidence review	Prior to first observation/ evidence review	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction
Observation Cycle(s) • Pre-observation conference • Observation(s) • Post-observation conference	• 1st scheduled observation must occur within 40 days after the first day of instruction • 2nd scheduled observation must occur after 40 days but within 80 days after the first day of instruction • 3rd scheduled observation must occur after 80 days but within 120 days after the first day of instruction	• 1st scheduled observation must occur within 40 days after the first day of instruction • 2nd scheduled observation must occur after 40 days but within 80 days after the first day of instruction	• The observation must occur within 120 days after the first day of instruction	• The observation must occur within 120 days after the first day of instruction
Evidence Review & Conferencing	Following each observation cycle	Following each observation cycle	Following each observation cycle	Following each observation cycle
Mid-Cycle Goal(s) Review	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
Summative Evaluation & Conference	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	No Summative Evaluation. Use Summative Evaluation Exemption Verification Tool.

Observation Process: The observation cycle consists of a Pre-Observation Conference with the educator and the evaluator, an observation based on the Standards, and a Post-Observation Conference. The Pre- and Post-Observation Conferences include guiding questions and potential evidence review, as requested by the evaluator.

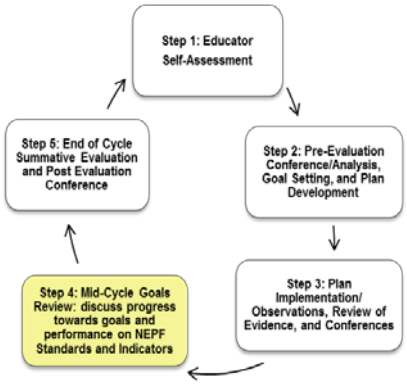
Pre-Observation Conferences: Each scheduled observation is preceded by a Pre-Observation Conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the **educator being evaluated leads these discussions** and provides the rationale for the basis of his/her instructional practices. Prior to engaging in this step of the process, it is essential that both the educator and evaluator participate in professional learning experiences that ensure they are adequately prepared for participating in this type of discussion.

Post-Observation Conferences: Following all observations, the Post-Observation Conference should be a joint discussion between the educator and evaluator. This is a time during which the **evaluator provides explicit feedback on performance,** and identifies and discusses professional learning needs.

Based on observations and evidence, if an educator's performance is likely to be rated ineffective or developing, the evaluator uses the **Educator Assistance Plan Tool** to develop and implement an assistance plan pursuant to NRS 391.695 and/or 391.715. Early support is best; therefore, this tool should be used to provide assistance to educators at any time during the evaluation cycle.

"Scheduled" (announced) observations are those observations for which prior notice is given and a Pre-Observation Conference has been held. The minimum number of scheduled observations is differentiated according to experience and performance as outlined in the Differentiated Evaluation Cycle (Refer to Figures 3 and 4 above). For educators, each scheduled classroom observation, as one component of the educator evaluation, needs to be conducted for a minimum of twenty minutes.

"Unscheduled" observations follow the same procedure as scheduled observations, with the exception of the requirements for a Pre-Observation Conference and the minimum twenty-minute duration for educators. Best practices suggest more frequent observations paired with brief reflective conferences support greater improvement of instruction. **Post-Observation Conferences for scheduled and unscheduled observations can be combined into a single meeting**, **regardless of the length of time between the observations.** Unscheduled observations may be conducted throughout the year at the discretion of the evaluator, with no minimum or maximum. Observations may be conducted by other authorized personnel. The quantities of scheduled observations that must be conducted by the *supervising administrator* are outlined in Differentiated Evaluation Cycle graphic (Refer to Figures 3 and 4 above).



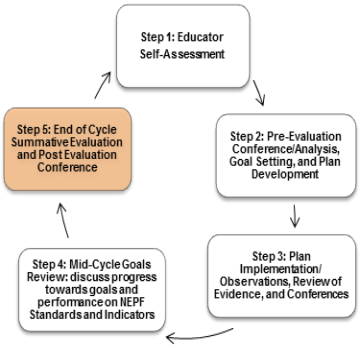
Step 4: Mid-Cycle Goals Review

The fourth step is a Mid-Cycle Goals Review. A conference should be held mid-year to discuss educator progress towards attaining goals and performance on all NEPF Standards and Indicators.

This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goals, as necessary. The Mid-Cycle Goal Review is the time when the educator and evaluator formally meet to discuss students' progress toward the SLG, and the educator's performance to date. The educator and evaluator review identified evidence. If appropriate, the educator and evaluator may choose to revise the SLG at this time. In addition, if there are patterns of evidence demonstrating performance that is potentially leading to a final rating of *ineffective* or *developing*, this is a critical time for the evaluator to discuss this evidence so there are no "surprises" during the summative evaluation. More importantly, if an educator is having difficulty, this allows the evaluator to provide the educator with the assistance required (NRS 391.695 & 391.715) to address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to provide recommendations for improvements in the performance of the educator [NRS 391.695 1(e)] and to describe the actions that will be taken to assist the educator.

- ✓ **Progress Review:**
  At mid-cycle, the evaluator analyzes the data and evidence reviewed to date and shares an assessment of progress on the goals detailed in the **Goal Setting and Planning Tool**.

- ✓ **Mid-Cycle Conference:**
  Educator and evaluator develop a shared understanding of progress made toward each goal and the educator's performance on the Standards and Indicators. The evaluator will identify mid-course adjustments if needed.



Step 5: End-of-Cycle Summative Evaluation and Post-Evaluation Conference

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the **Observation/Evidence Review Tool** data, gathers additional evidence and insights from the educator (if necessary), and identifies performance levels on the NEPF Indicators to determine Standard scores and the overall rating. Thoughtful summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

✓ **Scoring of Educational Practice Category:**

- The evaluator reviews the tools and relevant evidence reviewed throughout the cycle for the purpose of determining performance levels (PL) for each of the Indicators.
- The evaluator uses the data from the **Observation/Evidence Review Tool** documented throughout the cycle to identify the PLs for each Indicator and inputs them into the **Summative Evaluation Tool.** PL levels selected may range from 1-4 (whole numbers only).
- The Indicator PLs are then used to calculate the score for each Standard. This is done by averaging all PLs for each Standard.
- Overall scores for Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership(principal supervisor) and Professional Responsibilities are calculated by averaging the scores for each Standard.
- The final Educational Practice score is then determined by adding the weighted Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership (principal supervisor) and Professional Responsibilities scores on the **Summative Evaluation Tool.**

✓ **Scoring of Student Performance Domain:**

Student performance is an important part of the evaluation and is measured via the **Student Learning Goal Protocols**. The educator shares the data gathered throughout the SLG process. The evaluator reviews the data and uses the SLG Scoring Rubric to determine a SLG score of 1-4 based on the progress made toward previously set targets. For the 2019-2020 school year, this number is then weighted at 15% and becomes the Student Performance Domain score of the Summative Evaluation.

NOTE: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for

post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. Turnaround school is defined as a school that has been determined to be turnaround pursuant to NRS 388G.400 only.

✓ **Evaluation Conference:**
During the final evaluation conference, the educator and evaluator review the evidence on which the final rating was determined and discuss the scores and feedback given within the **Summative Evaluation Tool.**

Once final scoring ranges are recommended by the TLC and approved by the State Board, the table below will be updated to show the scoring ranges used to determine the final rating for teachers, school level administrators, and principal supervisors for the 2019-2020 school year.

Figure 5: 2018-2019 NEPF Scoring Ranges

Overall Score Range	Final Rating
3.6-4.0*	Highly Effective
2.8-3.59*	Effective
1.91-2.79*	Developing
1.0-1.9*	Ineffective

* Score Ranges to be updated for 2019-2020 pending approval by the Nevada State Board of Education.

Educators must:

- Demonstrate one of the three highest SLG rubric scores (score of 2, 3, or 4) to be eligible to receive an Effective summative rating
- Demonstrate one of the two highest SLG rubric scores (score of 3 or 4) to be eligible to receive a Highly Effective summative rating
- For those who receive a Highly Effective rating for two consecutive years, the final summative evaluation requirement is waived the following year. During the subsequent school year, educators who have met this criterion will continue to participate in the observation cycle for formative evaluation and professional growth purposes.

NOTE: NRS 391.725 describes the statement that must be included on the evaluation of a probationary educator if he or she is to receive a rating of 'Ineffective.'
The statement reads as follows:

"Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an 'ineffective' evaluation and are reemployed for a second or third year of your probationary period, you may request that your next evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in improving your performance based upon the recommendations reported in the evaluation for which you request assistance, and upon such request, a reasonable effort will be made to assist you in improving your performance."[1]

[1] NRS: CHAPTER 391 - PERSONNEL. (n.d.). Retrieved July, 2018, from https://www.leg.state.nv.us/NRS/NRS-391.html

Glossary

All Students – The NEPF Teacher Instructional Practice Rubric states that, "'all students' refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES)." The approved training materials from the Regional Professional Development Programs clarify that, "A teacher must demonstrate that all students are being well served by instruction. While not always directly observable, the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the all student status" (Refer to Appendix D.)

Data – Information, including classroom observations, student achievement scores, and artifacts, gathered during the evaluation process for determining educator performance.

Defensible – Having grounds to deem a conclusion or judgment valid and reliable based on various measures and assessments.

Diverse Learners – Those students who, because of gender, ethnic background, socioeconomic status, learning styles, disabilities, or limited English proficiency, may have academic needs that require varied instructional strategies to help them learn.

Domain – Primary area of focus for evaluation. For example, in the Teacher Evaluation the three domains are Instructional Practice, Professional Responsibilities, and Student Performance.

Educator – Within the NEPF frameworks, the term educator refers to any licensed professional providing services to pupils through the school system. This term is inclusive of teachers, principals and other school leaders, and principal supervisors.

Evaluator – The individual in an evaluation system that collects educator data, analyzes the data, and collaborates with educators to make judgments regarding performance.

Feedback – Information and/or recommendations given to an educator about performance which is based on evaluation results. Feedback is intended to provide insight to the educator so that professional learning can be targeted and improvements in performance can be achieved.

Framework – The system by which the measures are combined to evaluate the effectiveness of educators and make overall performance decisions.

High Leverage Standards – The identified standards, or main objectives of effective educators, as identified by the Nevada TLC.

Indicator – Specific activity or process demonstrated by the educator being evaluated which provides evidence of the high leverage standard or professional practice being measured.

Level – The position or rank of an educator's performance for each indicator, as determined using the rubric, observations, and evidence.

Measure – Used to assess educator performance on any standard. Examples of measures could be the Nevada CRT or a specific classroom observation rubric.

Performance Criteria – The specific performance thresholds that need to be met for an established goal/standard

Professional Learning – The process by which educators' competencies and capacities are increased, including but not limited to, professional development sessions, job-embedded support, coaching, observing and/or mentoring, peer reviews, etc.

Reliability – The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

- **Intra-rater** – the degree to which an assessment yields the same result when administered by the same evaluator on the same educator at different times
- **Inter-rater** – the degree to which an assessment yields the same result when administered by different evaluators on the same educator at the same time
- **Internal consistency** – the degree to which individual components of an assessment consistently measure the same attribute
- **Test / Retest** – the degree to which an assessment of the same educator yields the same result over time

Standard – Clearly defined statements and/or illustrations of what all teachers are expected to know and do. Standards operationalize the categories by providing measurable goals.

Standard Score – The overall point value for each standard. Each score is based on the Indicator levels of performance determined by quality observation data and evidence collected throughout the evaluation cycle.

Student Achievement – The performance of a student on any particular measure of academics.

Teachers and Leaders Council (TLC) – Sixteen member council consisting of: The Superintendent of Public Instruction, or his or her designee; the Chancellor of the Nevada System of Higher Education, or his or her designee; four public school teachers; two public school administrators; one superintendent of schools; two school board members; one representative of the regional professional development programs; one parent or legal guardian; one school counselor, psychologist, speech-language pathologist, audiologist or social worker who is licensed; and two persons with expertise in the development of public policy relating to education. The purpose of the TLC is to make recommendations to the State Board concerning the adoption of regulations for establishing a statewide performance evaluation system.

Validity – The extent to which an assessment or tool measures what it intends to measure.

Weight – The adjustment of a given measure to reflect importance and/or reliability that determines the influence of the overall performance rating.

Appendix A – GOAL SETTING PROTOCOLS

STUDENT LEARNING GOALS – Teachers

SLGs are an approach to measuring student learning and the impact a teacher has on student learning. The SLG process provides an opportunity for teachers to collaborate with other teachers and with their evaluators to set meaningful academic goals for their students. SLGs are long-term, measurable, academic goals set for students to accomplish by the end of a course. Developing an SLG includes identifying the most important learning content for the year alongside teachers of the same content area (if available), reviewing student academic and social data, setting a long term goal for students, measuring the long term goal along the way, and evaluating student attainment of the goal at the end of the school year. The SLG process empowers teachers to set a goal for their own students and facilitates deep collaboration between teachers and evaluators to ensure that students reach the goal.

- SLGs encourage a collaborative process. The process of developing SLGs involves collaboration among teams of teachers across grade levels or subject areas to identify the "most important" content.
- SLGs reinforce and can help formalize good teaching practice. The SLG process involves interpreting data, setting the goal, using data to assess progress and adjusting instruction based on data collected.
- SLGs acknowledge the value of teacher knowledge and teacher skill. Teachers have input on how student learning is measured.
- SLGs are adaptable. They are not dependent on the availability of standardized assessment scores. They can also be adjusted or revised based on changes in standards, curriculum, student population, and/or student need.

STUDENT LEARNING GOALS – School Administrators

The SLGs serve much the same purpose for school administrators as for teachers. Collaboration among school administrators within the school and across schools helps to ensure that the SLGs are aligned with the school and district vision. School administrators review student academic and social data, set a long-term goal for students, provide the instructional leadership to help teachers improve practice to positively impact student learning, measure progress toward the goal, and evaluate the attainment of the goal at the end of the school year. Administrators are responsible for creating the culture, climate, and organizational structure that allows teachers to perform at their most effective levels.

STUDENT LEARNING GOALS – Principal Supervisors

The SLGs serve much the same purpose for principal supervisors as for school administrators and teachers. Collaboration among district administrators helps to ensure that the SLGs are aligned with the district vision. Principal supervisors review student academic and social data at their school sites, select a long term goal for students, provide the instructional leadership to help their principals and schools improve practice to positively impact student learning, measure progress toward the goal, and evaluate the attainment of the goal at the end of the school year. Principal Supervisors are responsible for providing feedback and support required for

administrators to successfully impact their school culture, climate, and organizational structure that subsequently allows teachers to perform at their most effective levels.



SLG Process

Student Learning Goals are not just about the goal that an educator sets for their students, they also emphasize the process educators use to set and monitor student progress towards the desired goal. The collaboration and analysis required for successful SLG implementation aligns with effective practices more broadly. Educators engage in a collaborative process with their teams and ultimately collaborate with their evaluator to establish long-term, measurable, academic goals for their students. There are three main steps to the SLG process as outlined below:

Step 1: Develop and approve the SLG using the **Goal Setting and Planning Tool**

- Review course objectives and standards and identify the most important learning for the year
- Identify the assessments that will be used to measure student progress toward the SLG
- Review and collect baseline data
- Draft SLG and set performance targets based on baseline data
- Evaluation of the proposed SLG and approval by the evaluator

Step 2: Monitor the progress

- Delivery of instruction/instructional leadership
- Adapt instruction/instructional leadership plans based on data collected
- Monitor progress and discuss with team and/or evaluator
- Revise supports and interventions as needed
- Educator and evaluator make adjustments to SLG at **Mid-Cycle Goal Review** if necessary

Step 3: Evaluate

- Assess students' progress toward SLG using previously approved assessments
- Analyze results
- Educator and evaluator review the results
- Evaluator reviews SLG attainment and evaluates the level of achievement of the SLG before assigning the score based on the SLG Scoring Rubric
- Educator and evaluator reflect on process and results to improve student learning and educator practice

Step 1: Develop and approve the SLG

The SLG must align with Nevada Academic Content Standards (NVACS) or other approved standards. When possible, educators should work together (e.g. in grade level or content teams) to review and determine the most important standards and content for students to master. Additionally, educators should work together to analyze student performance trends and select or develop common measures for assessing student content knowledge and skills. The administrator should create teams of teachers to work together to review standards, identify priorities, select common measures and establish goals.

The SLG should be horizontally and vertically aligned, when applicable. To develop horizontally aligned goals, all teachers in the same grade level and/or content area should collaborate to set SLGs and then each **teacher should set specific targets based upon his or her own students' baseline knowledge and skills.** When developing a vertically aligned SLG, teachers across grade levels and/or departments should communicate and collaborate to ensure that students are progressing as expected.

Setting targets for the SLG can be complex. Educators should use baseline and trend data to help set appropriate SLG targets. Targets should be ambitious and feasible for the students identified. **Tiered targets may be necessary to address the needs of all students** in the class (e.g. students performing in the lowest third of the class may have an end of course target set lower than students performing at higher levels on the baseline assessment).

The SLG must be approved by the evaluator. The **Goal Setting and Planning Tool** is used to guide the process. The main questions the evaluator should ask are:

- Is the goal focused on the right standards/material?
- Do the performance targets represent an appropriate amount of student learning for the specified interval of instruction?
- Do the assessments identified meet the criteria outlined below?
- Will the SLG assessments provide the information needed to determine if the goal has been met?

Step 2: Monitor the progress

The educator evaluates students' progress throughout the course of instruction. This information is part of an ongoing conversation between the educator and evaluator via observation conferences. Progress toward the SLG and the educator performance observed should be closely linked and discussed throughout the evaluation cycle. The **Mid-Cycle Goal Review** is the time when the educator and evaluator formally meet to discuss students' progress toward the SLG, and the educator's performance to date. At this time, the educator and evaluator may choose to revise the SLG if appropriate and/or the evaluator may use the **Educator Assistance Plan** to provide specific resources and directives to the educator if evidence from observations warrants the additional instructional/instructional leadership guidance.

Step 3: Evaluate the progress

Near the end of the evaluation cycle, students are assessed and results are then compared to expectations set in the SLG. Based on previously set targets, the SLG Scoring Rubric is used to determine the educator's score from 1-4 (Refer to Figure 6 below). This number becomes the raw Student Performance Domain score of the Final Summative Evaluation. The evaluator and educator discuss this information during the Final Summative Evaluation Conference for the purposes of reflection, and to inform the improvement of the process for the following school year.

Figure 6: Student Learning Goal Scoring Rubric

SLG Scores	Score Descriptors
High = 4	Multiple sources of growth or achievement data from at least two points in time show evidence of **high growth** and **high impact** for **all or nearly all** students.
Moderate = 3	Multiple sources of growth or achievement data from at least two points in time show **clear** evidence of growth and impact for **most** students.
Low = 2	Multiple sources of growth or achievement data from at least two points in time show **clear** evidence of growth and impact for **some** students.
Unsatisfactory = 1	The educator **has not met** the expectation described in the SLG and has demonstrated an **insufficient impact** on student learning.

NOTE: State law requires that the evaluation of a probationary educator in his or her initial year of employment as a probationary teacher or administrator must NOT include student performance data. It also stipulates that the evaluation of educators at a school designated as a turnaround school (NRS 388G.400) must NOT include student performance data for the first and second years after the school has been designated as a turnaround school (NRS 391.695 and 391.715)

Student Learning Goals – Choosing Quality Assessments

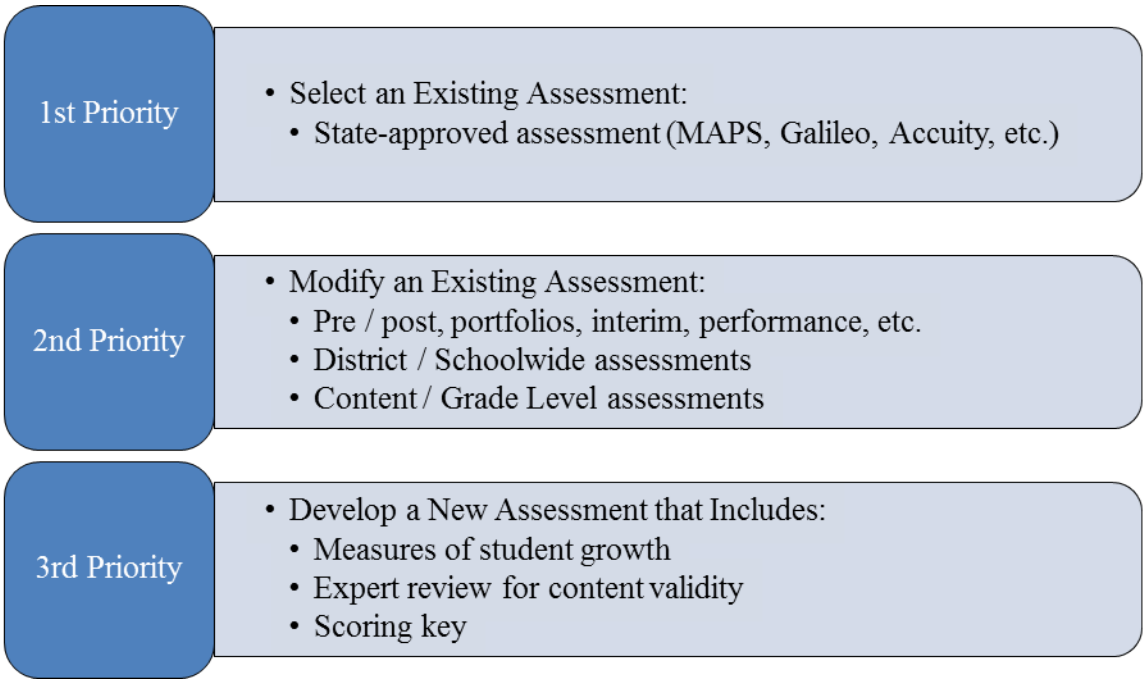
Choosing high-quality assessments is an integral component of the SLG process. A quality assessment provides an indication of the degree to which a teacher has impacted his or her students' learning in the course. The Teachers and Leaders Council has recommended, and the State Board of Education has approved and adopted, regulations regarding the criteria for assessments used to measure progress toward the SLG. R138-17 adopted May 16, 2018 requires that the **assessments must show ALL of the following:**

- Alignment with content standards/NVACS and curriculum
- Alignment with the intended level or rigor
- Psychometric quality of validity, and reliability to as high degree as feasible; and
- Monitoring includes alignment, instrument security, reliability, validity, comparability, feasibility and scoring

Additionally, evaluators will use the Priority Levels to guide the selection of the most appropriate type of assessment to use when measuring student progress toward the SLG. If available and appropriate:

- Priority 1 Assessments should be the first choice of assessment,
- Priority 2 Assessments should only be used if Priority 1 Assessments are not available or appropriate for use; and
- Priority 3 Assessments should only be used if no other option is available or feasible.

Figure 7: Assessment Priority Levels

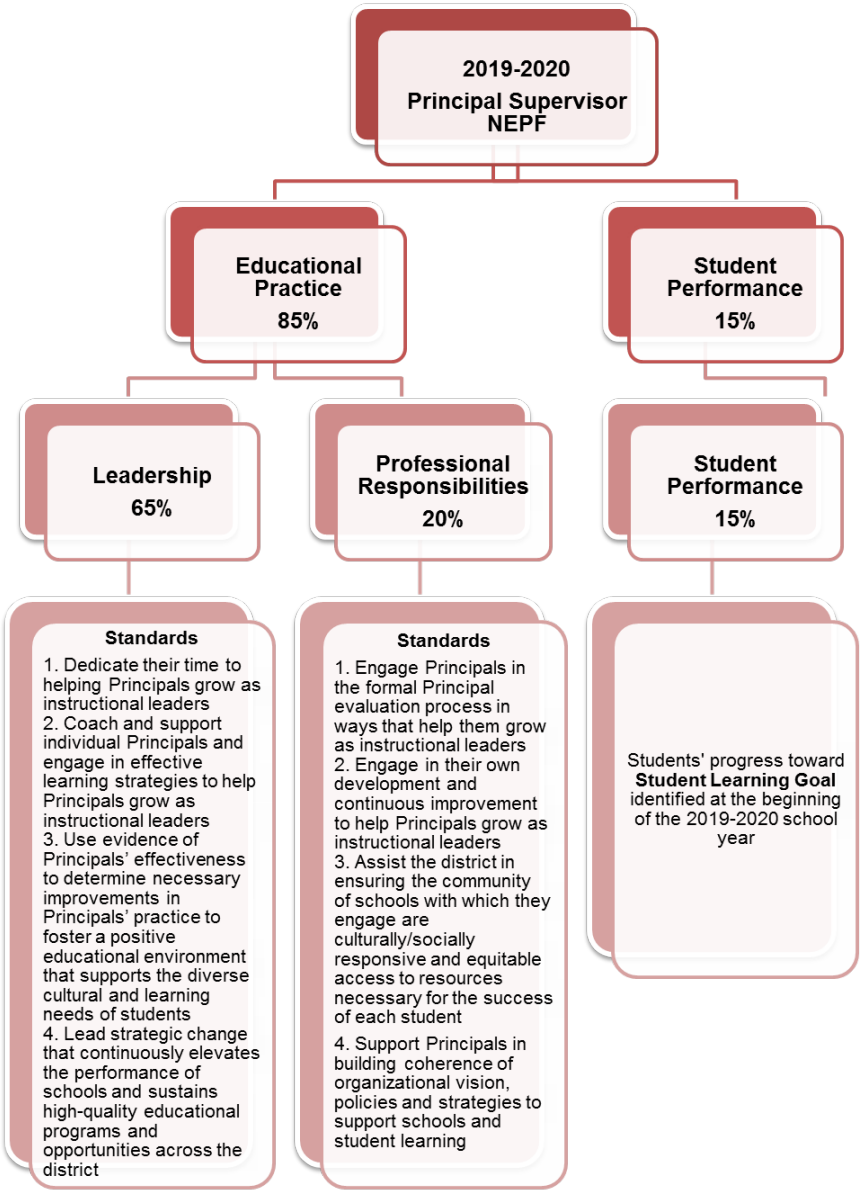


Appendix B – Principal Supervisor Framework

Overview of the Framework

The NEPF for Principal Supervisors consists of two categories and three domains. The Educational Practice Category consists of the Leadership and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2019-2020 school year, the Leadership Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 8: 2019-2020 Principal Supervisor Framework



Leadership and Professional Responsibilities Domains

The Principal Supervisor Framework aligns in structure and orientation to both the Teacher and School Administrator Frameworks. The Leadership Domain sets the parameters for measuring administrator behavior to be an active supporter of the instructional leader, while also specifically monitoring their performance. The Professional Responsibilities Domain addresses the standards for responsibilities that support improvements in principals', and subsequently teachers', practice and likelihood of success. This alignment with the School Administrator and Teacher Framework ensures that principal supervisors are evaluated on their ability to provide the structural support and feedback to help these educators improve their practice.

The Principal Supervisor Standards and Indicators were developed through the adoption of the 2015 national model standards from the Council of Chief State School Officers (CCSSO), known as the Model Principal Supervisor Professional Standards. Based on these standards, and in an effort to align with the School Administrator and Teacher Frameworks, the Teachers and Leaders Council (TLC) identified the four high-leverage Leadership Standards identified below. As with the Teacher and School Administrator Frameworks, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

Principal Supervisor Leadership Standards and Indicators

Standard 1: Principal Supervisors dedicate their time to helping Principals grow as instructional leaders

- **Indicator 1:** The Principal Supervisor spends time in schools observing Principals and the effects of their leadership efforts
- **Indicator 2:** The Principal Supervisor communicates effectively with Principals and explains reasoning and research behind decisions and actions
- **Indicator 3:** The principal supervisor develops efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to principal development
- **Indicator 4:** The Principal Supervisor monitors their use of time to ensure they are spending most of it in school developing Principals as instructional leaders.

Standard 2: Principal Supervisors coach and support individual Principals and engage in effective learning strategies to help Principals grow as instructional leaders

- **Indicator 1:** The Principal Supervisor uses evidence to provide Principals timely, actionable feedback on their work as instructional leaders
- **Indicator 2:** The Principal Supervisor supports Principal development as instructional leaders through coaching, supervision and connections to resources
- **Indicator 3:** The Principal Supervisor provides or arranges differentiated learning opportunities to build Principals' capacity as instructional leaders
- **Indicator 4:** The Principal Supervisor builds relationships with Principals based on common goals, support, and mutual accountability

Standard 3: Principal Supervisors use evidence of Principals' effectiveness to determine necessary improvements in Principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students

- **Indicator 1:** The Principal Supervisor gathers qualitative, quantitative and observational evidence about Principals' capacity ensuring diverse learners' needs are met
- **Indicator 2:** The Principal Supervisor uses evidence from a variety of sources to assess current levels of Principals' proficiency for managing change and ensuring equitable student access to appropriate, rigorous learning
- **Indicator 3:** The Principal Supervisor supports, through coaching, Principals' implementation of leadership strategies to manage change and improve equitable student access to appropriate, rigorous learning
- **Indicator 4:** The Principal Supervisor operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status

Standard 4: Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district

- **Indicator 1:** The Principal Supervisor uses evidence from a variety of data sources to identify areas of need in each school and common needs across schools in the district
- **Indicator 2:** The Principal Supervisor works with the Principals and central office administrators to determine better strategies and enact change that addresses common needs and results in increased performance
- **Indicator 3:** The Principal Supervisor provides feedback to central office staff about ways to improve services that support Principals, schools, and student learning
- **Indicator 4:** The Principal Supervisor works with central office administrators to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement

Principal Supervisor Professional Responsibilities Standards and Indicators

Standard 1: Principal Supervisors engage Principals in the formal Principal evaluation process in ways that help them grow as instructional leaders

- **Indicator 1:** The Principal Supervisor gathers high quality qualitative, quantitative and observational evidence about Principals' capacity for instructional leadership
- **Indicator 2:** The Principal Supervisor communicates and models how the NEPF evaluation process supports Principal's growth as instructional leader
- **Indicator 3:** The Principal Supervisor collaborates with Principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal
- **Indicator 4:** The Principal Supervisor supports Principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed

Standard 2: Principal Supervisors engage in their own development and continuous improvement to help Principals grow as instructional leaders

- **Indicator 1:** The Principal Supervisor uses feedback and data from multiple sources (e.g., Principals, Supervisor, and Principal Supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning

- **Indicator 2:** The Principal Supervisor seeks opportunities to increase their own professional knowledge in an effort to remain current on school leadership support, educational research and evidence-based practices
- **Indicator 3:** The Principal Supervisor sets pertinent and measureable professional learning goals to improve their leadership practice

Standard 3: Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and equitable access to resources necessary for the success of each student

- **Indicator 1:** The Principal Supervisor models and advocates for fair, equitable, and appropriate leadership practices with Principals, with particular emphasis on student achievement, equity and social justice
- **Indicator 2:** The Principal Supervisor ensures Principals are aware of schoolwide access to the full range of integrated services to meet the diverse cultural and learning needs of each student
- **Indicator 3:** The Principal Supervisor exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices
- **Indicator 4:** The Principal Supervisor follows policies, regulations, and procedures specific to role and responsibilities

Standard 4: Principal Supervisors support Principals in building coherence of organizational vision, policies and strategies to support schools and student learning

- **Indicator 1:** The Principal Supervisor examines school-level goals and strategies to promote achievement and equity for students and ensure alignment with district vision, policies, and strategies to inform Principal evaluation and coaching
- **Indicator 2:** The Principal Supervisor assists Principals in learning to allocate school resources in ways that best support staff and meet their school's needs
- **Indicator 3:** The Principal Supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning
- **Indicator 4:** The Principal Supervisor provides feedback on the effectiveness of the district's systems to support school- level leaders

Student Performance Domain

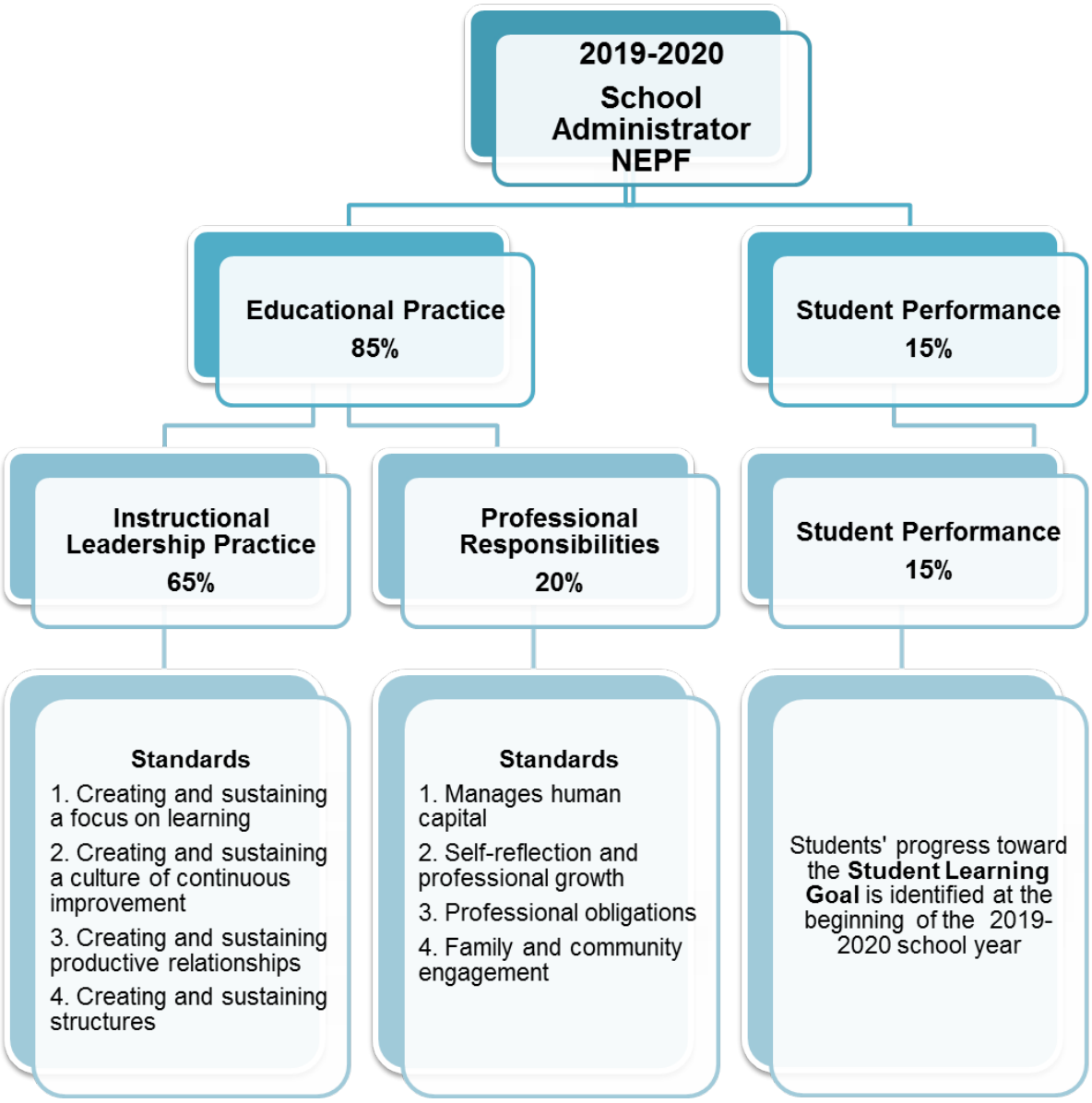
The Principal Supervisor evaluation system contains a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts. The 2019-2020 Student Performance Domain includes a Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District-determined assessments. This score is weighted at 15%. Details on this process are included in Appendix A.

Appendix C – School Administrator Framework

Overview of the Framework

The NEPF for School Administrators consists of two categories and three domains. The Educational Practice Category consists of the Instructional Leadership and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2019-2020 school year, the Instructional Leadership Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 9: 2019-2020 School Administrator Framework



Instructional Leadership and Professional Responsibilities Domains

The School Administrator Framework and Teacher Framework align in structure as well as in orientation to stakeholder values. The Instructional Leadership Practice Domain sets the parameters for measuring administrator behavior to be an instructional leader, while also specifically monitoring teacher performance. The Professional Responsibilities Domain addresses the standards for administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success. This alignment with the Teacher Framework ensures that administrators are evaluated on their ability to provide the structural support and feedback to help teachers improve their practice.

The School Administrator Standards and Indicators were determined as a result of a rigorous review of existing administrator leadership standards, including but not limited to the Interstate School Leaders Licensure Consortium (ISSLC) and the National Board of Administrator Leadership Standards (NBPLS). Based on these standards, and in an explicit effort to align the administrator evaluation with the Standards and Indicators identified in the teacher framework, the Teachers and Leaders Council (TLC) identified the four high-leverage Instructional Leadership Standards identified below. As with the Teacher Framework, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

School Administrator Instructional Leadership Standards and Indicators

Standard 1: Creating and sustaining a focus on learning

- **Indicator 1:** The school-level administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.
- **Indicator 2:** The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.
- **Indicator 3:** The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.
- **Indicator 4:** The school-level administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

Standard 2: Creating and sustaining a culture of continuous improvement

- **Indicator 1:** The school-level administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.
- **Indicator 2:** The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.
- **Indicator 3:** The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
- **Indicator 4:** The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Standard 3: Creating and sustaining productive relationships

- **Indicator 1:** The school-level administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults and students' well-being to create a positive affective experience for all members of the school's community.
- I**ndicator 2:** The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.
- **Indicator 3:** The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.
- **Indicator 4:** The school-level administrator has structures and processes in place to communicate and partner with teachers, and parents in support of the school's learning goals.

Standard 4: Creating and sustaining structures

- **Indicator 1:** The school-level administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
- **Indicator 2:** The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
- **Indicator 3:** The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

School Administrator Professional Responsibilities Standards and Indicators

Standard 1: Manages Human Capital

- **Indicator 1:** The school-level administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.
- **Indicator 2:** The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.
- **Indicator 3:** The school-level administrator supports the development of teacher leaders and provides leadership opportunities.
- **Indicator 4:** The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Standard 2: Self-Reflection and Professional Growth

- **Indicator 1:** The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The school-level administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.
- **Indicator 3:** The school-level administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.

Standard 3: Professional Obligations

- **Indicator 1:** The school-level administrator models and advocates for fair equitable and appropriate treatment of all personnel, students, and families.
- **Indicator 2:** The school-level administrator models integrity in all interactions with colleagues, staff, students, family, and the community.
- **Indicator 3:** The school-level administrator respects the rights of others with regard to confidentiality & dignity & engages in honest interactions.
- **Indicator 4:** The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family and Community Engagement

- **Indicator 1:** The school-level administrator Involves families and the community in appropriate policy implementation, program planning, and assessment.
- **Indicator 2:** The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts.
- **Indicator 3:** The school-level administrator connects students and families to community health, human and social services as appropriate.

Student Performance Domain

The school administrator evaluation system contains a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As new educator evaluation models are implemented, advances in research and best practices are anticipated. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

Recommendations concerning measures of student growth for use in individual educator evaluations will be made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations.

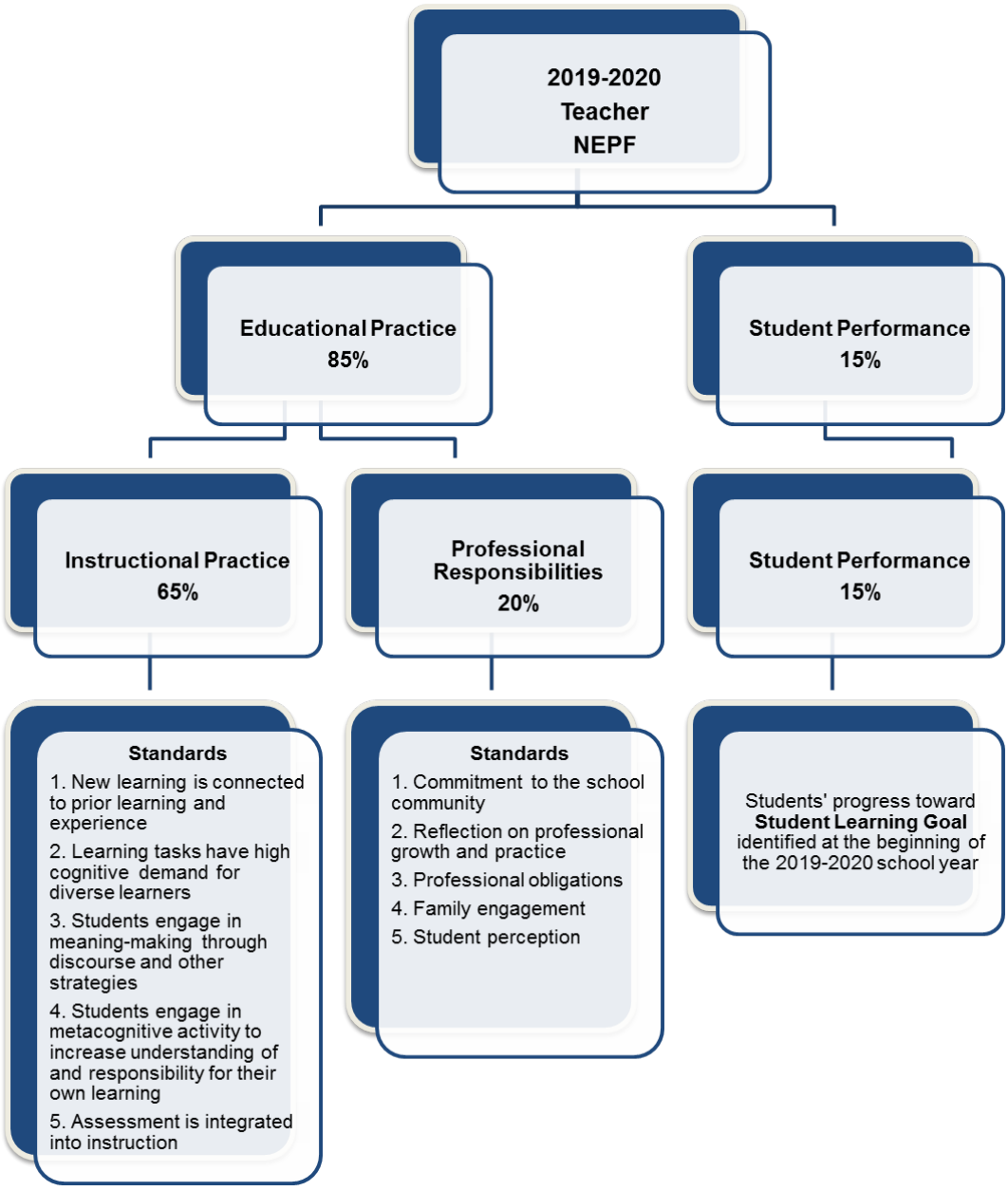
The passage of AB320 during the 2017 Legislative Session removed the statewide assessment data from an educator's evaluation. However, the local district determined measures remain in the form of the Student Learning Goal. The **2019-2020** Student Performance Domain includes a Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District-determined assessments. This score is weighted at 15%. Details on this process are included in Appendix A.

Appendix C – TEACHER FRAMEWORK

Overview of the Framework

The NEPF for Teachers consists of two categories and three domains. The Educational Practice Category consists of the Instructional Practice and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2019-2020 school year, the Instructional Practice Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 10: 2019-2020 Teacher Framework



Instructional Practice and Professional Responsibilities Domains

The Teacher Framework assesses teacher performance across the two overarching categories of Educational Practice and Student Performance. The two domains that comprise Educational Practice are Instructional Practice and Professional Responsibilities. The Instructional Practice Domain identifies and defines the standards for measuring teacher behavior as he/she delivers instruction in the classroom, while also specifically monitoring student behavior. The Professional Responsibilities Domain addresses the standards for what a teacher does outside of instruction to influence and prepare for student learning at each student's highest ability level in the classroom and to promote the effectiveness of the school community.

The teacher domains were determined as a result of a rigorous national review of existing standards, including but not limited to the Interstate Teacher Assessment and Support Consortium (InTASC), the National Board for Professional Teaching Standards (NBPTS), and examples from other states. The focus on Instructional Practice was based on guidance from national experts and the reinforcement of research. Narrowing the scope to the assessment of Instructional Practice and Professional Responsibilities Standards broadens the depth and breadth of the system. The Standards are based on a vast body of empirical evidence, as detailed in the Literature Review, demonstrating an immediate and important connection to fostering student success by building students' 21st century skills so they graduate college and career ready.

The performance Indicators for each Standard and the corresponding rubrics were developed by Dr. Margaret Heritage and her team at the University of California, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST). The rubrics and associated performance levels to assess the Indicators were designed to look at teacher and student behavior, with a focus on outcomes vs. processes.

Teacher Instructional Practice Standards and Indicators

Standard 1: New Learning is Connected to Prior Learning and Experience

- **Indicator 1:** The teacher activates **all** students' initial understandings of new concepts and skills.
- **Indicator 2:** The teacher makes connections explicit between previous learning and new concepts and skills for **all** students.
- **Indicator 3:** The teacher makes clear the purpose and relevance of new learning for **all** students.
- **Indicator 4:** The teacher provides **all** students opportunities to build on or challenge initial understandings.

Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners

- **Indicator 1:** The teacher assigns tasks that purposefully employ **all** students' cognitive abilities and skills.
- **Indicator 2:** The teacher assigns tasks that place appropriate demands on each student.
- **Indicator 3:** The teacher assigns tasks that progressively develop **all** students' cognitive abilities and skills.
- **Indicator 4:** The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

- **Indicator 1:** The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- **Indicator 2:** The teacher provides opportunities for **all** students to create and interpret multiple representations.
- **Indicator 3:** The teacher assists **all** students to use existing knowledge and prior experience to make connections and recognize relationships.
- **Indicator 4:** The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for **all** students.

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

- **Indicator 1:** The teacher and **all** students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- **Indicator 2:** The teacher structures opportunities for self-monitored learning for **all** students.
- **Indicator 3:** The teacher supports **all** students to take actions based on the students' own self-monitoring processes.

Standard 5: Assessment is Integrated into Instruction

- **Indicator 1:** The teacher plans on-going learning opportunities based on evidence of **all** students' current learning status.
- **Indicator 2:** The teacher aligns assessment opportunities with learning goals and performance criteria.
- **Indicator 3:** The teacher structures opportunities to generate evidence of learning during the lesson of **all** students.
- **Indicator 4:** The teacher adapts actions based on evidence generated in the lesson for **all** students.

Teacher Professional Responsibilities Standards and Indicators

Standard 1: Commitment to the School Community

- **Indicator 1:** The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.
- **Indicator 2**: The teacher takes an active role in building a professional culture that supports school and district initiatives.
- **Indicator 3:** The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.

Standard 2: Reflection on Professional Growth and Practice

- **Indicator 1:** The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.
- **Indicator 3:** The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

Standard 3: Professional Obligations

- **Indicator 1:** The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.
- **Indicator 2:** The teacher models integrity in all interactions with colleagues, students, families, and the community.
- **Indicator 3:** The teacher follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family Engagement

- **Indicator 1:** The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs and include parent/guardian requests and insights, about the goals of instruction and student progress.
- **Indicator 2:** The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.
- **Indicator 3:** The teacher informs and connects families and students to opportunities and services according to student needs.

Standard 5: Student Perception

- **Indicator 1:** The students report that the teacher helps them learn.
- **Indicator 2:** The students report that the teacher creates a safe and supportive learning environment.
- **Indicator 3:** The students report that the teacher cares about them as individuals and their goals or interests.

Student Performance Domain

The teacher evaluation system contains a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As new educator evaluation models are implemented, advances in research and best practices are anticipated. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

Recommendations concerning measures of student growth for use in individual educator evaluations will be made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations.

The passage of AB320 during the 2017 Legislative Session removed the statewide assessment data from an educator's evaluation. However, the local district determined measures remain in the form of the Student Learning Goal. The **2019-2020** Student Performance Domain includes a Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District-determined assessments. This score is weighted at 15%. Details on this process are included in Appendix A.

Appendix D – KEY WORDS IN THE DESCRIPTORS OF PERFORMANCE*

LEVEL 4

All Students: To receive a Performance Level 4, a teacher needs to demonstrate that all the students are being well served by instruction. This is indeed a high bar which teachers may strive for, yet not fully reach. If the evaluator, through direct observation, is able to judge that all but one or two students are being addressed with respect to the indicator, then the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the all student status.

Fully: The descriptor fully, which is only included for Level 4 performances, conveys that the teacher is enacting the standard to the greatest degree or extent. For example, the teacher must adapt his or her instruction to the greatest extent possible in response to evidence of learning during the lesson (Standard 5: Indicator 4); or all students can fully explain the intended learning (Standard 4: Indicator 1).

Clearly: This descriptor is used for Level 4 teachers, and indicates that the teacher has performed to the maximum level possible and has been successful in communicating to students. For example, the teacher explicitly – and in a way that is understandable to students – communicates how the new learning is connected to longer-term goals, for example to the standards, or to the overall goals of the unit, or to how this learning is connected to competencies for college and career (Standard 1: Indicator 3).

Effective/Effectively: The descriptors effective and effectively are included for Level 4 performances only. They signal that the teacher has achieved the instructional goal to the maximum extent possible. For example, in the performance level descriptor "the teacher uses effective strategies to help students see connections and relationships between previous and present learning" (Standard 3: Indicator 3), there should be evidence that the strategies the teacher has used have been completely successful in helping all students to see connections and relationships.

Appropriate: This descriptor is used only in Standard 2: Indicator 2 and is used for the Performance Level 4. If tasks are at an appropriate level of challenge, this means that they have been carefully designed by the teacher to match the students' individual levels of learning – they are neither too easy, nor too hard and they will serve to advance student learning.

LEVEL 3

Most Students: To receive a Performance Level 3, a teacher needs to demonstrate that most students are being well served by instruction. There should be evidence of the teacher's intention to address all students' initial understandings, even though this did not happen in practice. (When a teacher demonstrates that most students are not well served by instruction, the performance is a Level 2)

Adequately/Adequate: The descriptor adequately, which is only included for Level 3 performances conveys that the teacher's practice is satisfactory but does not reach the level of the greatest extent possible. Similarly, the term adequate is used to indicate that the teacher has performed satisfactorily. For example, the teacher providing adequate guidance indicates the guidance was satisfactory in accomplishing the teacher's intended purpose (Standard 3: Indicator 1).

Generally: The descriptor generally is used for Level 3 performances and indicates that the teacher has for the most part achieved the instructional goal. For example, "generally engages

student thinking" and "generally supports their understanding" indicates that the teacher has been mostly successful in engaging student thinking and supporting their understanding, but has not reached the standard indicated by 'effective' – i.e., to the greatest extent possible (Standard 3: Indicator 2). The descriptor generally is also used for Level 2 performances, for example, "student reflection is generally unrelated to learning goals…" (Standard 4: Indicator 2). In this instance, the evidence conveys that while the teacher might have attempted to support student reflection, it is not successfully accomplished.

Sufficiently: The descriptor sufficiently is included for Level 3 performances and in this category it conveys that the teacher has provided enough information, or used enough strategies to reach the intended goal of instruction. For example, the strategies the teacher uses to connect new learning goals to longer-term goals accomplish the intended purpose (Standard 1:Indicator3)

LEVEL 2

Some or Few: A teacher receives a Performance Level of 2 if the majority of students are not being well served by instruction or example (Standard 2: Indicator 2).

Insufficiently: This descriptor is used for Level 2 performances to signal that the teacher has not successfully accomplished the instructional/assessment goal. For example, "performance criteria are insufficiently specified" indicates that the teacher has been unsuccessful in providing the criteria for the intended purpose (Standard 5: Indicator 1).

Inadequately: The descriptor inadequately, which is used for Level 2 performances, conveys that the teacher has not adequately accomplished the instructional/assessment goal. For example, the way the teacher attempts to activate most students' initial understandings is limited and does not result in initial understandings being activated (Standard 1: Indicator 1).

Minimally: This descriptor is reserved for the Performance Level 2 and indicates that the instructional goal has not been met. For example, a teacher might have attempted to guide students to a deeper understanding of a concept but the attempt was not successful (Standard 3: Indicator 1).

Limited: This descriptor is used only for Level 2 performances, limited refers to a practice that the teacher has tried to enact a specific practice, but the practice is not well developed nor is it successful in meeting intended goals. For example, the teacher "uses limited strategies" indicates that the strategies are not well developed enough to achieve the goal (Standard 3: Indicator 3) and there are "only limited opportunities" for student reflection in the lesson indicates that the opportunities are not successful in meeting the goals (Standard 4: Indicator 2).

Somewhat: This descriptor is included for Level 2 performances. It indicates that while the teacher may have attempted to enact a specific practice, it was not successful in achieving the goal. For example, the strategies the teacher uses are not successful in furthering the students' understanding (Standard 3: Indicator 3).

LEVEL 1

No, or almost no: A teacher receives a Performance Level 1 when there is no, or almost no, evidence that any student is being served well by the instructional practice. For example, the evaluator finds there is no evidence that the teacher attempts to activate students' initial understandings (Standard 1: Indicator 1) or there is no evidence that the teacher plans any ongoing learning opportunities based on evidence (Standard 5: Indicator 3).

*From approved Regional Professional Development Program training materials found here: http://rpdp.net/admin/images/uploads/resource_12292.pdf

Teachers Evaluation Rubrics

This rubric will be converted to Nevada standard during incubation period.

Rubric for Evaluating Colorado Teachers

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.				
THE TEACHER plans lessons that reflect: 1 ***Colorado Academic Standards.*** 2 ***Relevant instructional objectives.*** 3 ***Formative and summative assessment results.***	. . . and **THE TEACHER** implements lessons that: 4 ***Align to the district's plan of instruction.*** 5 ***Reflect vertical and horizontal alignment of the grade or subject area.***	. . . and **THE TEACHER:** 6 ***Implements and communicates learning objectives and student outcomes based on standards.***	. . . and **STUDENTS:** 7 ***Demonstrate acquired skills based on standards.***	. . . and **STUDENTS:** 8 ***Can provide a relevant connection to the standard in their words.***
ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.				
THE TEACHER: 1 ***Connects lessons to key concepts and themes within other disciplines and/or content areas.*** 2 ***Makes content-specific academic language accessible to students.***	. . . and **THE TEACHER** implements instructional strategies across content areas that include: 3 ***Literacy.*** 4 ***Mathematical practices.*** 5 ***Language development.***	. . . and **THE TEACHER:** 6 ***Makes interdisciplinary connections explicit to students.*** 7 ***Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas.*** 8 ***Strategically integrates mathematical practices across content areas.***	. . . and **STUDENTS:** 9 ***Apply literacy skills and concepts.*** 10 ***Apply mathematical practices.***	. . . and **STUDENTS:** accelerate their learning by: 11 ***Elaborating on current lesson within content area.*** 12 ***Drawing real-world connections to other content area(s).***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.				
THE TEACHER: *1* ***Scaffolds questions, concepts, and skills based on a sequence of learning.*** *2* ***Uses instructional materials that are accurate and appropriate for the lesson being taught.*** *3* ***Encourages and provides opportunities for students to make connections to prior learning.***	. . . and **THE TEACHER** implements: *4* ***Content-based instructional strategies that best align to the learning objective.*** *5* ***Multiple models and delivery methods to explain concepts accurately.*** *6* ***Questioning techniques to support disciplinary inquiry.***	. . . and **THE TEACHER:** *7* ***Anticipates student misconceptions related to learning and addresses those misconceptions during instruction.*** *8* ***Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning.***	. . . and **STUDENTS:** *9* ***Develop a variety of explanations and multiple representations of concepts.*** *10* ***Apply skills and knowledge learned in the classroom to engage in more complex tasks.***	. . . and **STUDENTS:** *11* ***Generate questions that lead to further inquiry and self-directed learning.*** *12* ***Synthesize concepts to create original thinking within and across disciplines.***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.				
THE TEACHER maintains: 1 ***Safety and welfare of students and the environment.*** 2 ***Clear expectations for student behavior.*** 3 ***Procedures and routines to guide instruction and transitions.***	. . . and **THE TEACHER:** 4 ***Facilitates student accountability to school and class procedures and routines.*** 5 ***Consistently reinforces student expectations.*** 6 ***Demonstrates a caring and respectful relationship with students.***	. . . and **THE TEACHER** makes maximum use of instructional time by: 7 ***Implementing purposeful pacing and efficient transitions.*** 8 ***Using appropriate strategies to reduce disruptive or off-task behaviors.***	. . . and **STUDENTS:** 9 ***Demonstrate mutual respect and support with the teacher and peers.*** 10 ***Uphold school and class rules.***	. . . and **STUDENTS:** 11 ***Encourage positive behavior from peers.***
ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.				
THE TEACHER: 1 ***Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives.***	. . . and **THE TEACHER:** creates a classroom environment in which diversity is used to ensure: 2 ***A sense of community among students.*** 3 ***Effective interactions among students.*** 4 ***Incorporates instruction that reflects diverse backgrounds, experiences, and different points of view.***	. . . and **THE TEACHER:** 5 ***Delivers lessons to ensure students' backgrounds and contextual knowledge are considered.*** 6 ***Uses materials and lessons that counteract stereotypes to acknowledge the contributions of all cultures.***	. . . and **STUDENTS:** 7 ***Respect the uniqueness of fellow students.*** 8 ***Seek a variety of perspectives to enhance their learning.***	. . . and **STUDENTS:** 9 ***Advocate for multiple aspects of diversity, equity and social awareness.***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.				
THE TEACHER: *1* Plans for students that have a variety of learning needs and interests. *2* ***Adapts the physical environment to support individual student needs.***	. . . and **THE TEACHER:** *3* ***Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests.*** *4* ***Implements learning plan(s) to address student needs.*** *5* ***Encourages contributions of students across a range of ability levels.***	. . . and **THE TEACHER:** *6* Initiates collaboration with colleagues to better understand and respond to student learning needs. *7* ***Provides opportunities and support for students to self-select tasks that accelerate progress toward their learning goals.*** *8* ***Integrates coping skills such as self-reflection, self-regulation and persistence into instruction.***	. . . and **STUDENTS:** *9* ***Actively engage in and monitor their learning.*** *10* ***Articulate their learning needs and interests that affect classroom performance to the teacher and/or parent.***	. . . and **STUDENTS:** *11* ***Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations.*** *12* ***Encourage fellow students to participate and challenge themselves.***
ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.				
THE TEACHER: establishes: *1* ***A classroom environment that encourages participation from families and/or significant adults.*** *2* ***Respectful relationships with families and/or significant adults.***	. . . and **THE TEACHER:** *3* Uses a variety of methods to initiate communication with families and/or significant adults in the school and community. *4* Shares feedback on student progress with families and/or significant adults.	. . . and **THE TEACHER:** *5* Facilitates communication between families and/or colleagues who provide student services. *6* Recognizes obstacles to family and community participation and seeks solutions to overcome them.	. . . and **FAMILIES AND/OR SIGNIFICANT ADULTS:** *7* Collaborate with the teacher to remove obstacles to participate in classroom and/or school-based activities.	. . . and **FAMILIES AND/OR SIGNIFICANT ADULTS:** *8* ***Participate in classroom and/or school-based activities.***

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.				
THE TEACHER: *1* Considers the intellectual, physical, social, and emotional development of students when planning lessons.	. . . and **THE TEACHER:** *2* Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction.	. . . and **THE TEACHER:** engages students in: *3* ***Developmentally-appropriate learning.*** *4* ***Creative learning experiences.***	. . . and **STUDENTS:** *5* ***Advocate for their learning needs.*** *6* ***Communicate the value of new and different ways of learning.***	. . . and **STUDENTS:** *7* ***Apply new and different ways of learning.***
ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.				
THE TEACHER: *1* Determines the students' current skill levels and uses that information to plan instruction. *2* ***Selects assessment strategies aligned to the learning objective.*** *3* ***Monitors student learning in relation to the learning objective.***	. . . and **THE TEACHER:** *4* ***Uses assessment results to guide real-time adjustments to instruction.*** *5* Evaluates and documents student performance based on multiple measures to set learning goals. *6* ***Provides timely feedback to students that is academically focused, frequent, and high quality.***	. . . and **THE TEACHER:** *7* ***Models how to incorporate feedback to improve learning.*** *8* ***Provides students opportunities to revise their work based on feedback.***	. . . and **STUDENTS:** *9* ***Self-assess on a variety of skills and concepts to set learning goals.***	. . . and **STUDENTS:** *10* ***Discuss performance with the teacher, family and/or significant adults.*** *11* ***Monitor and revise their learning goals based on feedback.***

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
THE TEACHER: *1* Plans lessons incorporating available technology. *2* Assesses available technology to use with instruction.	. . . and **THE TEACHER:** uses available technology to: *3* ***Facilitate classroom instruction.*** *4* ***Develop students' knowledge and skills based on lesson outcomes.*** *5* ***Models responsible and ethical use of technology and applications.***	. . . and **THE TEACHER** integrates available technology to enhance: *6* ***Creativity.*** *7* ***Use of information.*** *8* ***Collaboration.***	. . . and **STUDENTS:** *9* ***Demonstrate responsible and ethical digital citizenship.*** *10* ***Use available technology to apply team-building skills.***	. . . and **STUDENTS:** *11* ***Self-select appropriate technology tools based on lesson outcomes.*** *12* ***Create artifacts and design tools to solve authentic problems.***
ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.				
THE TEACHER: *1* ***Establishes expectations at a level that challenges students.*** *2* Plans lessons that incorporate critical-thinking and problem-solving skills.	. . . and **THE TEACHER:** *3* ***Uses questioning strategies to develop students' critical-thinking and problem-solving skills.*** *4* ***Uses wait time to encourage student responses.***	. . . and **THE TEACHER:** *5* ***Models critical-thinking and problem-solving skills.***	. . . and **STUDENTS:** *6* ***Use questioning strategies to develop and test innovative ideas.*** *7* ***Use evidence to justify conclusions and synthesize knowledge.***	. . . and **STUDENTS:** *8* ***Construct logical arguments.*** *9* ***Use concepts to solve problems.***
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.				
THE TEACHER: 1 ***Has a clear purpose for student collaboration.***	. . . and **THE TEACHER:** 2 ***Provides opportunities for students to participate using various roles and modes of communication.*** 3 ***Adjusts team composition based on learning objectives and student needs.***	. . . and **THE TEACHER:** 4 ***Holds students accountable for work product and collaboration processes.*** 5 ***Promotes teamwork and leadership skills.***	. . . and **STUDENTS:** 6 ***Demonstrate a willingness to assume leadership roles in their teams.*** 7 ***Utilize group processes to build trust and promote effective team interactions.***	. . . and **STUDENTS:** 8 ***Use group feedback to reflect on and improve the quality of their work.***
ELEMENT F: Teachers model and promote effective communication.				
THE TEACHER: 1 ***Establishes classroom practices to support effective communication.*** 2 ***Provides clear directions to guide student learning and behavior.***	. . . and **THE TEACHER:** 3 ***Articulates thoughts and ideas clearly and effectively.*** 4 ***Uses active listening strategies with students.***	. . . and **THE TEACHER:** 5 ***Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.***	. . . and **STUDENTS:** 6 ***Apply clear and appropriate communication skills in a variety of situations.*** 7 ***Formulate questions and explain their thinking.***	. . . and **STUDENTS:** 8 ***Extend and enrich the discussion.*** 9 ***Invite others to participate.***
Professional Practice may ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers demonstrate high standards for professional conduct.				
THE TEACHER: maintains confidentiality of: *1* Student records and data as required by law. *2* Student, family and fellow teacher interactions with colleagues. *3* Demonstrates reliable and responsible behavior.	. . . and **THE TEACHER:** engages in interactions that are: *4* ***Respectful.*** *5* ***Consistent.*** *6* ***Reasonable.*** *7* ***Models ethical behavior.***	. . . and **THE TEACHER:** *8* ***Promotes ethical behavior of students as individuals and as members of a community.***	. . . and **THE TEACHER:** *9* Encourages colleagues' accountability to school and district vision and mission.	. . . and **THE TEACHER:** *10* Serves as an advocate for school and district vision and mission.
ELEMENT B: Teachers link professional growth to their professional goals.				
THE TEACHER: reflects on and engages in professional learning activities aligned to: *1* Colorado Academic Standards. *2* School and district goals. *3* Professional goals and growth plan.	. . . and **THE TEACHER:** *4* ***Applies knowledge and skills learned through professional learning to improve student outcomes.*** *5* ***Seeks performance feedback from supervisor and/or colleagues to improve practice.***	. . . and **THE TEACHER:** *6* ***Implements performance feedback from supervisor and/or colleagues to improve practice.*** *7* Applies research as a key component of ongoing learning and development.	. . . and **THE TEACHER:** *8* Uses data to monitor and evaluate instructional strategies acquired through professional learning. *9* ***Reflects on and adjusts instruction resulting in student growth.***	. . . and **THE TEACHER:** *10* Self-selects professional learning beyond district/school offerings that builds instructional expertise.

Professional Practice may be ***Observable*** during a classroom observation.
Professional Practice may NOT be Observable during a classroom observation.

QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers respond to a complex, dynamic environment.				
THE TEACHER: *1* Maintains a productive and respectful relationship with colleagues.	. . . and **THE TEACHER:** adapts to the changing demands of the: *2* Classroom environment. *3* School environment.	. . . and **THE TEACHER** collaborates with colleagues to: *4* Navigate change while maintaining a focus on student learning. *5* Implement change efforts.	. . . and **THE TEACHER:** *6* Contributes to school improvement planning efforts.	. . . and **THE TEACHER:** *7* Contributes to district improvement planning efforts.
ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.				
THE TEACHER: *1* Contributes to school committees and teams.	. . . and **THE TEACHER:** *2* Actively participates in school decision-making processes. *3* Acts as an informal mentor/resource to colleagues.	. . . and **THE TEACHER:** *4* Increases the capacity of colleagues to improve practice. *5* Seeks opportunities to lead. *6* Promotes an inclusive school culture through family or community outreach.	. . . and **THE TEACHER:** *7* Advocates for improvements to teaching and learning at the local, state, and/or national level. *8* Works with colleagues to promote changes to school-wide systems to improve student learning.	. . . and **THE TEACHER:** *9* Leads activities designed to improve local, state and/or national level policies and procedures. *10* Collaborates with community partners, organizations, and/or networks to address educational issues.
Professional Practice may be ***Observable*** during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

Administration Evaluation

This Rubric will get converted to Nevada Standard during Incubation year.

Rubric for Evaluating Colorado's Principals and Assistant Principals

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the schools' primary instructional leaders, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction and student progress and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports schools' ability to promote equity and to continually improve their positive impact on students and families.

QUALITY STANDARD I
Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Vision, Mission and Strategic Goals Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.				
THE PRINCIPAL ensures that the vision, mission, values, beliefs and goals of school are: ☐ Familiar to staff and other stakeholders. ☐ Developed through a collaborative process including staff and other stakeholder groups. ☐ Routinely updated.	. . . and **THE PRINCIPAL** ensures that the school's vision, mission and strategic goals are: ☐ Part of routine school communications with staff and other stakeholders. ☐ Integrated into school programs.	. . . and **THE PRINCIPAL** collaboratively establishes strategic goals that are: ☐ Focused on student achievement. ☐ Based on the analysis of multiple sources of information. ☐ Aligned with district priorities. ☐ Measurable. ☐ Rigorous. ☐ Concrete.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Incorporate strategic goals into their instructional plans. ☐ Identify and address barriers to achieving the school's vision, mission and goals.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Collaboratively implement strategies to address the school's vision, mission and strategic goals. ☐ Assume leadership roles in updating the school's vision, mission and strategic goals.

QUALITY STANDARD I
Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School Plan Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students and provides for data-based progress monitoring.				
THE PRINCIPAL: ☐ Implements systems and processes for planning and managing change. ☐ Works collaboratively to develop the school plan.	. . . and **THE PRINCIPAL** communicates effectively to staff and other stakeholders: ☐ Personal commitment to continuous school and district improvement. ☐ Components of school's plan. ☐ Progress toward meeting school goals and outcomes.	. . . and **THE PRINCIPAL** establishes clear and consistent processes and systems to: ☐ Monitor progress toward achieving school goals and student outcomes. ☐ Regularly revise school goals and outcomes based on progress monitoring data.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Conscientiously implement the school plan. ☐ Address barriers to achieving school's vision, mission and strategic goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Track student progress. ☐ Collaboratively develop short-term and long-term plans to improve student outcomes.
ELEMENT C: Leading Change Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.				
THE PRINCIPAL: ☐ Acknowledges the importance of meaningful change. Has processes in place for: ☐ Resource allocation. ☐ Addressing barriers to change.	. . . and **THE PRINCIPAL:** ☐ Provides support for change efforts within the school. ☐ Coaches others in leading change.	. . . and **THE PRINCIPAL** establishes clear and effective processes to: ☐ Provide opportunities for all staff to engage in school change efforts. ☐ Manage change.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead school planning efforts. ☐ Implement approved school change strategies. ☐ Anticipate, identify and address barriers to positive change.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead school change efforts. ☐ Set challenging student learning goals.

QUALITY STANDARD I
Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Distributive Leadership Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.				
THE PRINCIPAL: ☐ Involves staff in the school's decision making processes.	. . . and **THE PRINCIPAL:** ☐ Assumes responsibility for decision making process. ☐ Includes parents, families and the larger school community in decision making processes.	. . . and **THE PRINCIPAL** involves school staff members in: ☐ Selecting and implementing effective improvement strategies.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead planning and monitoring efforts. ☐ Collaborate on school planning efforts.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Participate in meaningful school leadership activities.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Curriculum, Instruction, Learning and Assessment Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.				
THE PRINCIPAL sets expectations for staff regarding: ☐ Differentiating instruction. ☐ Assessing student work. ☐ Monitoring student progress. ☐ Aligning instructional strategies with student performance standards. ☐ Applying research based strategies.	. . . and **THE PRINCIPAL** reinforces instructional initiatives through: ☐ School wide activities. ☐ Implementation of the district's approved curriculum. ☐ Clear, consistent and frequent communication with staff. ☐ Consistent and objective use of data for decision making.	. . . and **THE PRINCIPAL** implements a school wide instructional approach that is: ☐ Reflective of input from staff. ☐ Aligned with student performance standards. ☐ Supported by research. ☐ Enhanced by the use of appropriate technologies.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Develop and implement ideas for improving student learning. ☐ Use evidence-based practices. ☐ Refine curriculum, instruction and assessment approaches based on data, school wide discussions and idea generation.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Initiate classroom based changes based on discussions with colleagues and results of data analysis. ☐ Make corrections to their instructional approaches based on personal reflection. ☐ Use evidence-based strategies appropriate for addressing school and student needs.
ELEMENT B: Instructional Time Principals create processes and schedules which maximize instructional, collaborative and preparation time.				
THE PRINCIPAL: ☐ Limits interruptions to instruction.	. . . and **THE PRINCIPAL:** ☐ Manages time so teaching and learning are the school's top priority. ☐ Implements a master schedule providing planning and collaboration time for all staff.	. . . and **THE PRINCIPAL:** ☐ Quickly and efficiently resolves issues that disrupt the school day.	. . . and **SCHOOL STAFF MEMBERS** protect instructional time by: ☐ Assuring that students stay on task. ☐ Limiting transitions that can influence time available.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Advocate to administrators for uninterrupted instructional time. ☐ Adjust instructional strategies to maximize time on task.

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Implementing High-quality Instruction Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.				
THE PRINCIPAL: ☐ Provides needs based professional development. ☐ Supports staff in the implementation of a rigorous instructional program.	. . . and **THE PRINCIPAL:** ☐ Aligns professional development offerings with the school's most critical needs. ☐ Actively engages in professional development activities along with staff. Provides performance feedback to teachers that is: ☐ Actionable. ☐ Timely.	. . . and **THE PRINCIPAL** ensures that the school's instructional program is: ☐ Relevant to students' needs and interests. ☐ Focused on quality of classroom instruction. ☐ Aligned with P-20. ☐ Evidence-based.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Actively participate in professional development activities to develop and/or sustain their leadership capacity.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Identify their professional development needs. ☐ Apply lessons learned through professional development.
ELEMENT D: High Expectations for all Students Principals hold all staff accountable for setting and achieving rigorous performance goals for all students and empower staff to achieve these goals across content areas.				
THE PRINCIPAL: ☐ Leads the development of student outcomes and educator goals.	. . . and **THE PRINCIPAL:** ☐ Communicates a belief in high measurable goals/outcomes for students and staff.	. . . and **THE PRINCIPAL** sets student learning goals that are: ☐ Measurable. ☐ Rigorous. ☐ Consistently addressed. ☐ Aligned with district priorities. ☐ Based on multiple sources of information. ☐ Holds staff accountable for achieving student learning goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Set rigorous but achievable individual learning goals for students. ☐ Participate in the development of rigorous but achievable school goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Ensure that all students achieve the rigorous outcomes they set for them.

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Instructional Practices Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.				
THE PRINCIPAL: ☐ Provides instructional coaching for teachers. ☐ Stays abreast of evidence based practices associated with improved student learning.	. . . and **THE PRINCIPAL:** ☐ Participates in professional development and adult learning activities to understand evidence based student learning research. ☐ Provides data-based feedback on instructional practices to teachers.	. . . and **THE PRINCIPAL:** ☐ Evaluates professional development activities to assure that they result in improved instructional and assessment practices. ☐ Supports teacher efforts to engage in data-based decision making.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use data to guide and support instructional changes. ☐ Collect, analyze and share data related to changes to instructional practices.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Share knowledge of school successes with colleagues and others interested in making positive school changes.

Evaluator Comments: *(Required for Rating of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Intentional and Collaborative School Culture Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.				
THE PRINCIPAL: ☐ Establishes a school culture that is inviting to students, staff and visitors. Communicates with families and the community: ☐ Frequently. ☐ Focusing on including them in the school's activities. ☐ In an inclusive manner.	. . . and **THE PRINCIPAL** invites families and community members into the school to participate in: ☐ Decision making processes. ☐ Parent conferences. ☐ Activities to learn about how to help students.	. . . and **THE PRINCIPAL:** ☐ Establishes an inclusive school culture based on collaboration among and between students, parents, staff and the community. ☐ Consistently monitors school culture to ensure that it is conducive to student learning.	. . . and **PARENTS, FAMILIES AND COMMUNITY MEMBERS** participate in: ☐ A variety of meaningful school-based activities. ☐ Decision making processes related to their children's education.	. . . and **PARENTS AND SCHOOL STAFF MEMBERS:** ☐ Collaborate on student learning initiatives.
ELEMENT B: Commitment to the Whole Child Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.				
THE PRINCIPAL: ☐ Understands the interconnectedness of students' physical, cognitive, social and emotional health and welfare.	. . . and **THE PRINCIPAL:** ☐ Implements an approach to learning that integrates research based practices to address students' cognitive, physical, social and emotional health and welfare.	. . . and **THE PRINCIPAL:** ☐ Monitors school activities and initiatives to assure that all of the students' needs are addressed.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Identify and address the needs of the whole child. ☐ Seek advice of experts who can help address student needs when necessary.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Address student needs in a holistic, integrated and comprehensive manner.

QUALITY STANDARD III
Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Equity Pedagogy Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.				
THE PRINCIPAL: ☐ Understands the diversity of the school community. ☐ Recognizes that diversity is an asset to the school.	. . . and **THE PRINCIPAL:** ☐ Sets student expectations that reflect an understanding of and respect for their backgrounds, needs, or skills. ☐ Provides all students opportunities to showcase their skills and talents. ☐ Demonstrates an appreciation for and sensitivity to diversity in the school community.	. . . and **THE PRINCIPAL** sets the expectation that all students will: ☐ Achieve one year of growth for one year of instruction. ☐ Graduate from high school. ☐ Be college or career ready at time of high school graduation. ☐ Implements activities and provides services to meet student needs.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Ensure that all students are treated with respect and dignity. ☐ Respect students for their unique talents and skills.	. . . and **SCHOOL STAFF MEMBERS AND THE COMMUNITY:** ☐ Initiate actions that encourage an inclusive climate of respect for student diversity. **STUDENTS:** ☐ Accept and respect fellow students who are different from them.

QUALITY STANDARD III
Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Efficacy, Empowerment and a Culture of Continuous Improvement Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers and a valid assessment of outcomes.				
THE PRINCIPAL: ☐ Routinely assesses student outcomes. ☐ Requires staff to use data to identify needed improvements to teaching and learning activities.	. . . and **THE PRINCIPAL:** ☐ Develops the capacity of staff and other stakeholders to use data for decision making.	. . . and **THE PRINCIPAL** creates a culture of risk taking and learning within the school by: ☐ Developing new initiatives and monitoring their impact on student learning. ☐ Eliminating ineffective activities and initiatives.	. . . and **SCHOOL STAFF MEMBERS** participate in the evaluation of: ☐ Instructional approaches. ☐ Progress toward achieving school goals and student outcomes.	. . . and **SCHOOL STAFF MEMBERS** recommend: ☐ Activities and initiatives for elimination or scale back. ☐ Evidence based programs, practices and instructional programs for implementation.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV

Principals demonstrate human resource leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Professional Development/Learning Communities Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.				
THE PRINCIPAL: ☐ Organizes the school as a professional learning community.	. . . and **THE PRINCIPAL** provides professional development that is: ☐ Of high quality. ☐ Tailored to meet staff needs. ☐ Focused on student learning. ☐ Research based. ☐ Job embedded. ☐ Designed to meet student learning needs. ☐ Aligned with the school improvement plan.	. . . and **THE PRINCIPAL:** ☐ Provides opportunities for staff to assume leadership roles within the school.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Actively engage in the creation and implementation of the school's professional learning community.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Assume leadership roles within professional learning communities.
ELEMENT B: Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.				
THE PRINCIPAL: ☐ Adheres to district and state policies and procedures related to personnel activities. ☐ Makes personnel assignments within the parameters of district policy.	. . . and **THE PRINCIPAL** considers school and district strategic goals and student outcomes when making personnel decisions such as: ☐ Recruiting staff. ☐ Hiring staff. ☐ Assigning staff. ☐ Evaluating staff. ☐ Dismissing staff. ☐ Provides support for new teachers and staff members to help ensure their success.	. . . and **THE PRINCIPAL:** ☐ Supports low performing teachers in ways that will improve their performance. ☐ Places personnel in positions to ensure that all students have equal access to highly effective teachers. ☐ Dismisses or does not rehire teachers when necessary.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Accept school placements where they are needed most in order to address student learning needs.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use the advice of coaches, mentors, and/or experts in various fields in order to improve their practice.

QUALITY STANDARD IV

Principals demonstrate human resource leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teacher and Staff Evaluation Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.				
THE PRINCIPAL: ☐ Understands the importance of consistent and rigorous evaluations of school staff members.	. . . and **THE PRINCIPAL** conducts staff evaluation activities: ☐ In line with district policies. ☐ On time. ☐ Using multiple measures. ☐ Uses evaluation results to identify professional development and growth needs of teachers and staff.	. . . and **THE PRINCIPAL:** ☐ Provides mentoring, coaching and other resources for staff whose performance needs improvement.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Hold themselves accountable for meeting or exceeding student outcomes and school goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to the district's personnel evaluation process. ☐ Use personnel evaluation results to improve performance over time.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Resources and Budget Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.				
THE PRINCIPAL manages school's budget with respect to: ☐ District guidelines. ☐ Standard accounting procedures. ☐ Student and staff needs.	. . . and **THE PRINCIPAL:** ☐ Focuses school resources on teaching and learning. Allocates resources to: ☐ Fund priority needs first. ☐ Support the attainment of strategic goals and student outcomes. ☐ Continuous school improvement. ☐ Professional development.	. . . and **THE PRINCIPAL:** ☐ Manages and monitors fiscal, physical and personnel resources efficiently and effectively. ☐ Creates management structures to support the alignment of resources with school goals and student outcomes.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Support the development of external partnerships that support teaching and learning.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use school resources for the benefit of students. ☐ Fully support the alignment of resources with school goals and student outcomes. ☐ Participate in the budgeting and prioritization process as requested.
ELEMENT B: Conflict Management and Resolution Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.				
THE PRINCIPAL: ☐ Builds positive relationships between and among students, staff members and parents/guardians.	. . . and **THE PRINCIPAL:** ☐ Interacts with students, staff and other stakeholders as needed in order to defuse potentially stressful situations.	. . . and **THE PRINCIPAL:** ☐ Resolves issues as they arise to prevent long-term problems. ☐ Models fairness and consistency when dealing with students, staff and parents/guardians.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Build positive relationships with each other. ☐ Manage conflicts or tense situations between and among students, parents and colleagues.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Anticipate problems and adjust behaviors to avoid conflict.

QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Systematic Communication Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.				
THE PRINCIPAL: ☐ Communicates with students, parents and the community on a regular basis. ☐ Responds to contact from parents and community members in a timely and meaningful manner.	. . . and **THE PRINCIPAL:** ☐ Prioritizes communication as a high priority area for the school. ☐ Invites parents and the community to share ideas and concerns.	. . . and **THE PRINCIPAL:** ☐ Offers a variety of venues for communication available for students, staff, parents/guardians and community stakeholders.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use existing communication structures such as newsletters and blogs to expand and enhance communication between the classroom and the school community.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Develop effective strategies to sustain positive meaningful communications with parents, students and the community.
ELEMENT D: School-wide Expectations for Students and Staff Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.				
THE PRINCIPAL: ☐ Adheres to rules and procedures required by district administration. ☐ Establishes school rules and procedures.	. . . and **THE PRINCIPAL:** ☐ Establishes rules and procedures appropriate for all members of the school community. ☐ Routinely reviews and revises rules and procedures to assure their continued relevance.	. . . and **THE PRINCIPAL:** ☐ Establishes and clearly articulates high expectations for all students and staff. ☐ Demonstrates values, beliefs and attitudes that inspire students and staff to higher levels of performance.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to school and district rules and procedures.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Establish and enforce high expectations for student classroom behavior.

QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Supporting Policies and Agreements Principals regularly update their knowledge of federal and state laws and school district and board policies, including negotiated agreements, if applicable and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.				
THE PRINCIPAL: ☐ Complies with district policies and negotiated agreements. ☐ Is familiar with state and federal laws and district and state policies.	. . . and **THE PRINCIPAL:** ☐ Inquires about policies/laws prior to making decisions. ☐ Establishes procedures to protect the confidentiality of staff and student information. ☐ Studies changes to laws and policies to maintain the school's compliance.	. . . and **THE PRINCIPAL:** ☐ Efficiently and effectively manages school or district contractual arrangements. ☐ Provides meaningful and timely input into the development of district and board policy.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Adhere to all school and district policies and procedures.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Provide school and/or district administrators input regarding policies and procedures. ☐ Suggest new or revised policies and procedures to help assure student success.
ELEMENT F: Ensuring an Orderly and Supportive Environment Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.				
THE PRINCIPAL: ☐ Understands the importance of establishing a safe, positive and supportive school environment.	. . . and **THE PRINCIPAL:** ☐ Establishes rules and procedures to maintain a safe and positive school culture. ☐ Addresses safety issues immediately and efficiently.	. . . and **THE PRINCIPAL:** ☐ Expects students and teachers to respect diverse interests and attitudes. ☐ Creates mechanisms to ensure all stakeholder voices are heard and respected.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Demonstrate respectful behavior toward students, parents, stakeholders and colleagues.	. . . and **SCHOOL STAFF MEMBERS** initiate activities designed to: ☐ Improve school safety. ☐ Encourage respect between and among students and colleagues.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD VI

Principals demonstrate external development leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Family and Community Involvement and Outreach Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.				
THE PRINCIPAL: ☐ Establishes a welcoming and inviting approach to parents and community members as visitors to the school or individual classrooms.	. . . and **THE PRINCIPAL:** ☐ Conducts community outreach activities. ☐ Invites families to participate in activities specifically focused on their children.	. . . and **THE PRINCIPAL** encourages families and community members to become engaged in: ☐ Student learning initiatives. ☐ School decision making processes.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Support family and community involvement for the benefit of student learning. ☐ Use community resources to support classroom learning.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Sustain meaningful parent and community involvement throughout the school year.
ELEMENT B: Professional Leadership Responsibilities Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies and negotiated agreements where applicable.				
THE PRINCIPAL: ☐ Understands the need for strong community and organizational relationships.	. . . and **THE PRINCIPAL:** ☐ Understands and interacts with the network of agencies that provide health, social and other services to families.	. . . and **THE PRINCIPAL:** ☐ Establishes and maintains strong positive relationships with key community stakeholders and external agencies. ☐ Maximizes the impact of community, district, state and national relationships to benefit the school.	. . . and **SCHOOL STAFF MEMBERS** accept responsibility for: ☐ Adhering to all applicable rules, regulations, policies and laws. ☐ Utilizing available external resources for the benefit of students.	. . . and **SCHOOL STAFF MEMBERS AND PARENTS:** ☐ Provide support/feedback to enhance the opportunities for all students to be successful and workforce ready.

QUALITY STANDARD VI

Principals demonstrate external development leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Advocacy for the School Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.				
THE PRINCIPAL: ☐ Engages community members and key stakeholders in the school's activities. ☐ Understands the community and the issues it is facing.	. . . and **THE PRINCIPAL:** ☐ Identifies and engages key community stakeholders. ☐ Solicits community input and uses the input to inform decisions.	. . . and **THE PRINCIPAL:** ☐ Advocates throughout the school community for school support. ☐ Expands personal reach and sphere of influence to maximize support for the school.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Engage community agencies to help meet the needs of students and families.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Maintain strong relationships with key community stakeholders.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Response of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

[redacted]

demy/Nevada

chools. PTAA is currently proposing to
school in Mesquite Nevada with

the information form below (one form per

tion nor a commitment to attend.

e available.

[redacted]

Pioneer Technology & Arts Academy/Nevada

Intent to Enroll Form:

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

07

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

5th grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

3rd grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

3rd grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

3rd

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

7th grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

5th grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

07 / 23 / 2012

Child's Current Grade Level and School Currently Attending: *

3rd grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

2nd grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

3rd

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

4

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

3rd (Finished 2nd)

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

9

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

2 grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

8th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

[redacted]

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

9th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

9th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

9th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Pioneer Technology & Arts Academy/Nevada

Intent to Enroll Form:

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Please note: Completing this form is an indication of interest and NOT an application nor a commitment to attend.

You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted]

Child's Current Grade Level and School Currently Attending: *

9th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

7th grade..

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

7

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

8th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

2nd

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Google Forms

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

4th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

5th. 20-21 6th grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

7th grade. 20-21 8th grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

3rd

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

3

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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You will be notified about application procedures and key dates when they become available.

Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

Fist grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

Kindergarten

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

7th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

7th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

4th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

1st

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

Seventh grade,

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

Second grade ,

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

7th

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

6grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

5 grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

2 grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

3rd Grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

2

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

5th grade

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

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Child's Name: *

[redacted]

Child's Date of Birth: *

MM DD YYYY

[redacted] / [redacted] / [redacted]

Child's Current Grade Level and School Currently Attending: *

1st

Parent/Guardian Name: *

[redacted]

Address: *

[redacted]

Phone Number: *

[redacted]

Email Address: *

[redacted]

This content is neither created nor endorsed by Google.

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[redacted]Technology & Arts Academy/Nevada

I [redacted] rm:

P [redacted] rts Academy (PTAA) are K-12, tuition free, public Charter Schools. PTAA is currently proposing to o [redacted] ring & Technology High School in Las Vegas Area and K-12 school in Mesquite Nevada with p [redacted] ased on community interest.

If [redacted] having your student attend our Academy, please complete the information form below (one form per c [redacted]

P [redacted] ng this form is an indication of interest and NOT an application nor a commitment to attend.

Y [redacted] ut application procedures and key dates when they become available.

C [redacted]

M [redacted]

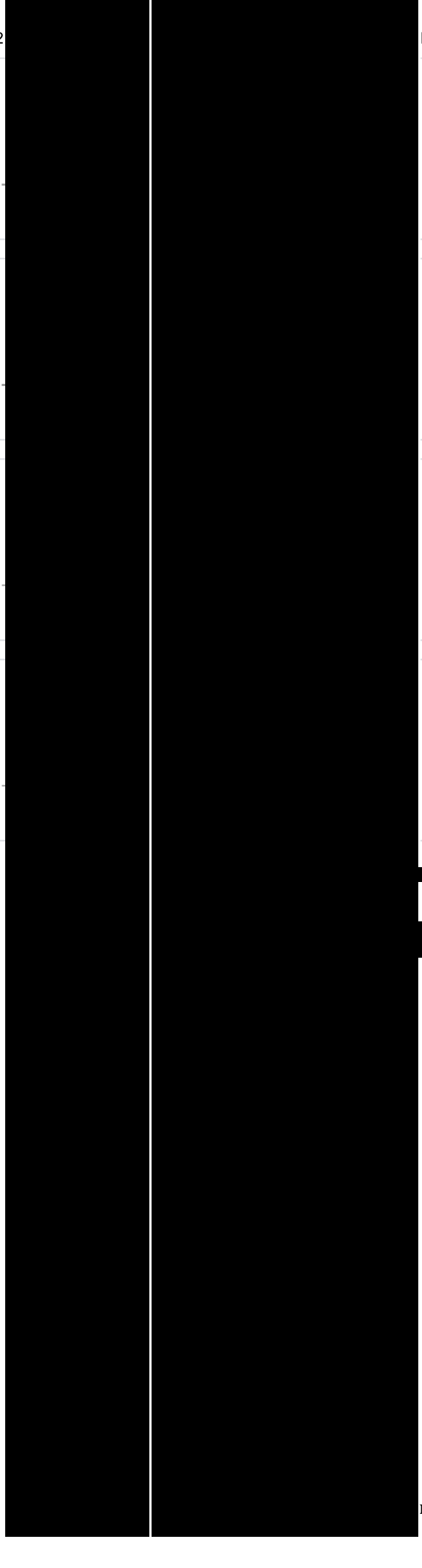
C [redacted] th: *

M [redacted]

[redacted]

C [redacted] rade Level and School Currently Attending: *

P [redacted]



[redacted]er Technology & Arts Academy/Nevada

I [redacted]roll Form:

P [redacted]logy & Arts Academy (PTAA) are K-12, tuition free, public Charter Schools. PTAA is currently proposing to o [redacted]Engineering & Technology High School in Las Vegas Area and K-12 school in Mesquite Nevada with p [redacted]ment based on community interest.

If [redacted]sted in having your student attend our Academy, please complete the information form below (one form per c [redacted]

P [redacted] mpleting this form is an indication of interest and NOT an application nor a commitment to attend.

Y [redacted]fied about application procedures and key dates when they become available.

C [redacted]e: *

G [redacted]

C [redacted] of Birth: *

M [redacted] YY

[redacted]8 [redacted]7

C [redacted]ent Grade Level and School Currently Attending: *

7 [redacted] eschool

[redacted]rdian Name: *

[redacted] Drive

[redacted]ber: *

[redacted]ss: *

[redacted] live.com

[redacted]

r Technology & Arts Academy/Nevada

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Y d about application procedures and key dates when they become available.

C *

B

C f Birth: *

M

[redacted]

C t Grade Level and School Currently Attending: *

5 school

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[redacted]er Technology & Arts Academy/Nevada

I [redacted]oll Form:

P[redacted]ogy & Arts Academy (PTAA) are K-12, tuition free, public Charter Schools. PTAA is currently proposing to o[redacted]ngineering & Technology High School in Las Vegas Area and K-12 school in Mesquite Nevada with p[redacted]ent based on community interest.

If [redacted]ted in having your student attend our Academy, please complete the information form below (one form per c[redacted]

P[redacted]mpleting this form is an indication of interest and NOT an application nor a commitment to attend.

Y[redacted]ed about application procedures and key dates when they become available.

C[redacted]: *

M[redacted]

C[redacted]of Birth: *

M[redacted] Y

[redacted]2

C[redacted]nt Grade Level and School Currently Attending: *

3 [redacted] eschool

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ny/Nevada

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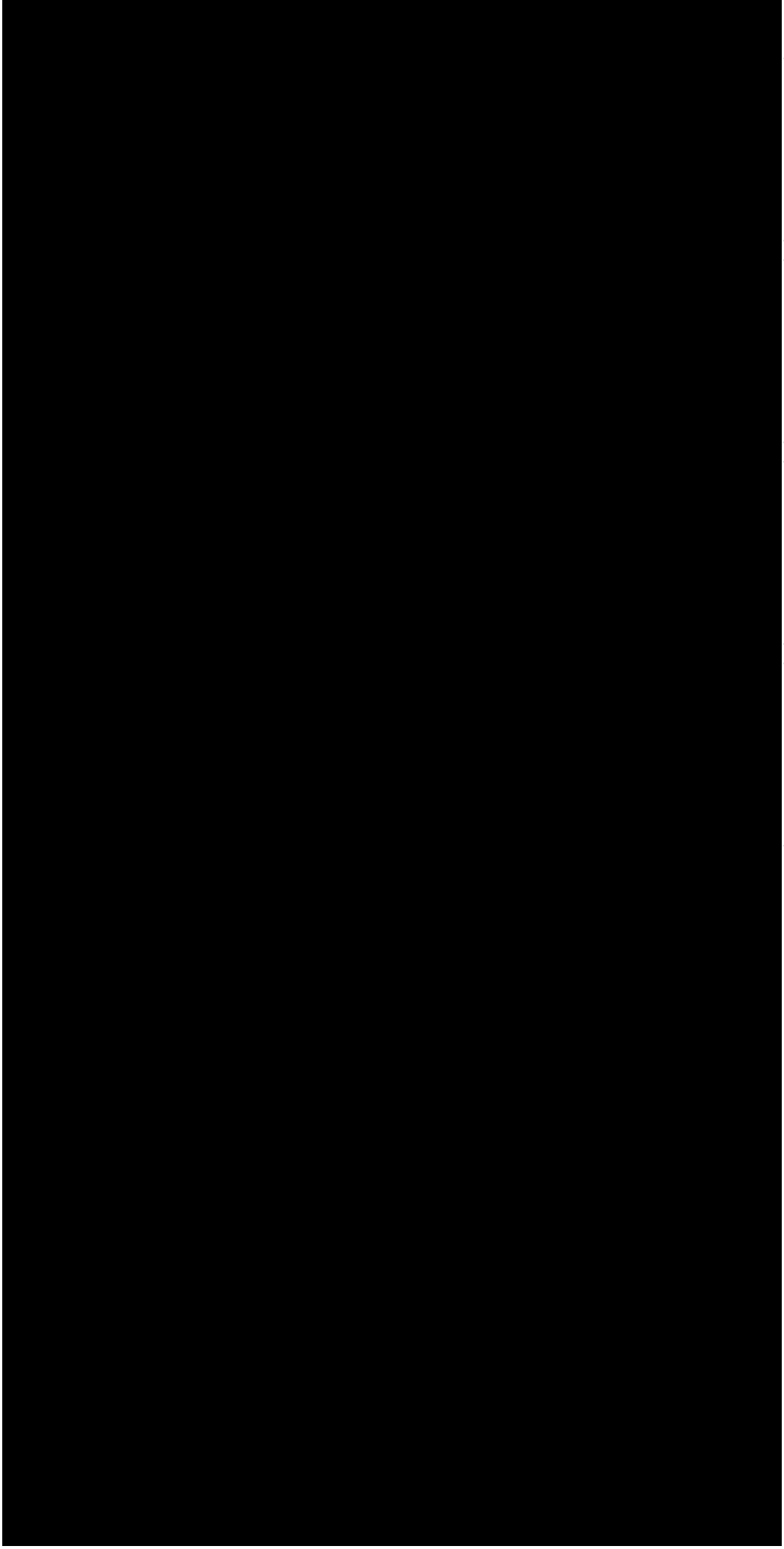

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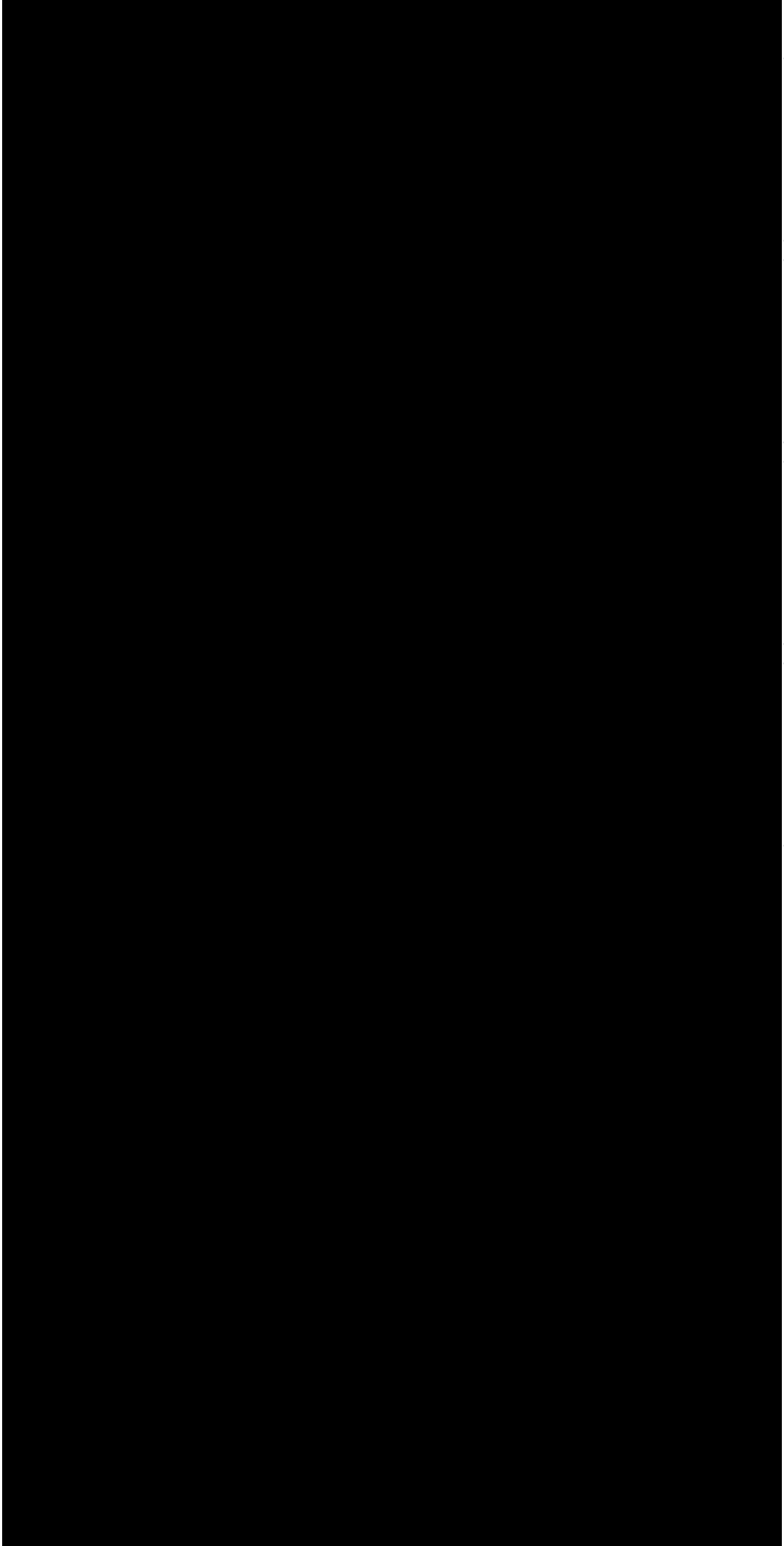

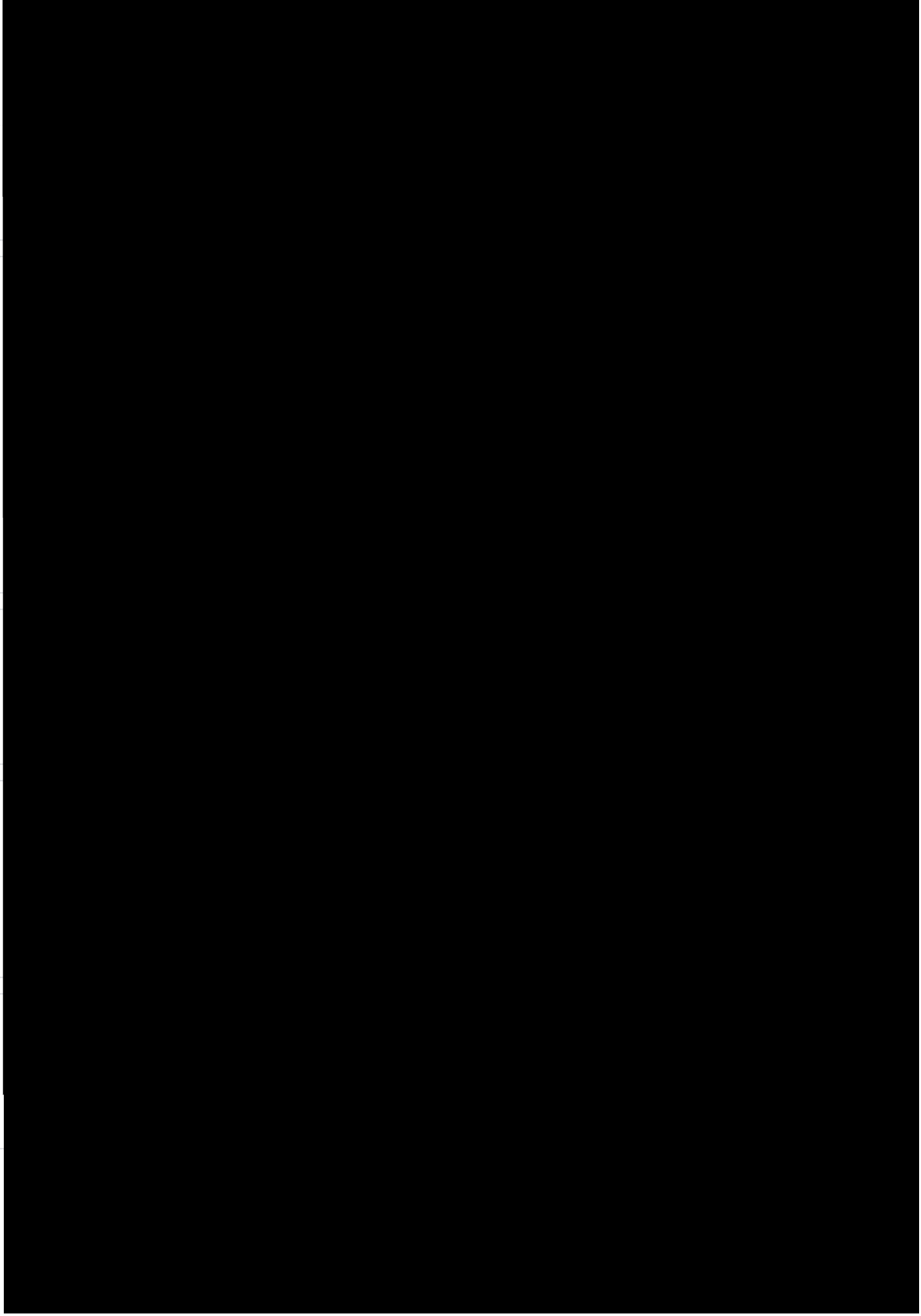

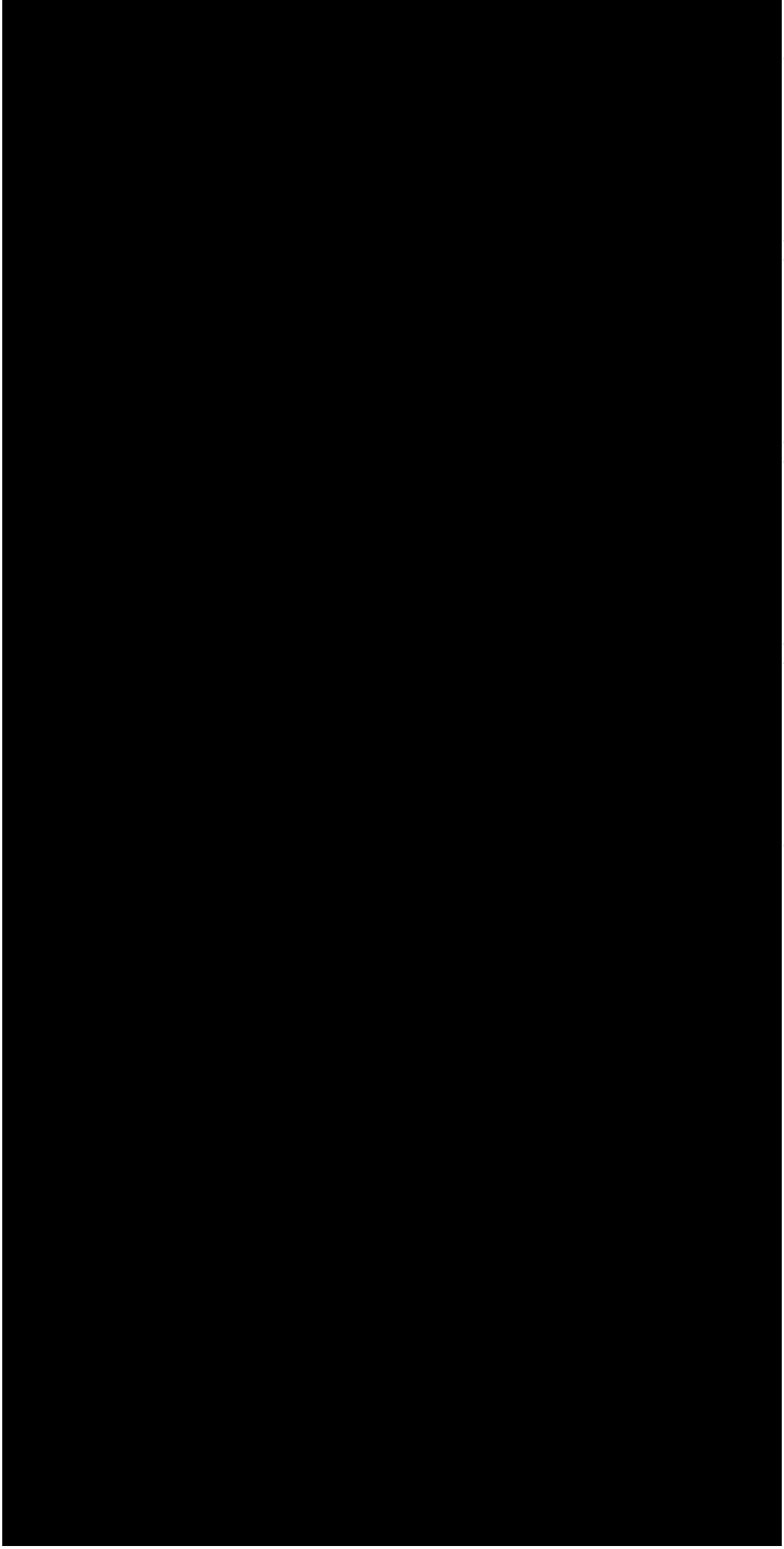

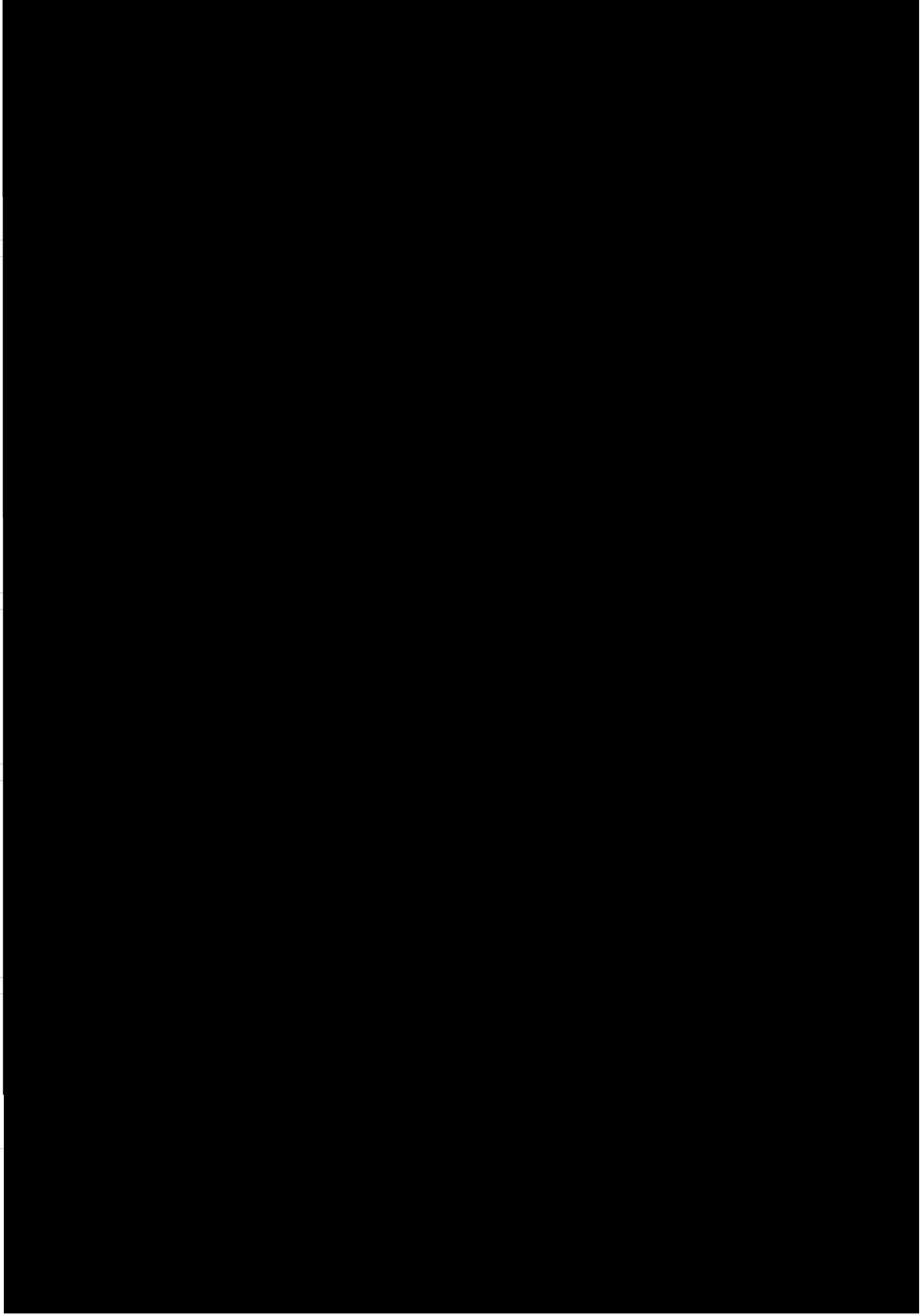

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P [redacted]ogy & Arts Academy (PTAA) are K-12, tuition free, public Charter Schools. PTAA is currently proposing to o [redacted]ngineering & Technology High School in Las Vegas Area and K-12 school in Mesquite Nevada with p [redacted] ent based on community interest.

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C [redacted]: *

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C [redacted]of Birth: *

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C [redacted]nt Grade Level and School Currently Attending: *

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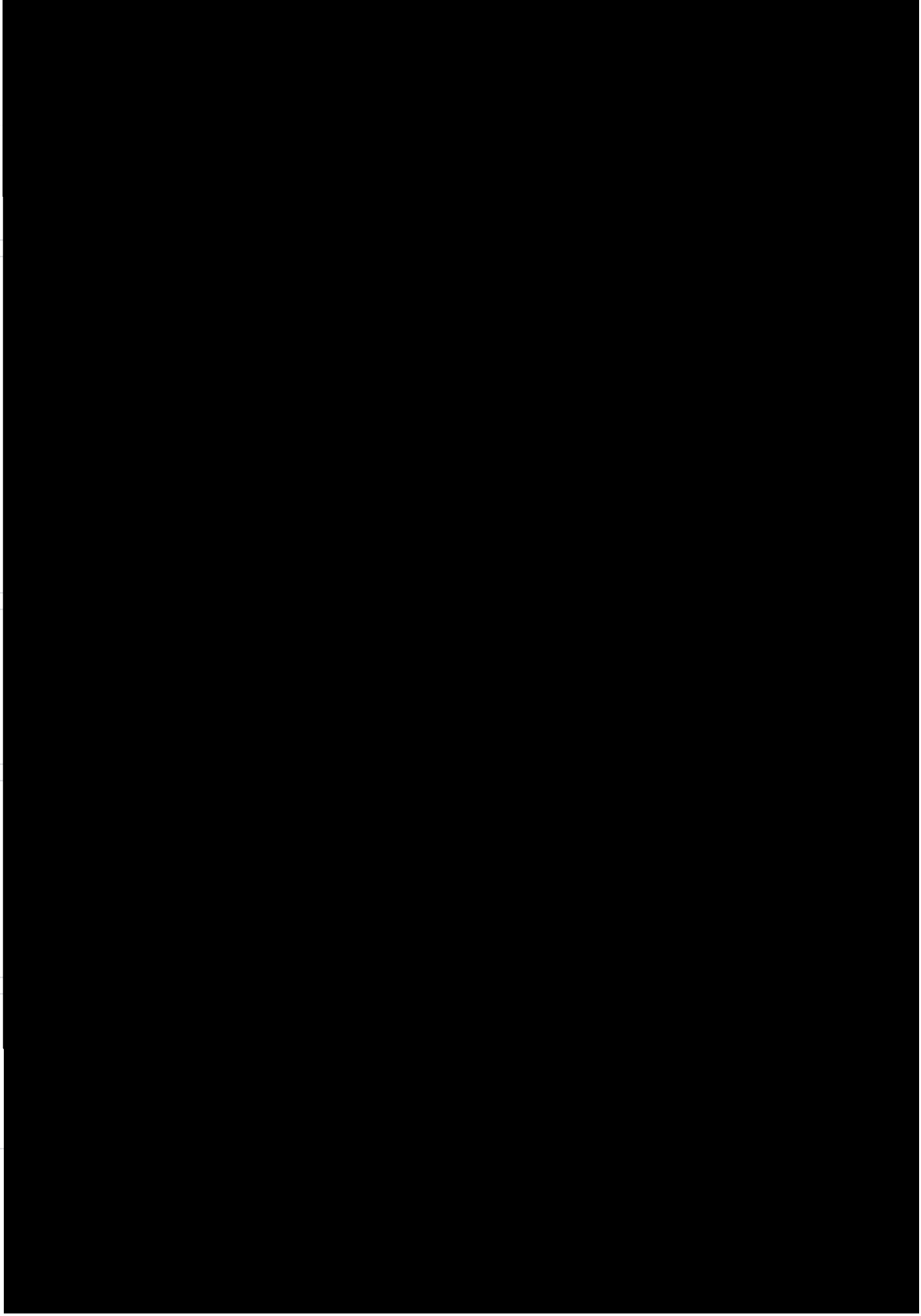

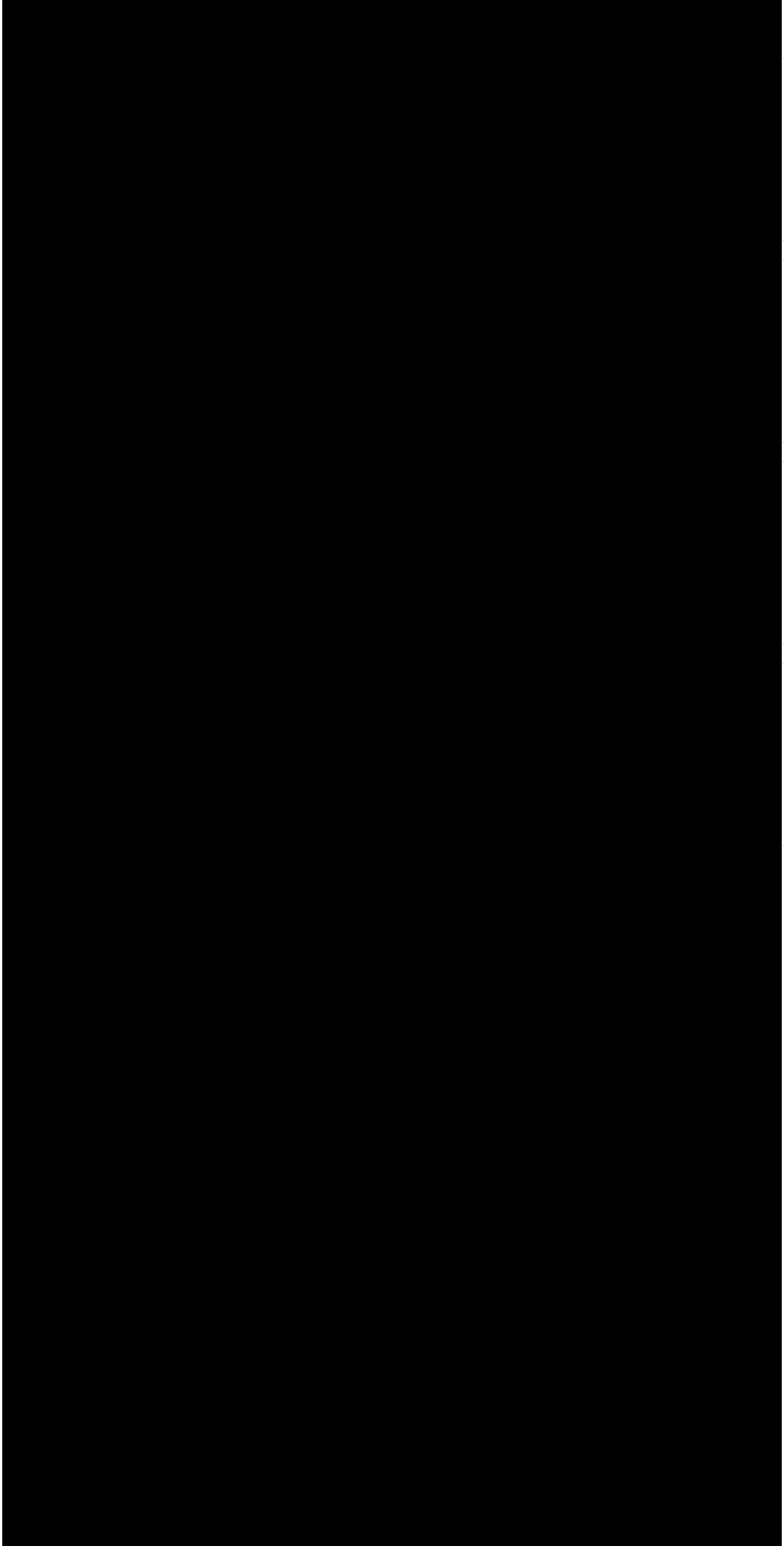

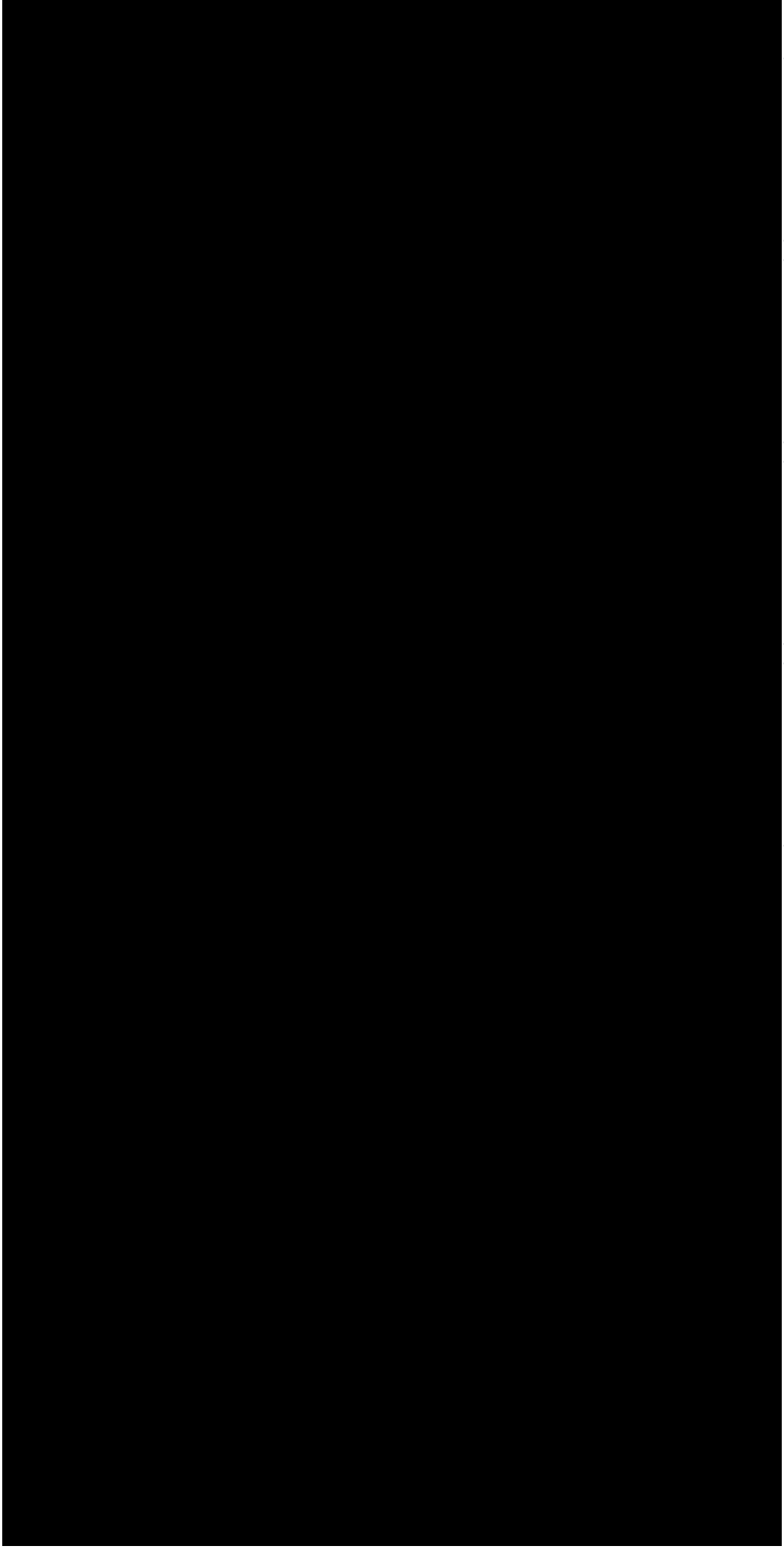

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ny/Nevada

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Name: *

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hoo.com

r Technology & Arts Academy/Nevada

I ll Form:

P y & Arts Academy (PTAA) are K-12, tuition free, public Charter Schools. PTAA is currently proposing to o gineering & Technology High School in Las Vegas Area and K-12 school in Mesquite Nevada with p nt based on community interest.

If d in having your student attend our Academy, please complete the information form below (one form per c

P pleting this form is an indication of interest and NOT an application nor a commitment to attend.

Y d about application procedures and key dates when they become available.

C *

A

C f Birth: *

M

[redacted]

C t Grade Level and School Currently Attending: *

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n Name: *

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yahoo.com

[redacted]

[redacted]

ny/Nevada

s. PTAA is currently proposing to
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r a commitment to attend.

able.

Community Surveys done to Gauge interest on PTECH Programs, STEM Programs and Multilingual Program

Participation from Over 230 Families

Families contacted through:

1. Facebook
2. Website
3. CCSD Schools
4. Saint Christopher School
5. 100 Academy school
6. Nevada Prep School

Survey Results are attached.

School Improvement Survey

1. Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Our school improvement plan offers an option for students to receive an Associate in Arts or Associate in Applied Sciences degree at no cost to the student, would it be in their interest?

- ◯ Yes/Si
- ◯ No/No
- ◯ Maybe/Tal vez

2. Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Our school improvement plan offers three STEM pathways, which of these pathways interests you?

- ◯ Information Technology/Tecnologías de la información

0 of 8 answered

- Pre-Med/Pre-médico
- All three/Los tres

3. If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? If your student had the opportunity to receive up to 60 hours of college credit, would you be interested in that?

- Yes/ Si
- No/ No
- Maybe/ Tal vez

4. Our school improvement plan offers industry-based certifications, would this be of interest to you? Our school improvement plan offers industry-based certifications, would you be interested in this?

- Yes/ Si
- No/ No
- Maybe/ Tal vez

5. In our school improvement plan students have the

0 of 8 answered

language do you prefer? In our school improvement plan, students have the option to receive language languages, which language do you prefer?

- Spanish/ Español
- Mandarin/ Mandarín
- Neither/Ninguno

6. Do you believe students in your community need more college and career options? Do you think students in your community need more college and career options?

- Yes/ Si
- No/ No
- Maybe/ Tal vez

7. Please complete the information below. Please complete the information below.

Name/Nombre

Address/Habla a

City/Ciudad

State/Estado

0 of 8 answered

ZIP/CÓDIGO POSTAL

8. What is the grade level of your student?

- K-2
- 3-5
- 6-8
- 9-12

DONE

Powered by SurveyMonkey
See how easy it is to create a survey.

Privacy & Cookie Policy

0 of 8 answered

#1

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:21:46 PM
Last Modified:	Thursday, November 05, 2020 6:23:13 PM
Time Spent:	00:01:26
IP Address:	24.234.146.156

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#2

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:27:30 PM
Last Modified:	Thursday, November 05, 2020 6:29:13 PM
Time Spent:	00:01:42
IP Address:	71.50.76.83

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

3-5

#3

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:28:13 PM
Last Modified:	Thursday, November 05, 2020 6:30:20 PM
Time Spent:	00:02:06
IP Address:	68.110.139.222

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

3-5

#4

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:28:21 PM
Last Modified:	Thursday, November 05, 2020 6:30:32 PM
Time Spent:	00:02:10
IP Address:	72.207.133.126

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#5

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:29:18 PM
Last Modified:	Thursday, November 05, 2020 6:31:18 PM
Time Spent:	00:01:59
IP Address:	68.227.14.110

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

K-2

#6

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:29:38 PM
Last Modified:	Thursday, November 05, 2020 6:31:29 PM
Time Spent:	00:01:51
IP Address:	172.58.75.127

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

Q8

What is the grade level of your student?

K-2

#7

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:32:43 PM
Last Modified:	Thursday, November 05, 2020 6:34:33 PM
Time Spent:	00:01:49
IP Address:	174.68.181.1

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#8

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:34:24 PM
Last Modified:	Thursday, November 05, 2020 6:36:35 PM
Time Spent:	00:02:10
IP Address:	172.58.76.54

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

K-2

#9

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:35:47 PM
Last Modified:	Thursday, November 05, 2020 6:36:51 PM
Time Spent:	00:01:03
IP Address:	174.237.2.166

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#10

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:34:47 PM
Last Modified:	Thursday, November 05, 2020 6:38:11 PM
Time Spent:	00:03:23
IP Address:	98.180.170.111

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Maybe/ Tal vez

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

6-8

#11

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:48:37 PM
Last Modified:	Thursday, November 05, 2020 6:51:08 PM
Time Spent:	00:02:31
IP Address:	71.222.62.82

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6 Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?	**Yes/ Si**
Q7 Please complete the information below. Por favor complete la información a continuación.	**Respondent skipped this question**
Q8 What is the grade level of your student?	**3-5**

#12

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 6:50:20 PM
Last Modified:	Thursday, November 05, 2020 6:51:38 PM
Time Spent:	00:01:17
IP Address:	68.224.92.128

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

No/ No

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

3-5

#13

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 7:06:01 PM
Last Modified:	Thursday, November 05, 2020 7:09:52 PM
Time Spent:	00:03:50
IP Address:	68.104.7.29

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#14

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 7:11:15 PM
Last Modified: Thursday, November 05, 2020 7:13:10 PM
Time Spent: 00:01:54
IP Address: 174.72.204.12

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

3-5

#15

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 7:28:08 PM
Last Modified: Thursday, November 05, 2020 7:32:08 PM
Time Spent: 00:04:00
IP Address: 174.72.226.120

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

6-8

#16

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 7:33:28 PM
Last Modified:	Thursday, November 05, 2020 7:35:31 PM
Time Spent:	00:02:03
IP Address:	72.193.11.71

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

German/ Alemán

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

3-5

#17

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 7:57:32 PM
Last Modified:	Thursday, November 05, 2020 7:58:52 PM
Time Spent:	00:01:19
IP Address:	172.56.12.8

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#18

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 7:50:25 PM
Last Modified:	Thursday, November 05, 2020 8:00:38 PM
Time Spent:	00:10:13
IP Address:	71.38.210.234

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

Q8

What is the grade level of your student?

3-5

#19

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 7:59:47 PM
Last Modified:	Thursday, November 05, 2020 8:01:50 PM
Time Spent:	00:02:03
IP Address:	172.58.76.74

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#20

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 8:19:33 PM
Last Modified:	Thursday, November 05, 2020 8:20:26 PM
Time Spent:	00:00:53
IP Address:	71.38.180.178

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

French/ Francés

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#21

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 9:20:38 PM
Last Modified:	Thursday, November 05, 2020 9:21:29 PM
Time Spent:	00:00:51
IP Address:	98.182.208.26

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#22

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 9:40:24 PM
Last Modified:	Thursday, November 05, 2020 9:42:36 PM
Time Spent:	00:02:12
IP Address:	71.38.40.192

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#23

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 05, 2020 10:20:41 PM
Last Modified:	Thursday, November 05, 2020 10:22:16 PM
Time Spent:	00:01:35
IP Address:	172.58.78.210

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

French/ Francés

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

Respondent skipped this question

Q8

What is the grade level of your student?

Respondent skipped this question

#24

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Friday, November 06, 2020 12:00:03 AM
Last Modified:	Friday, November 06, 2020 12:02:10 AM
Time Spent:	00:02:06
IP Address:	70.189.242.28

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#25

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Friday, November 06, 2020 12:03:29 AM
Last Modified:	Friday, November 06, 2020 12:04:41 AM
Time Spent:	00:01:11
IP Address:	72.193.25.54

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#26

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Friday, November 06, 2020 12:05:03 AM
Last Modified:	Friday, November 06, 2020 12:09:00 AM
Time Spent:	00:03:56
IP Address:	72.193.52.144

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#27

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Friday, November 06, 2020 10:08:08 AM
Last Modified:	Friday, November 06, 2020 10:09:44 AM
Time Spent:	00:01:36
IP Address:	172.58.76.191

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#28

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Friday, November 06, 2020 10:24:24 AM
Last Modified:	Friday, November 06, 2020 10:26:26 AM
Time Spent:	00:02:01
IP Address:	70.173.227.2

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#29

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Friday, November 06, 2020 1:10:31 PM
Last Modified:	Friday, November 06, 2020 1:12:45 PM
Time Spent:	00:02:14
IP Address:	172.58.78.145

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#30

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Friday, November 06, 2020 4:39:17 PM
Last Modified:	Friday, November 06, 2020 4:41:01 PM
Time Spent:	00:01:43
IP Address:	71.49.138.49

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#31

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, November 07, 2020 9:40:37 AM
Last Modified: Saturday, November 07, 2020 9:43:00 AM
Time Spent: 00:02:23
IP Address: 174.72.243.83

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#32

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 09, 2020 9:41:30 PM
Last Modified: Monday, November 09, 2020 9:43:01 PM
Time Spent: 00:01:30
IP Address: 72.202.46.33

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Maybe/Tal vez

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#33

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Tuesday, November 10, 2020 12:13:27 AM
Last Modified:	Tuesday, November 10, 2020 12:16:29 AM
Time Spent:	00:03:01
IP Address:	68.108.26.41

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

6-8

#34

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:00:54 PM
Last Modified:	Monday, November 16, 2020 2:02:25 PM
Time Spent:	00:01:30
IP Address:	68.108.71.206

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6 Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?	**Yes/ Si**
Q7 Please complete the information below. Por favor complete la información a continuación.	**Respondent skipped this question**
Q8 What is the grade level of your student?	**9-12**

#35

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:00:58 PM
Last Modified: Monday, November 16, 2020 2:02:38 PM
Time Spent: 00:01:40
IP Address: 24.120.202.58

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#36

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:01:02 PM
Last Modified:	Monday, November 16, 2020 2:02:52 PM
Time Spent:	00:01:49
IP Address:	68.108.163.102

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#37

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:00:53 PM
Last Modified: Monday, November 16, 2020 2:02:52 PM
Time Spent: 00:01:59
IP Address: 70.180.191.123

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Maybe/Tal vez

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#38

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:00:52 PM
Last Modified:	Monday, November 16, 2020 2:02:55 PM
Time Spent:	00:02:02
IP Address:	68.108.113.164

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#39

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:00:57 PM
Last Modified:	Monday, November 16, 2020 2:02:58 PM
Time Spent:	00:02:01
IP Address:	71.38.164.44

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#40

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:01:28 PM
Last Modified:	Monday, November 16, 2020 2:03:05 PM
Time Spent:	00:01:36
IP Address:	72.193.193.245

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#41

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:00:52 PM
Last Modified:	Monday, November 16, 2020 2:03:15 PM
Time Spent:	00:02:22
IP Address:	24.120.202.58

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#42

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:01:40 PM
Last Modified:	Monday, November 16, 2020 2:03:16 PM
Time Spent:	00:01:35
IP Address:	172.58.78.231

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

No/ No

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Neither/Ninguno

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#43

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:01:31 PM
Last Modified:	Monday, November 16, 2020 2:03:33 PM
Time Spent:	00:02:02
IP Address:	68.104.91.152

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#44

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:01:40 PM
Last Modified: Monday, November 16, 2020 2:03:41 PM
Time Spent: 00:02:01
IP Address: 98.160.209.90

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Maybe/Tal vez

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#45

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:01:15 PM
Last Modified:	Monday, November 16, 2020 2:03:54 PM
Time Spent:	00:02:38
IP Address:	24.120.202.58

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#46

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:00:55 PM
Last Modified:	Monday, November 16, 2020 2:04:19 PM
Time Spent:	00:03:24
IP Address:	174.237.9.81

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#47

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:03:03 PM
Last Modified:	Monday, November 16, 2020 2:04:30 PM
Time Spent:	00:01:26
IP Address:	71.38.216.107

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#48

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:00:53 PM
Last Modified:	Monday, November 16, 2020 2:04:35 PM
Time Spent:	00:03:41
IP Address:	98.181.157.51

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#49

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:01:06 PM
Last Modified:	Monday, November 16, 2020 2:04:41 PM
Time Spent:	00:03:34
IP Address:	189.155.222.1

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

No/No

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#50

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:01:23 PM
Last Modified:	Monday, November 16, 2020 2:06:27 PM
Time Spent:	00:05:03
IP Address:	98.188.174.201

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#51

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, November 16, 2020 2:05:00 PM
Last Modified:	Monday, November 16, 2020 2:06:42 PM
Time Spent:	00:01:42
IP Address:	72.202.59.15

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

No/ No

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Respondent skipped this question

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Respondent skipped this question

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#52

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Tuesday, November 17, 2020 5:40:23 PM
Last Modified:	Tuesday, November 17, 2020 5:43:38 PM
Time Spent:	00:03:14
IP Address:	174.195.216.48

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#53

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 10:45:56 AM
Last Modified: Wednesday, November 18, 2020 10:52:51 AM
Time Spent: 00:06:55
IP Address: 107.77.245.8

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Maybe/ Tal vez

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

6-8

#54

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 11:49:16 AM
Last Modified:	Wednesday, November 18, 2020 11:50:19 AM
Time Spent:	00:01:03
IP Address:	24.234.146.156

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

Q8

What is the grade level of your student?

3-5

#55

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 11:59:17 AM
Last Modified:	Wednesday, November 18, 2020 12:00:53 PM
Time Spent:	00:01:35
IP Address:	174.72.128.39

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#56

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 12:02:08 PM
Last Modified: Wednesday, November 18, 2020 12:04:14 PM
Time Spent: 00:02:05
IP Address: 172.58.75.170

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#57

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 12:02:26 PM
Last Modified:	Wednesday, November 18, 2020 12:06:35 PM
Time Spent:	00:04:08
IP Address:	172.58.75.42

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6 Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?	**Yes/ Si**
Q7 Please complete the information below. Por favor complete la información a continuación.	**Respondent skipped this question**
Q8 What is the grade level of your student?	**3-5**

#58

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 12:44:46 PM
Last Modified: Wednesday, November 18, 2020 12:47:28 PM
Time Spent: 00:02:41
IP Address: 107.77.228.228

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Maybe/ Tal vez

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

No/ No

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre [redacted]

Q8

What is the grade level of your student?

K-2

#59

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:29 PM
Last Modified:	Wednesday, November 18, 2020 1:01:49 PM
Time Spent:	00:01:19
IP Address:	68.227.2.9

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#60

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:29 PM
Last Modified:	Wednesday, November 18, 2020 1:03:00 PM
Time Spent:	00:02:30
IP Address:	24.253.111.113

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#61

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:32 PM
Last Modified:	Wednesday, November 18, 2020 1:03:18 PM
Time Spent:	00:02:46
IP Address:	72.193.28.143

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#62

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:40 PM
Last Modified:	Wednesday, November 18, 2020 1:03:21 PM
Time Spent:	00:02:41
IP Address:	71.222.22.48

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#63

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:43 PM
Last Modified:	Wednesday, November 18, 2020 1:03:21 PM
Time Spent:	00:02:38
IP Address:	24.120.202.58

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#64

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:30 PM
Last Modified:	Wednesday, November 18, 2020 1:03:22 PM
Time Spent:	00:02:52
IP Address:	70.175.48.131

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#65

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:32 PM
Last Modified:	Wednesday, November 18, 2020 1:03:24 PM
Time Spent:	00:02:51
IP Address:	98.181.167.127

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#66

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:26 PM
Last Modified:	Wednesday, November 18, 2020 1:03:36 PM
Time Spent:	00:03:10
IP Address:	68.96.115.119

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Maybe/Tal vez

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

Q8

What is the grade level of your student?

6-8

#67

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:45 PM
Last Modified:	Wednesday, November 18, 2020 1:03:40 PM
Time Spent:	00:02:55
IP Address:	72.207.150.188

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

No/No

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#68

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:29 PM
Last Modified:	Wednesday, November 18, 2020 1:03:48 PM
Time Spent:	00:03:18
IP Address:	70.189.175.47

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#69

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:28 PM
Last Modified: Wednesday, November 18, 2020 1:03:58 PM
Time Spent: 00:03:29
IP Address: 24.120.202.58

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

Q8

What is the grade level of your student?

9-12

#70

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:01:07 PM
Last Modified: Wednesday, November 18, 2020 1:04:16 PM
Time Spent: 00:03:08
IP Address: 72.202.59.124

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#71

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:32 PM
Last Modified:	Wednesday, November 18, 2020 1:04:23 PM
Time Spent:	00:03:51
IP Address:	72.203.46.191

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#72

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:28 PM
Last Modified:	Wednesday, November 18, 2020 1:04:27 PM
Time Spent:	00:03:59
IP Address:	72.207.170.243

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

No/No

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#73

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:30 PM
Last Modified:	Wednesday, November 18, 2020 1:04:34 PM
Time Spent:	00:04:04
IP Address:	70.173.2.36

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

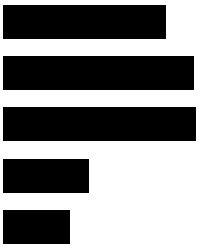
Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#74

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:04:01 PM
Last Modified:	Wednesday, November 18, 2020 1:04:35 PM
Time Spent:	00:00:34
IP Address:	68.104.38.83

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#75

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:03:42 PM
Last Modified: Wednesday, November 18, 2020 1:05:50 PM
Time Spent: 00:02:07
IP Address: 71.222.22.114

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

No/No

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#76

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:33 PM
Last Modified: Wednesday, November 18, 2020 1:07:03 PM
Time Spent: 00:06:30
IP Address: 70.173.152.115

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#77

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:31 PM
Last Modified: Wednesday, November 18, 2020 1:07:58 PM
Time Spent: 00:07:26
IP Address: 68.227.51.42

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#78

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:29 PM
Last Modified: Wednesday, November 18, 2020 1:09:11 PM
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IP Address: 68.227.42.143

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#79

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:04:38 PM
Last Modified:	Wednesday, November 18, 2020 1:10:29 PM
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IP Address:	71.38.129.127

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

No/No

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Neither/Ninguno

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#80

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:03:33 PM
Last Modified:	Wednesday, November 18, 2020 1:14:16 PM
Time Spent:	00:10:43
IP Address:	72.193.227.94

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#81

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:03:40 PM
Last Modified: Wednesday, November 18, 2020 1:19:28 PM
Time Spent: 00:15:48
IP Address: 71.38.223.124

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#82

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:35 PM
Last Modified:	Wednesday, November 18, 2020 1:22:15 PM
Time Spent:	00:21:39
IP Address:	98.164.166.113

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#83

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:00:32 PM
Last Modified:	Wednesday, November 18, 2020 1:24:32 PM
Time Spent:	00:23:59
IP Address:	98.167.64.136

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#84

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 1:25:23 PM
Last Modified:	Wednesday, November 18, 2020 1:27:20 PM
Time Spent:	00:01:57
IP Address:	70.170.14.163

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

6-8

#85

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:58:58 PM
Last Modified: Wednesday, November 18, 2020 2:00:27 PM
Time Spent: 00:01:29
IP Address: 71.48.35.194

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Neither/Ninguno

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#86

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:59:31 PM
Last Modified: Wednesday, November 18, 2020 2:03:44 PM
Time Spent: 00:04:12
IP Address: 72.202.41.104

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Maybe/ Tal vez

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre [redacted]

Q8

What is the grade level of your student?

9-12

#87

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 3:47:43 PM
Last Modified:	Wednesday, November 18, 2020 3:51:09 PM
Time Spent:	00:03:25
IP Address:	68.108.26.41

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6 Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?	**Yes/ Si**
Q7 Please complete the information below. Por favor complete la información a continuación.	**Respondent skipped this question**
Q8 What is the grade level of your student?	**6-8**

#88

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 4:06:29 PM
Last Modified:	Wednesday, November 18, 2020 4:08:52 PM
Time Spent:	00:02:23
IP Address:	8.48.3.113

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

3-5

#89

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 4:10:02 PM
Last Modified:	Wednesday, November 18, 2020 4:11:47 PM
Time Spent:	00:01:44
IP Address:	174.72.215.223

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#90

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 5:37:21 PM
Last Modified:	Wednesday, November 18, 2020 5:39:19 PM
Time Spent:	00:01:58
IP Address:	174.72.240.106

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#91

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 9:15:34 PM
Last Modified:	Wednesday, November 18, 2020 9:21:47 PM
Time Spent:	00:06:12
IP Address:	24.253.41.209

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Neither/Ninguno

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

6-8

#92

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, November 18, 2020 10:01:49 PM
Last Modified:	Wednesday, November 18, 2020 10:03:24 PM
Time Spent:	00:01:34
IP Address:	172.58.79.82

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

Respondent skipped this question

Q8

What is the grade level of your student?

K-2

#93

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 3:15:59 AM
Last Modified: Thursday, November 19, 2020 3:18:41 AM
Time Spent: 00:02:41
IP Address: 107.77.231.156

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

6-8

#94

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 3:15:16 AM
Last Modified:	Thursday, November 19, 2020 3:19:04 AM
Time Spent:	00:03:48
IP Address:	68.104.120.182

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#95

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 9:33:24 AM
Last Modified:	Thursday, November 19, 2020 9:34:57 AM
Time Spent:	00:01:33
IP Address:	107.77.227.224

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

No/No

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5

#96

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:28 PM
Last Modified: Thursday, November 19, 2020 1:23:36 PM
Time Spent: 00:02:08
IP Address: 72.207.151.202

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

6-8

#97

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 1:21:26 PM
Last Modified:	Thursday, November 19, 2020 1:23:50 PM
Time Spent:	00:02:24
IP Address:	71.38.67.221

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

6-8

#98

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:23 PM
Last Modified: Thursday, November 19, 2020 1:23:52 PM
Time Spent: 00:02:29
IP Address: 98.182.213.4

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

No/No

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Maybe/ Tal vez

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#99

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 1:21:25 PM
Last Modified:	Thursday, November 19, 2020 1:24:13 PM
Time Spent:	00:02:48
IP Address:	70.173.137.146

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Neither/Ninguno

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#100

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:27 PM
Last Modified: Thursday, November 19, 2020 1:24:16 PM
Time Spent: 00:02:48
IP Address: 71.48.36.12

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Maybe/Tal vez

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#101

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 1:21:24 PM
Last Modified:	Thursday, November 19, 2020 1:24:21 PM
Time Spent:	00:02:56
IP Address:	68.224.156.89

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Neither/Ninguno

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#102

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:25 PM
Last Modified: Thursday, November 19, 2020 1:24:40 PM
Time Spent: 00:03:14
IP Address: 174.72.213.100

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Maybe/ Tal vez

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

3-5

#103

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 1:21:58 PM
Last Modified:	Thursday, November 19, 2020 1:25:02 PM
Time Spent:	00:03:04
IP Address:	174.72.202.95

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

No/No

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Neither/Ninguno

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#104

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 1:21:32 PM
Last Modified:	Thursday, November 19, 2020 1:25:14 PM
Time Spent:	00:03:42
IP Address:	70.170.79.251

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#105

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:34 PM
Last Modified: Thursday, November 19, 2020 1:25:50 PM
Time Spent: 00:04:15
IP Address: 70.191.31.214

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Maybe/Tal vez

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#106

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 1:22:51 PM
Last Modified:	Thursday, November 19, 2020 1:26:17 PM
Time Spent:	00:03:25
IP Address:	71.38.206.108

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

6-8

#107

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:24 PM
Last Modified: Thursday, November 19, 2020 1:26:52 PM
Time Spent: 00:05:27
IP Address: 71.222.23.58

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Neither/Ninguno

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#108

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 1:23:21 PM
Last Modified:	Thursday, November 19, 2020 1:26:54 PM
Time Spent:	00:03:33
IP Address:	98.164.169.200

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#109

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 1:21:24 PM
Last Modified:	Thursday, November 19, 2020 1:27:33 PM
Time Spent:	00:06:09
IP Address:	24.253.52.23

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

6-8

#110

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:22:52 PM
Last Modified: Thursday, November 19, 2020 1:27:42 PM
Time Spent: 00:04:50
IP Address: 70.191.14.147

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Maybe/Tal vez

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Maybe/ Tal vez

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

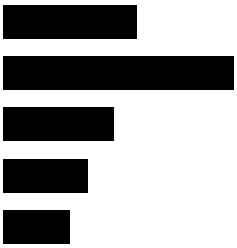
Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

6-8

#111

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 1:21:25 PM
Last Modified:	Thursday, November 19, 2020 1:27:48 PM
Time Spent:	00:06:22
IP Address:	72.207.137.134

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

No/No

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Pre-Med/Pre-médico

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

9-12

#112

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:27 PM
Last Modified: Thursday, November 19, 2020 1:27:56 PM
Time Spent: 00:06:29
IP Address: 98.188.162.242

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#113

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Thursday, November 19, 2020 1:21:25 PM
Last Modified:	Thursday, November 19, 2020 1:28:59 PM
Time Spent:	00:07:34
IP Address:	70.180.163.241

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Engineering Design/Diseño de ingeniería

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

6-8

#114

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:43 PM
Last Modified: Thursday, November 19, 2020 1:29:20 PM
Time Spent: 00:07:36
IP Address: 70.173.61.141

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Maybe/Tal vez

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#115

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:22:59 PM
Last Modified: Thursday, November 19, 2020 1:30:29 PM
Time Spent: 00:07:30
IP Address: 68.229.5.18

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Maybe/Tal vez

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

9-12

#116

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:23:37 PM
Last Modified: Thursday, November 19, 2020 1:31:50 PM
Time Spent: 00:08:12
IP Address: 172.58.22.188

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Mandarin/ Mandarín

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

K-2

#117

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:29:06 PM
Last Modified: Thursday, November 19, 2020 1:33:07 PM
Time Spent: 00:04:01
IP Address: 70.173.60.229

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Maybe/Tal vez

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Maybe/ Tal vez

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

Q8

What is the grade level of your student?

6-8

#118

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:28:24 PM
Last Modified: Thursday, November 19, 2020 1:40:29 PM
Time Spent: 00:12:04
IP Address: 172.58.75.108

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

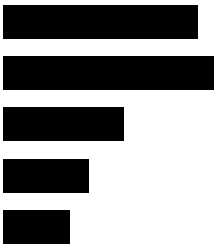
Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Maybe/ Tal vez

Q7

Please complete the information below. Por favor complete la información a continuación.





Q8

What is the grade level of your student?

6-8

#119

COMPLETE

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Last Modified: Saturday, November 21, 2020 3:23:10 AM
Time Spent: 00:01:48
IP Address: 172.58.79.34

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

All three/Los tres

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

K-2

#120

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Saturday, November 21, 2020 5:56:54 PM
Last Modified:	Saturday, November 21, 2020 5:58:02 PM
Time Spent:	00:01:08
IP Address:	172.58.27.138

Page 1

Q1

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Yes/Si

Q2

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Information Technology/Tecnologías de la información

Q3

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Yes/ Si

Q4

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Yes/ Si

Q5

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Spanish/ Español

Q6

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Yes/ Si

Q7

Please complete the information below. Por favor complete la información a continuación.

[redacted]

[redacted]

Q8

What is the grade level of your student?

3-5



Saint Christopher Catholic School



A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008

Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless,

Mr. Rick Blanc

School Improvement Plan Survey

1. **Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefiere?**

- [x] Spanish/ Español
- [ ] Mandarin/ Mandarín
- [ ] French/ Francés
- [ ] German/ Alemán

2. **Through the School Improvement Plan, of the three STEM pathways offered, which one of these pathways is of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?**

- [ ] Information Technology/Tecnologías de la información
- [ ] Engineering Design/Diseño de ingeniería
- [ ] Pre-Med/Pre-médico
- [x] All three/Los tres

Saint Christopher Catholic School
A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008

3. STEM pathways within the School Improvement Plan could lead to industry-based certifications and advanced credits, would this be of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

- (●) Yes/ Si
- ( ) No/ No
- ( ) Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

- (●) Yes/ Si
- ( ) No/ No
- ( ) Maybe/ Tal vez

Please sign and date and return by Friday, November 6th. Thank you.

Parent Name (printed): [redacted]

Parent Signature: [redacted]

Date: 11/4/20

[redacted]

Saint Christopher Catholic School
A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008

Dear Parents,

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God Bless,

Mr. Rick Blanc

School Improvement Plan Survey

1. **Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?**

- (●) Spanish/ Español
- ( ) Mandarin/ Mandarín
- ( ) French/ Francés
- ( ) German/ Alemán

2. **Through the School Improvement Plan, of the three STEM pathways offered, which one of these pathways is of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?**

- ( ) Information Technology/Tecnologías de la información
- ( ) Engineering Design/Diseño de ingeniería
- ( ) Pre-Med/Pre-médico
- (●) All three/Los tres

Saint Christopher Catholic School
A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008

3. STEM pathways within the School Improvement Plan could lead to industry-based certifications and advanced credits, would this be of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

- (●) Yes/ Si
- ( ) No/ No
- ( ) Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

- (●) Yes/ Si
- ( ) No/ No
- ( ) Maybe/ Tal vez

Please sign and date and return by Friday, November 6th. Thank you.

Parent Name (printed [redacted]

Parent Signature: [redacted]

Date: 11-5-20

[redacted]

Saint Christopher Catholic School
A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008

Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless,

Mr. Rick Blanc

School Improvement Plan Survey

1. **Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?**

- (●) Spanish/ Español
- ( ) Mandarin/ Mandarín
- ( ) French/ Francés
- ( ) German/ Alemán

2. **Through the School Improvement Plan, of the three STEM pathways offered, which one of these pathways is of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?**

- ( ) Information Technology/Tecnologías de la información
- ( ) Engineering Design/Diseño de ingeniería
- ( ) Pre-Med/Pre-médico
- (●) All three/Los tres

Saint Christopher Catholic School
A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008

3. STEM pathways within the School Improvement Plan could lead to industry-based certifications and advanced credits, would this be of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

- (•) Yes/ Si
- ( ) No/ No
- ( ) Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

- (•) Yes/ Si
- ( ) No/ No
- ( ) Maybe/ Tal vez

Please sign and date and return by Friday, November 6th. Thank you.

Parent Name (printe[redacted]

Parent Signature: [redacted]

Date: 11/04/20

[redacted]

Saint Christopher Catholic School
A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008

Dear Parents,

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God Bless,

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School Improvement Plan Survey

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Parent Name (print[redacted]

Parent Signature: [redacted]

Date: 11/4/2020

[redacted]

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Date: 11/05/20

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Date: 11-04-2020

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Date: 11/6/20

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Date: 10/4/2020

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Parent Signature: [redacted]

Date: Nov. 5, 2020

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Parent Name (printed): [redacted]

Parent Signature: [redacted]

Date: 11/6/2020

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Date: Nov. 5. 2020

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Parent Name (print[redacted]

Parent Signature: [redacted]

Date: 11-05-2020

[redacted]

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A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
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(702)657-8008

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Date: 11/6/2020

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Parent Signature: [redacted]

Date: november 5, 2020

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Date: November 04, 2020

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Date: 11-4-20

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Parent Name (print [redacted]

Parent Signature: [redacted]

Date: 11/04/2020

[redacted]

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Date: 11/4/2020

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Date: 11/4/20

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Date: 11/04/2025

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Date: 11/4/20

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Date: 11/05/20

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Parent Signature: [redacted]

Date: 11-06-2020

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Date: ~~11/5/20~~ 11/4/20

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Date: 11/3/2020

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Parent Name (p[redacted]

Parent Signature [redacted]

Date: Nov 4, 2020

[redacted]

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God Bless,

Mr. Rick Blanc

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Parent Name (pr[redacted]

Parent Signature[redacted]

Date: 11-4-20

[redacted]

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Parent Signature: [redacted]

Date: November 9, 2020

[redacted]

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Parent Signature: [redacted]

Date: 11/05/20

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Parent Signature: _____

Date: 11/10/2020

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Parent Signature: _____

Date: November 9, 2020

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1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008

Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless,

Mr. Rick Blanc

School Improvement Plan Survey

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- ○ Spanish/ Español
- ○ Mandarin/ Mandarín
- ☒ French/ Francés
- ○ German/ Alemán

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- ○ Pre-Med/Pre-médico
- ☒ All three/Los tres

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- ○ Yes/ Si
- ○ No/ No
- ☒ Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

- ☒ Yes/ Si
- ○ No/ No
- ○ Maybe/ Tal vez

Please sign and date and return by Friday, November 6th. Thank you.

Parent Name (printed): [redacted]

Parent Signature: _____

Date: 11/13/2020

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Parent Name (printed): [redacted]

Parent Signature: _____

Date: 11/13/2020

[redacted]

PTAA/NEvada Information Meeting RSVP

Questions Responses 24

24 responses

Accepting responses

Summary Question Individual

Who has responded?

Email

[redacted]

[redacted]

[redacted]

There will be 1 Session for each Meeting Date, please choose your time preference: (*Note: depending on number of people, we may need to contact you and ask you to attend the other session, due to SOCIAL DISTANCE precautions)
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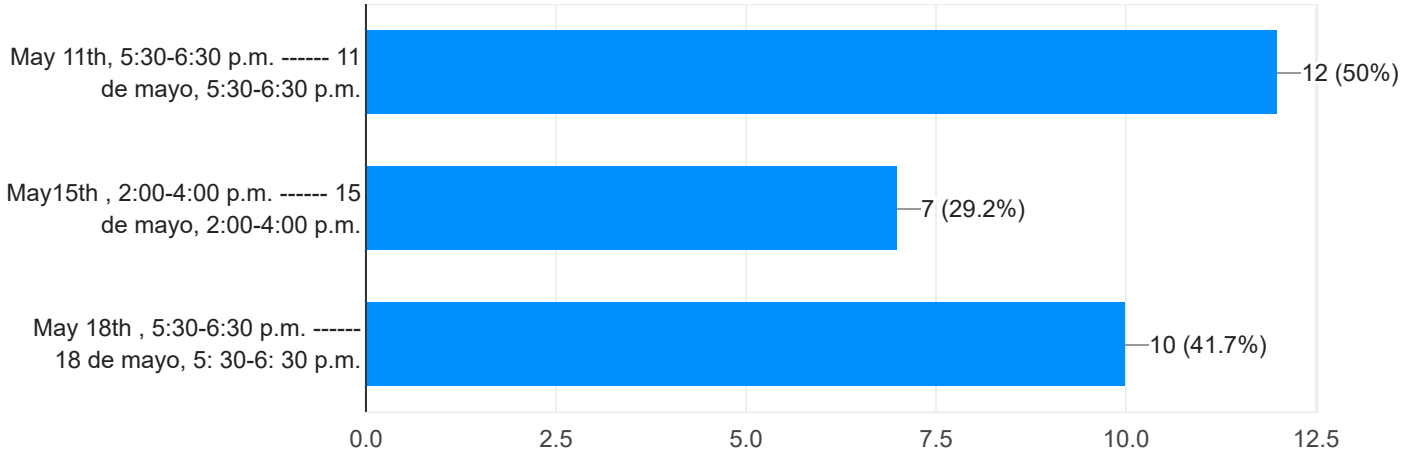
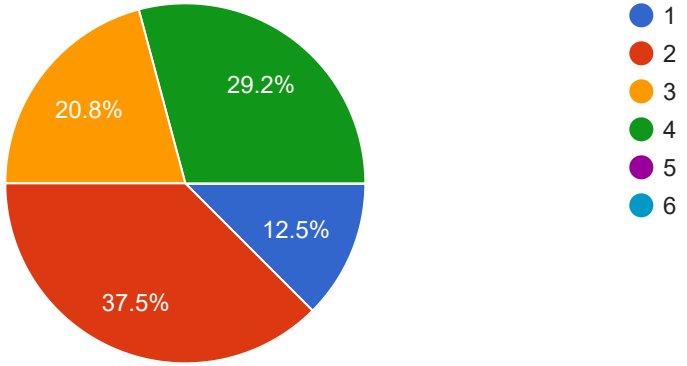
24 responses



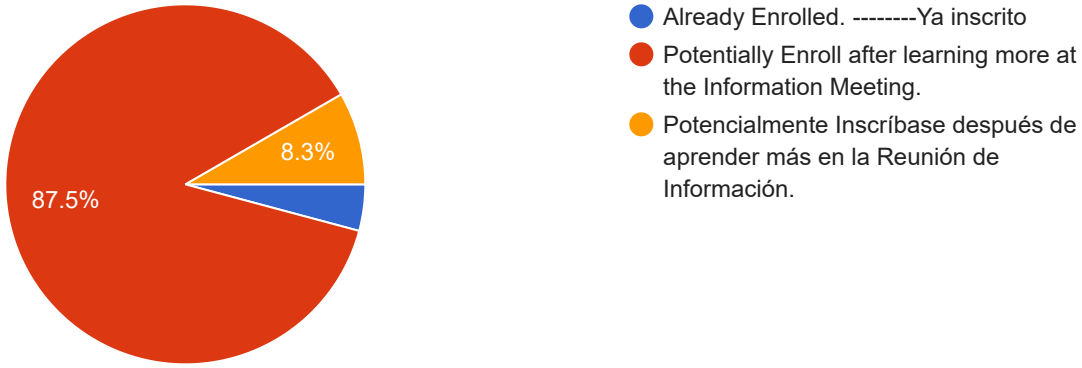
I/We will be attending the Information Session! (Please tell us how many in your family will attend) ¡Yo / nosotros asistiremos a la sesión informativa! (Díganos cuántos miembros de su familia asistirán)

24 responses



Already Enrolled or Potential Student(s):

24 responses



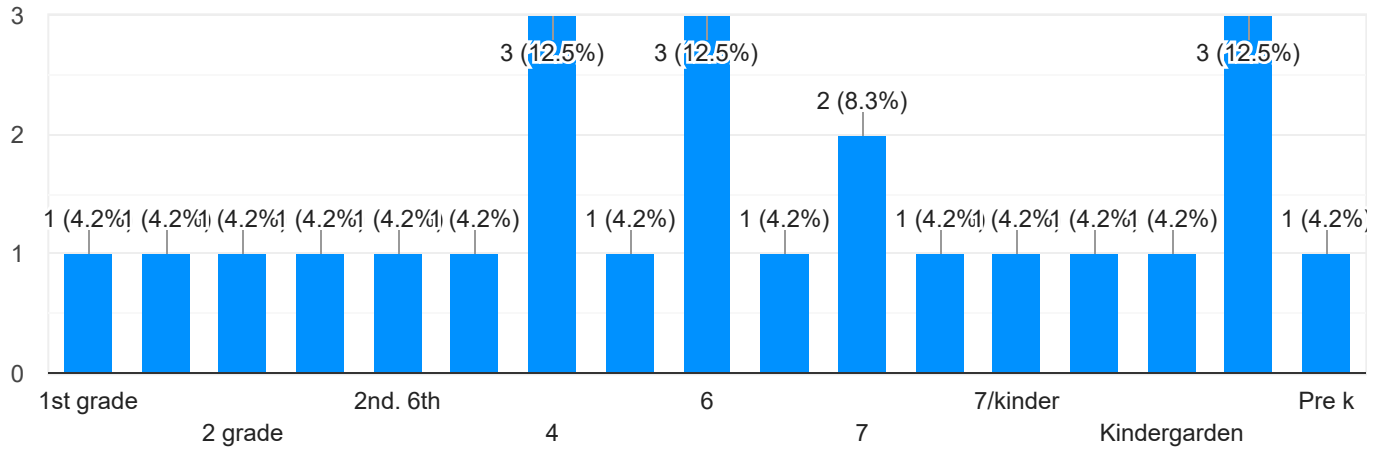
Student(s)Name: --- El nombre del estudiante:

24 responses



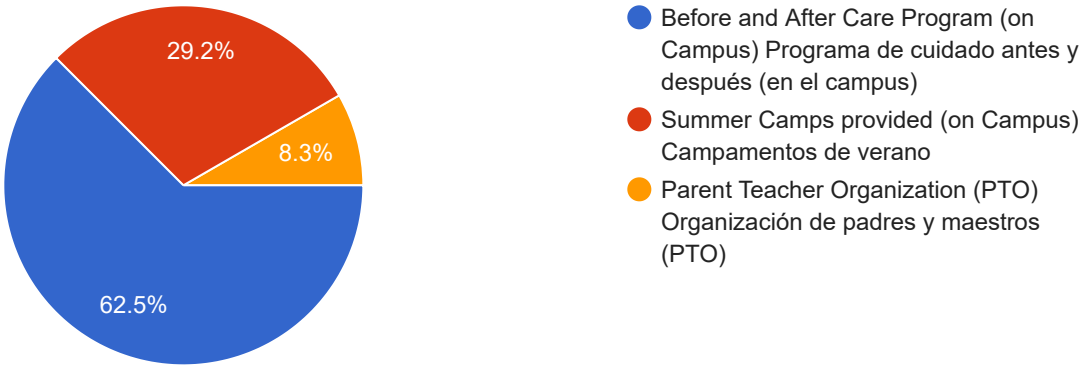
Student(s) Grade Level: --- Nivel de grado del estudiante (s):

24 responses



I would like more Information on:

24 responses



PTAA/NEvada Information Meeting RSVP

Questions Responses 35

35 responses

Accepting responses

Summary Question Individual

Who has responded?

Email

[redacted]

Email

balandran19@gmail.com

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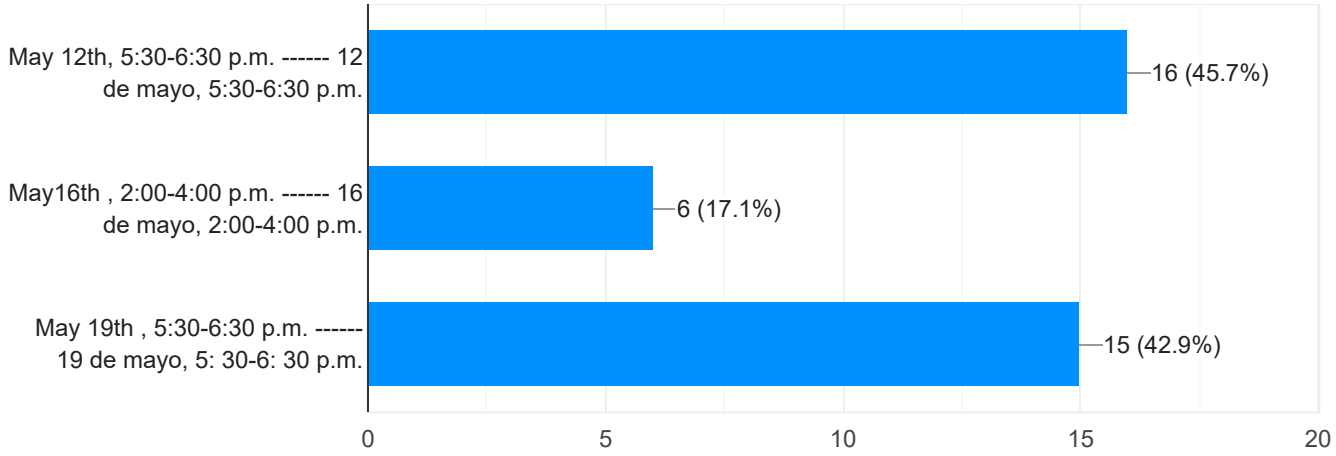
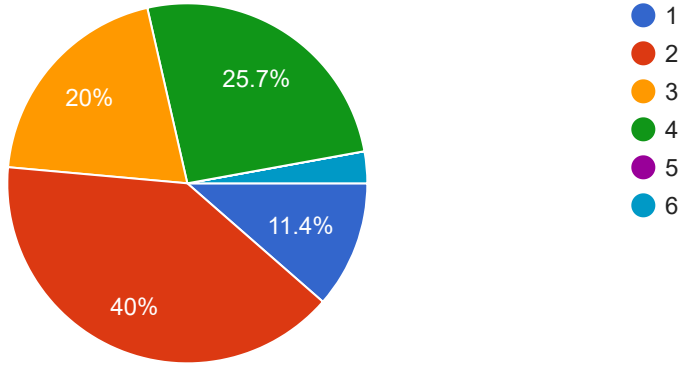
35 responses



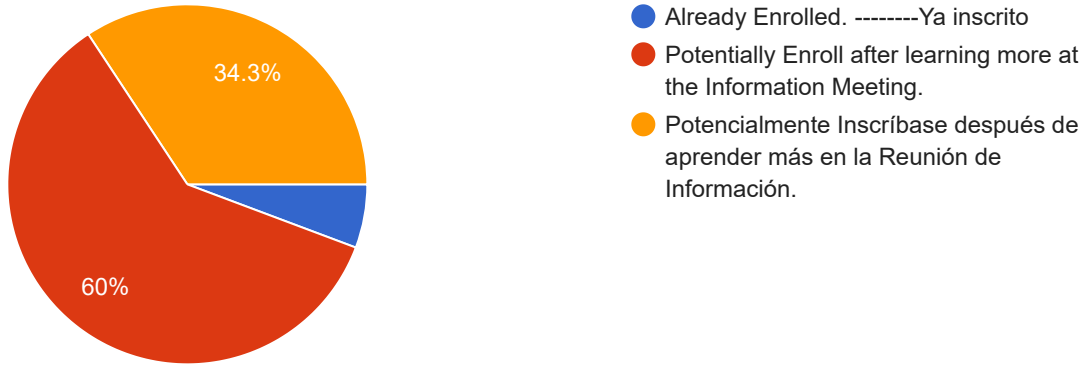
I/We will be attending the Information Session! (Please tell us how many in your family will attend) ¡Yo / nosotros asistiremos a la sesión informativa! (Díganos cuántos miembros de su familia asistirán)

35 responses



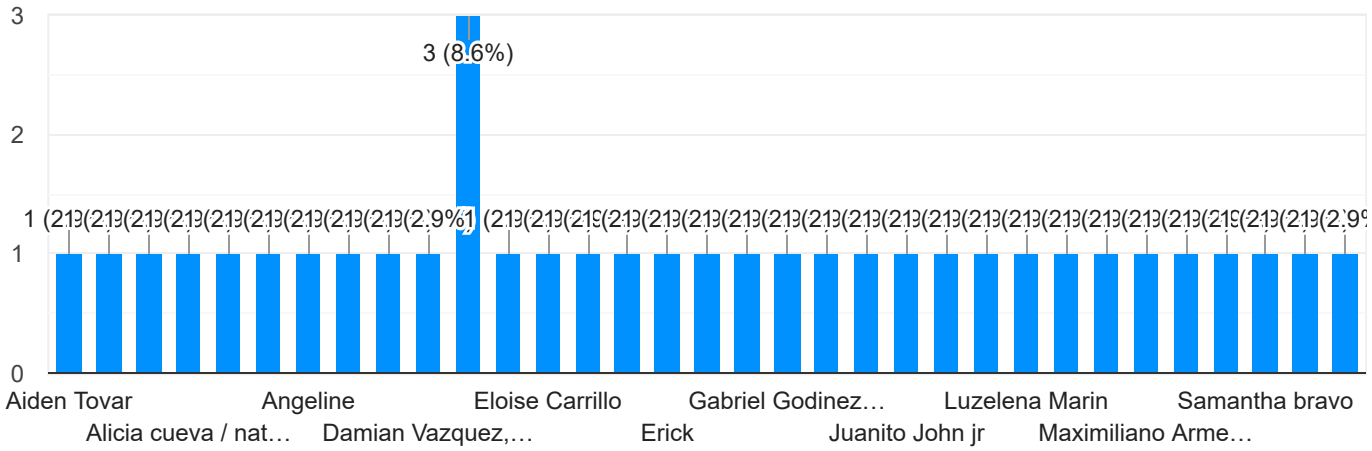
Already Enrolled or Potential Student(s):

35 responses



Student(s)Name: --- El nombre del estudiante:

35 responses



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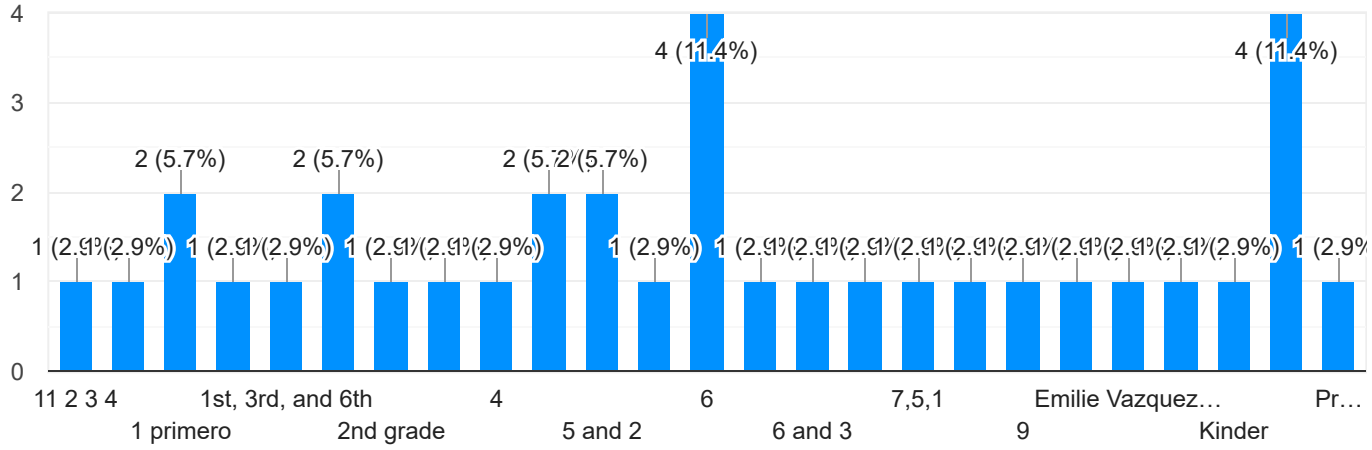
35 responses



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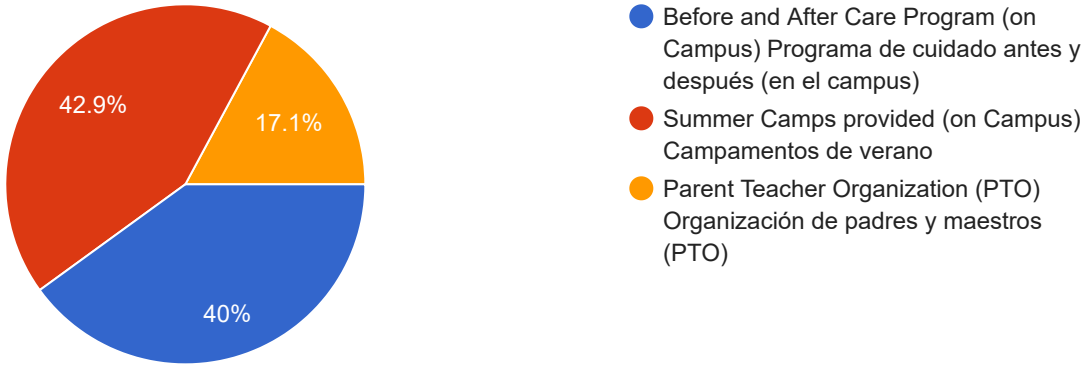

Copy of PTAA/NEvada Information Meeting RSVP

Questions Responses 46

46 responses

Accepting responses

Summary Question Individual

Who has responded?

Email

[redacted]

Email

[redacted]

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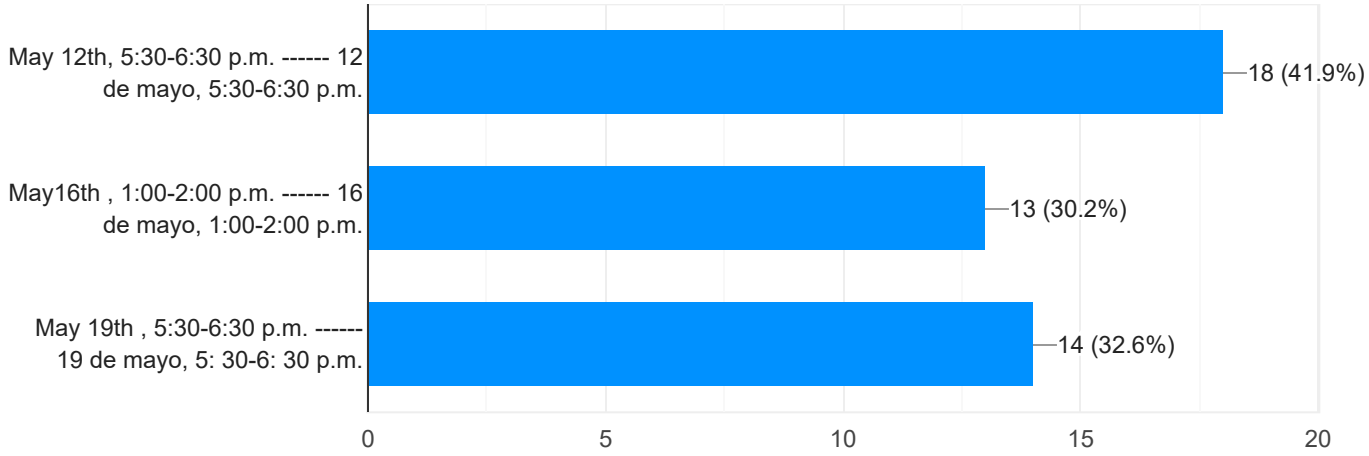

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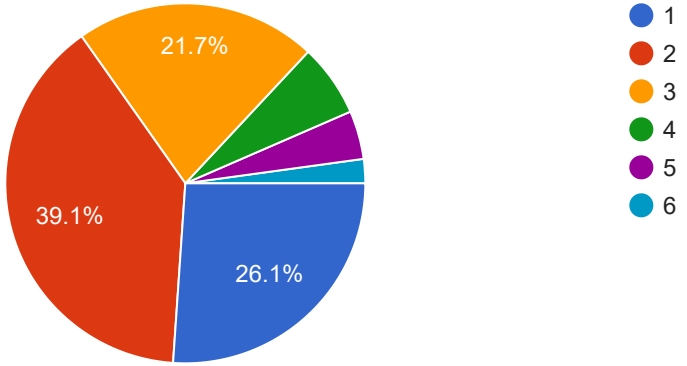
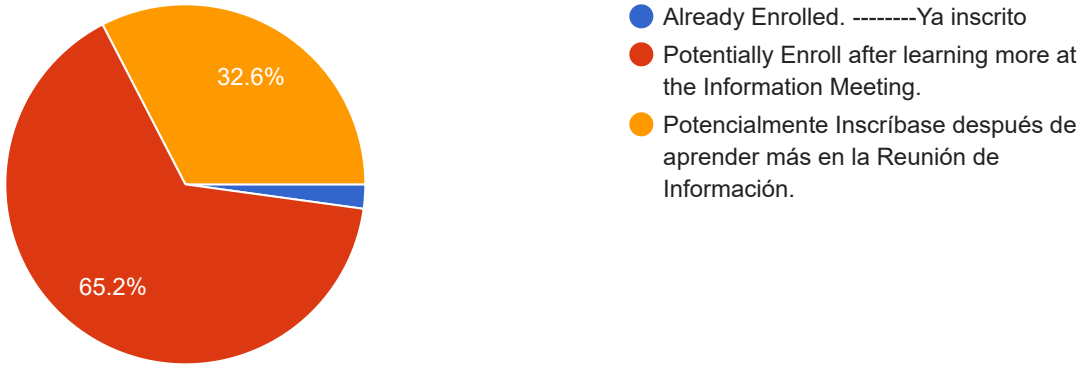


Already Enrolled or Potential Student(s):

46 responses



Student(s)Name: --- El nombre del estudiante:

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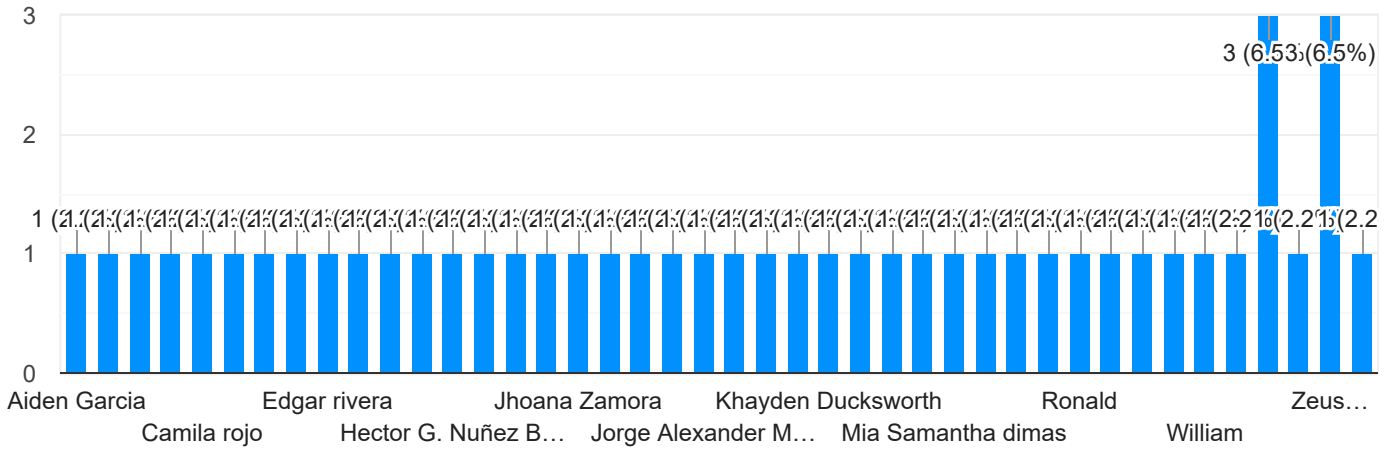
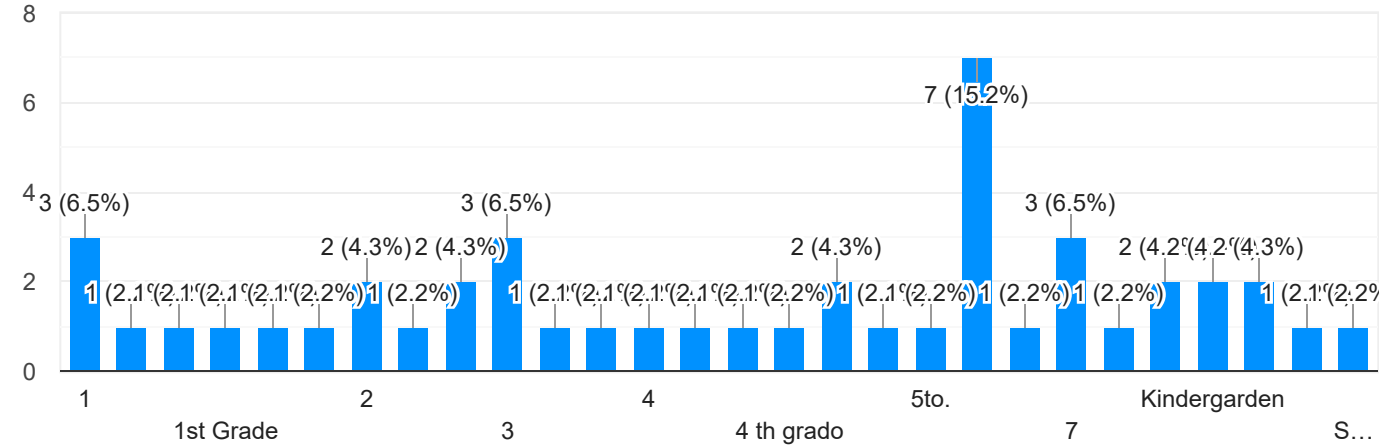


Student(s) Grade Level: --- Nivel de grado del estudiante (s):

46 responses



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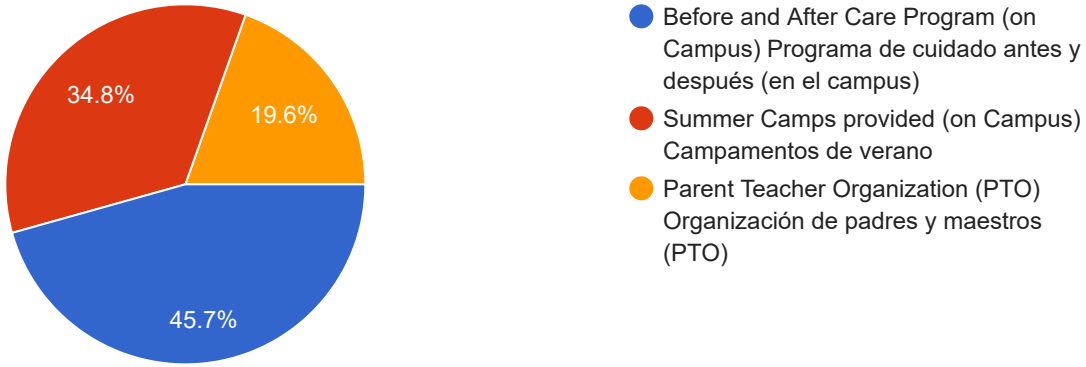

PTAA/NEvada Information Meeting RSVP

Questions Responses 57

57 responses

Accepting responses

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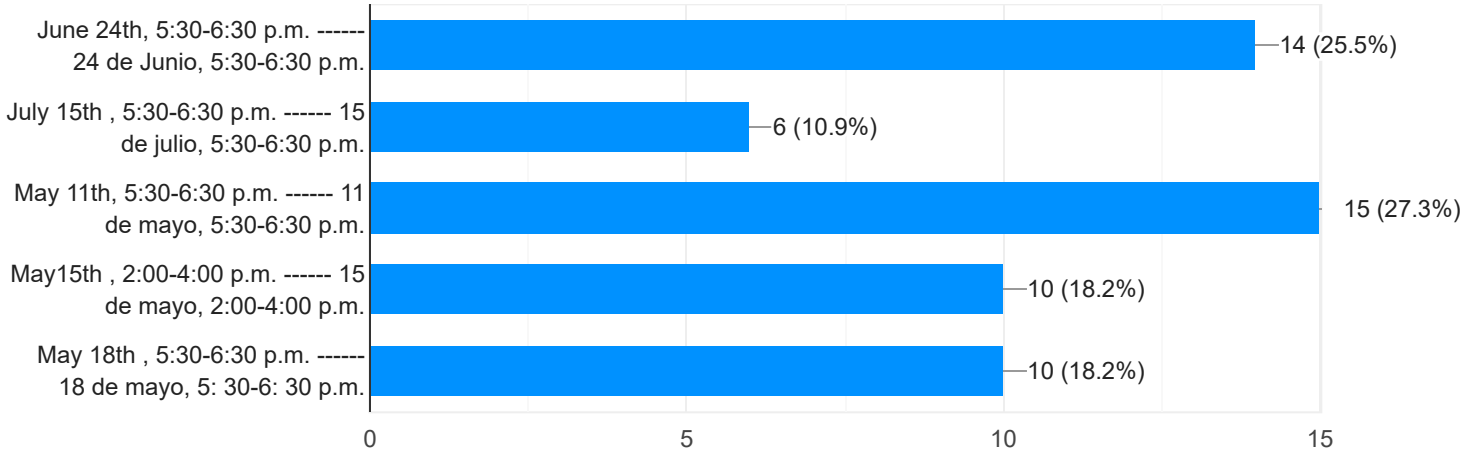

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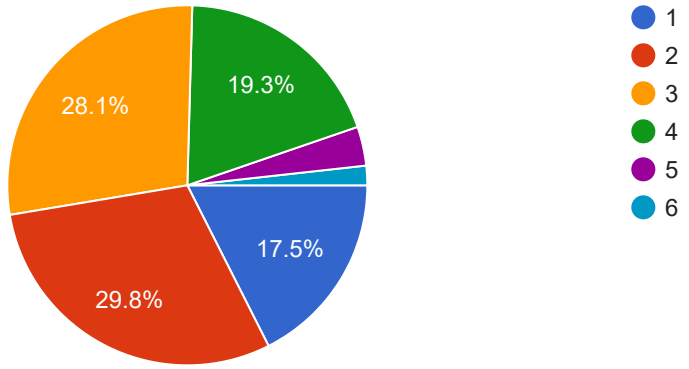


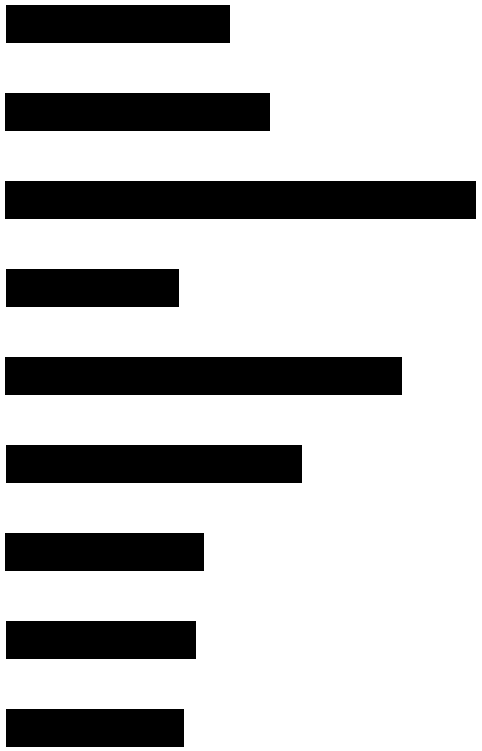
Already Enrolled or Potential Student(s):

57 responses



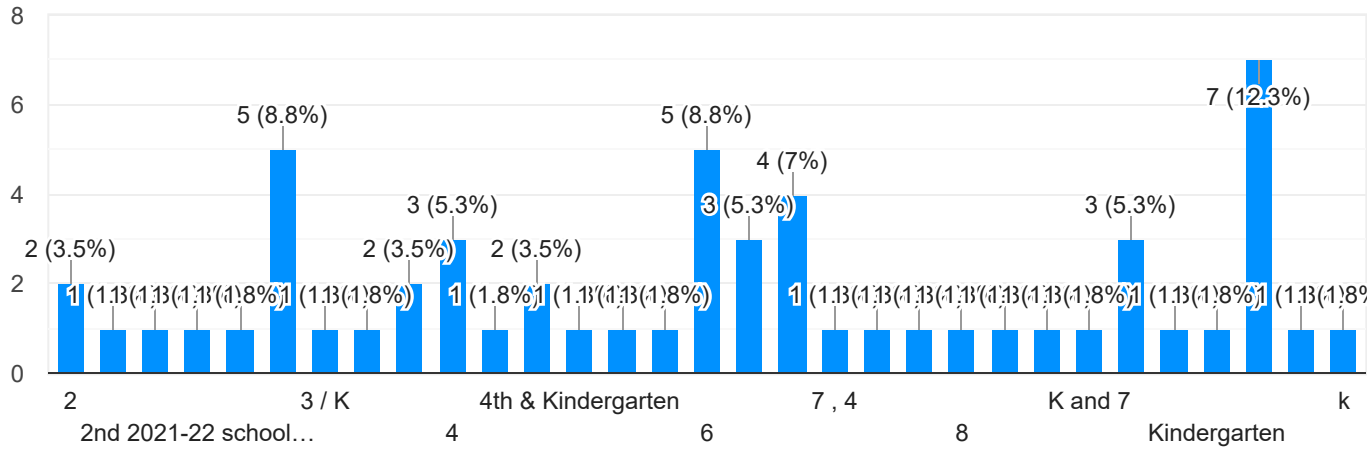
Student(s)Name: --- El nombre del estudiante:

57 responses



Student(s) Grade Level: --- Nivel de grado del estudiante (s):

57 responses



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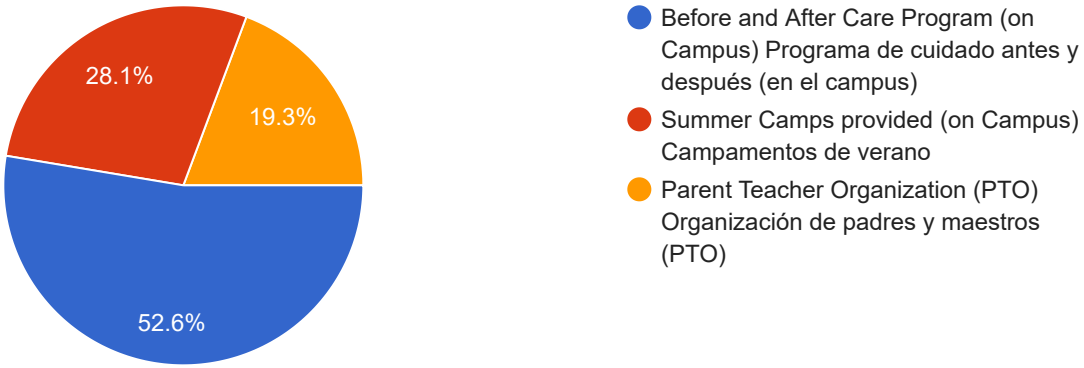


Information Sign-In Sheet

May 19, 2021

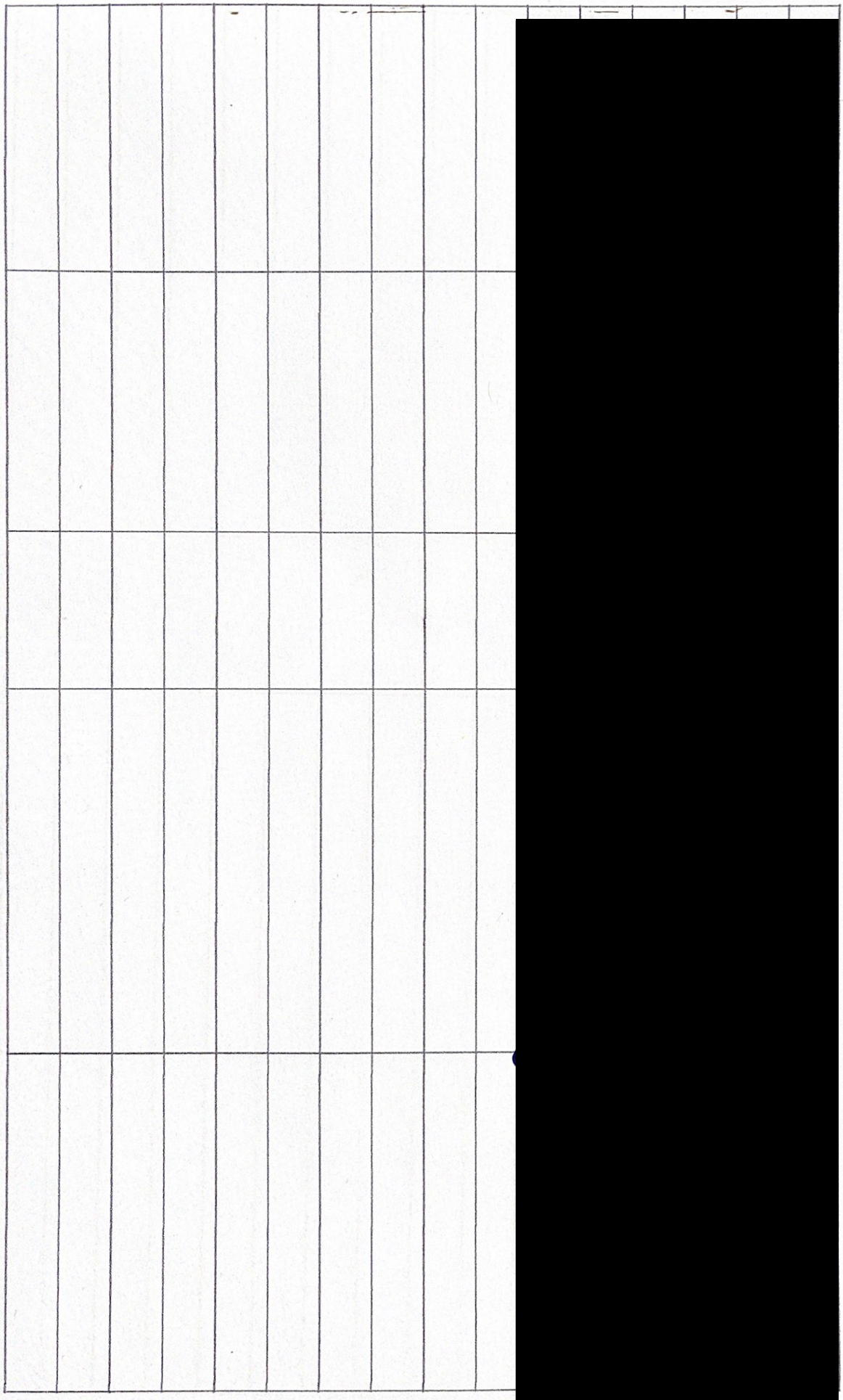


Attachment 13: Evidence of Demand from Prospective Students an

Information Sign-In Sheet

May 18, 2021

[redacted]



Information Sign-In Sheet

May 11, 2021

[redacted]

PTAA- Nevada Information Sign-In Sheet

May 12, 2021

Student Name	Parent Name	Grade Level	Home Address	Email Address
[redacted]				

PTAA- Nevada Information Sign-In Sheet

May 12, 2021

[redacted]				

Information Sign-In Sheet

May 15, 2021

[redacted]

Information Sign-In Sheet

May 11, 2021

Pioneer Technology & A s Academy Feedback Survey

Questions Responses 124

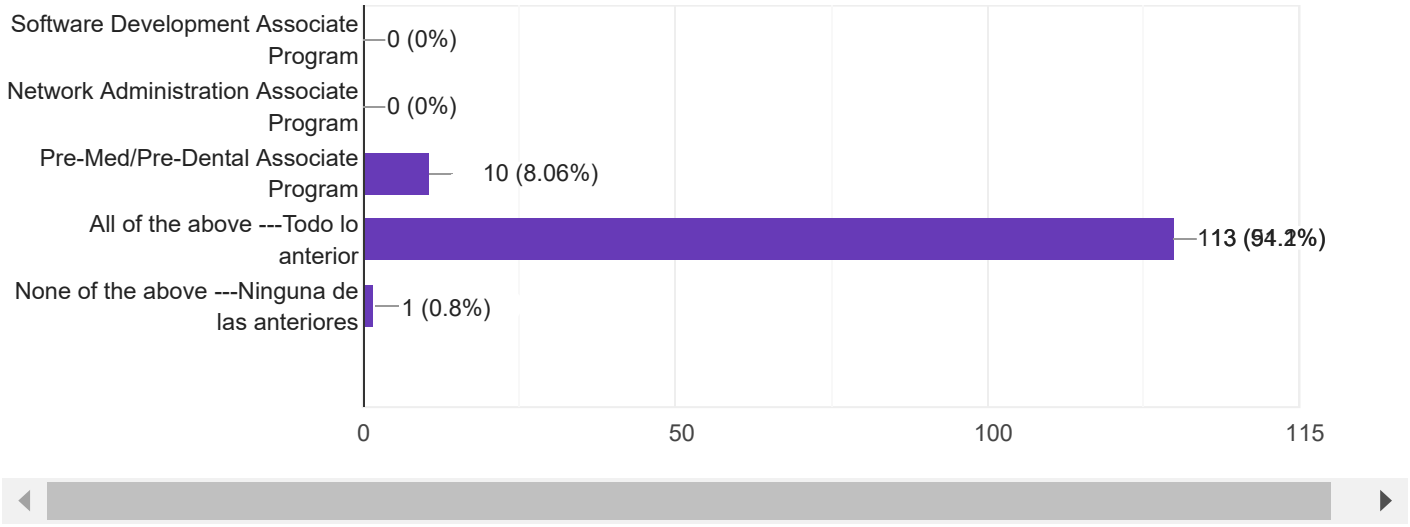
124 responses

Accepting responses

Summary

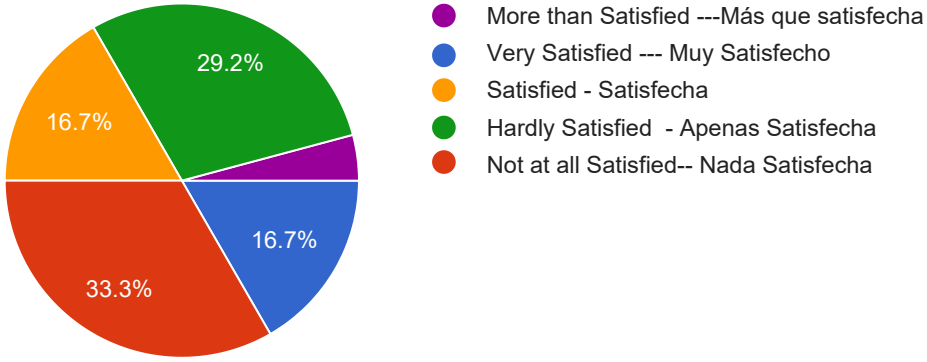
Would you like following Pathways offered in High School? ¿Le gustaría seguir los caminos que se ofrecen en la escuela secundaria?

124 responses



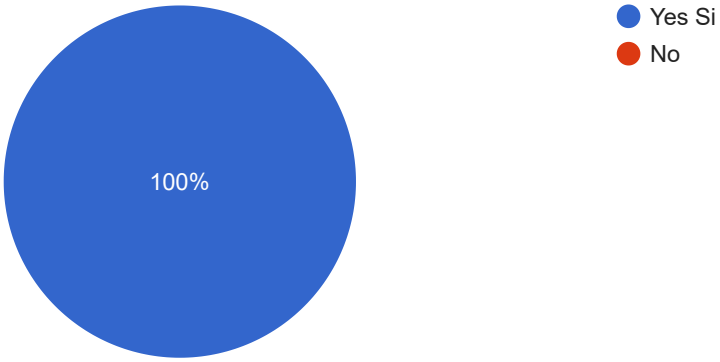
How satisfied are you with current high school options made available to your child/ren In North Las Vegas Area? ¿Qué tan satisfecho está con las opciones existentes de la escuela secundaria disponibles para su hijo?

124 responses



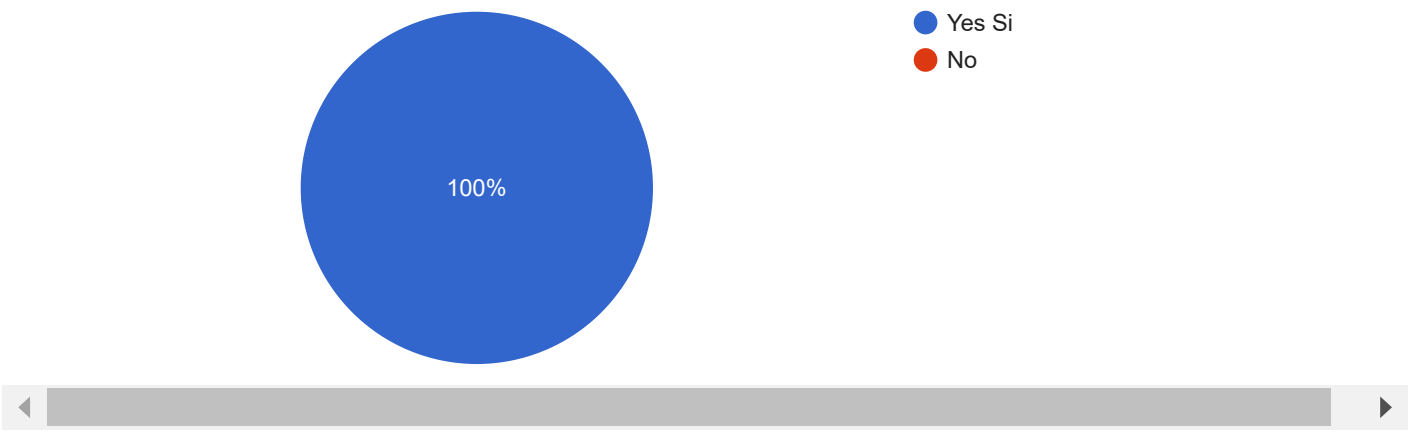
Do you feel you child earning an Associate's Degree will be benefical for their future? ¿Cree que su hijo a que obtenga un título de asociado será beneficioso para su futuro?

116 responses



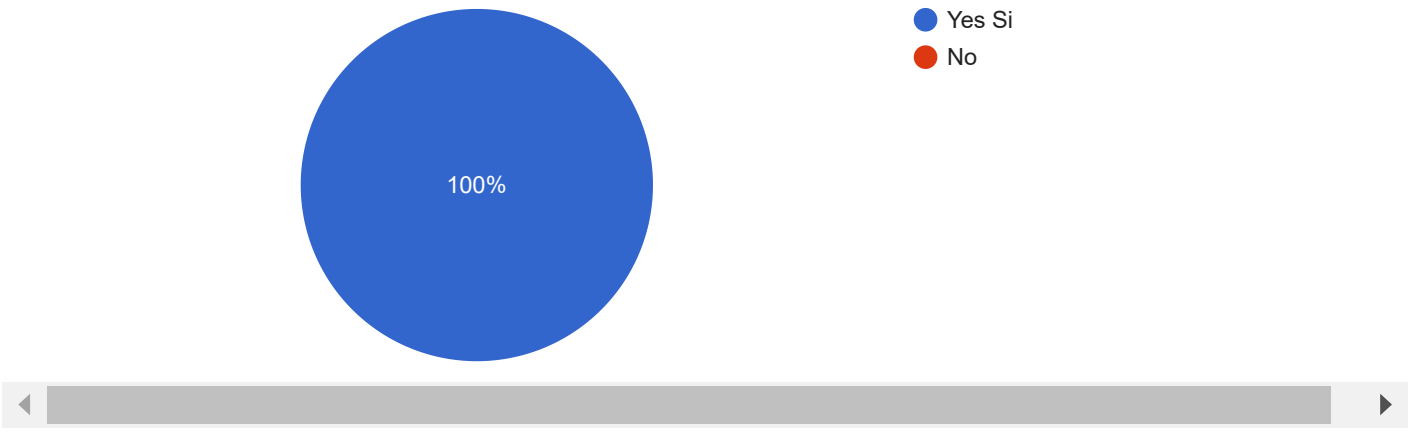
Do you feel your student earning up to 60 hours of college credit and industry based certifications will help them find employment? ¿Cree que su estudiante que obtenga hasta 60 horas de crédito universitario y certificaciones de la industria lo ayudará a encontrar empleo?

124 responses



Do you feel there is a need in your zip code for a PTECH (Pathway in Technology for Early College High School) high school? ¿Siente que existe la necesidad en su código postal de una escuela secundaria PTECH?

124 responses



What suggestions or feedback do you have regarding the PTAA program? ¿Qué sugerencias o comentarios tiene sobre el programa PTAA?

8 responses

No

Have classes for kids to learn how to be attorney's doctor's IT specialists also have cooking to learn how to be a head chef.

Student placement partnerships with corporations

Everything is great, I am just happy to be able to give this amazing opportunity to my kids.

I think is it’s an amazing program .

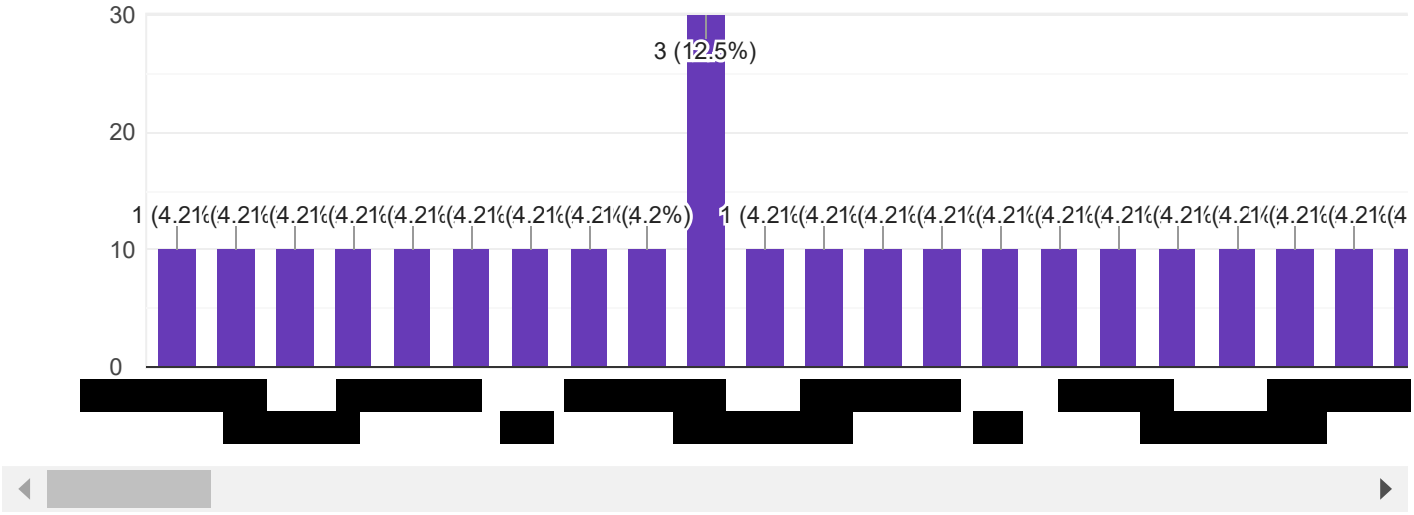
If a child isn’t interested in one of those programs, there is not much point of them attending.

Have preference for those who have attended previous levels of the PTAA program (elementary, middle school)

Me gusto el programa creo que mis hijos tendrán una buena oportunidad de estudio

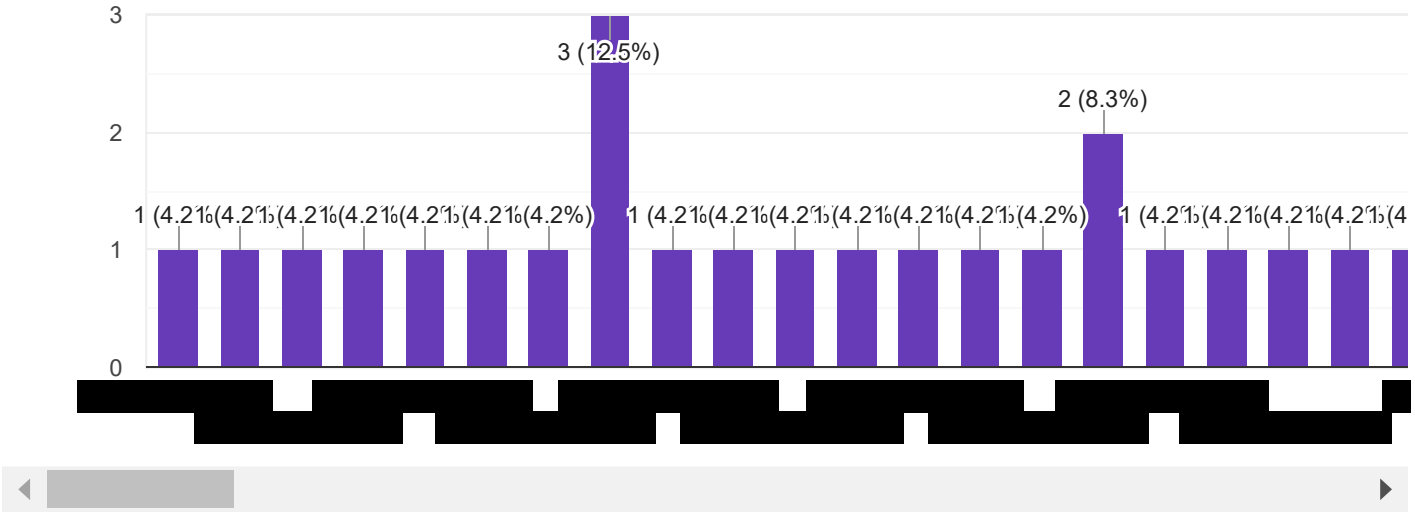
Your Name -Tu nombre

120 responses



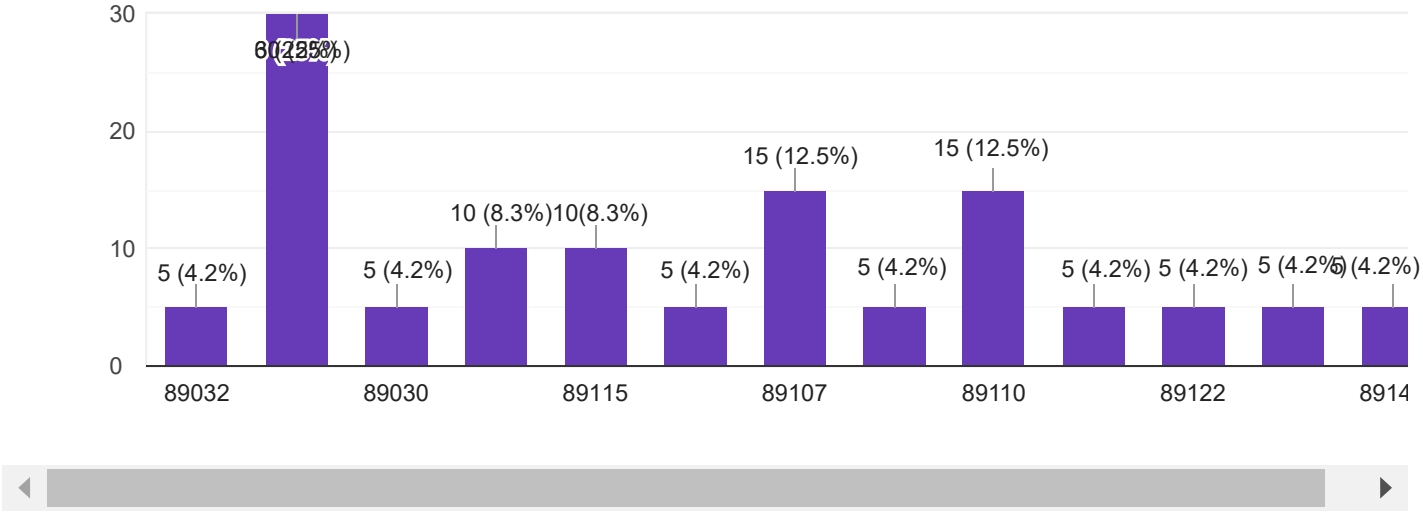
Your Address - Su dirección

120 responses



Your Zip Code -Su código postal

120 responses



Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 21-22) to ensure that the school is ready for a successful launch infall 2022. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for 'Staffing'. This likely includes multiple activities such as finalized job descriptions, multiplerecruitment methods, finalized salary ranges, hiring and onboarding.

2021-2022 Planning Year Milestones (SMART Goals) by Work Stream	**Activity**	**Responsible Personnel**	**Milestone Date(s)**
INSTRUCTION			
	1. Creating Scope andSequence 2. Creating PacingCalendars 3. Finalizing CurriculumAlignments to NACS 4. Finalizing Professional Development 5. STEAM trainingDevelopment 6. Procuring curriculum and assessments 7. CurriculumDistribution 8. Preparing Professional Development and Onboarding/Establishing Training Schedule	Shubham Pandey Derrick Love Patty Copeland	02/28/2022
TALENT			
	1. Begin recruiting non-instructional and instructional staff 2. Tracking benchmarks to adjust efforts as necessary 3. Hosting Job Fairs 4. Sourcing sister schools' teachers 5. Hosting J1 Visa programs 6. Hosting College Fairs	Derrick Love Rick Blanc	All teachers are identified by 05/01/2022
OPERATIONS			

	1. Finalizing Facility 2. Securing permits and approvals 3. Applying for any zoning changes 4. Renovations 5. Applying for construction financing 6. Safety and security: Finalizing formal prevention plan in collaboration with local authorities 7. Food and sharedtransportations 8. School Schedules 9. After school programs 10. Ordering furniture and supplies	Shubham Pandey	03/30/22
GOVERNANCE			
	1. Attending board training 2. Promoting vision throughout the community 3. Overseeing implementation of start-up plan	All Board Members	05/01/2022
TECHNOLOGY			
	1. Server setup Cloud services 2. Domain controller setupAP setup 3. Workstations setup 4. LAN and WAN connections	Jean Avekoe	05/01/2022
FINANCE			
	1. Software setup Procedure setupBank setup 2. Fiscal Guidance policy setupstate and Federal 3. Finalizing Board Policy	Paul King	02/01/2022
PARENT & COMMUNITY ENGAGEMENT			
	1. Direct Mailers 2 Online campaigns 3. Open Houses 4. Community seminars 5. Finalizing Crosswalks 6. Finalizing Handbooks 7. Securing/Formalizing Partnerships	Shubham Pandey Derrick Love	12/15/2021 First round 03/15/2022 Second round
SCHOOL SYSTEMS & CULTURE			
	1. Student System Website Setup 2 Student policy setup 3. Open Houses 4. Uniform	Sonya Gracy	03/15/2022
OTHER			
	1. HR Policies 2. HR setup 3. Payroll Setup	Sonya Gracy	

Organization Plan for Pioneer Technology & Arts Academy: Year Oct 2022-Aug 2022

Startup Categories/Task	Starting Date	End Date
Facilities		
Finalize property Lease /Buy/Lease to Buy	October 2022	March 2022
Work with investors/banks to secure campus as necessary	October 2022	February 2022
Work with an Architect to create a building plans as necessary	October 2022	February 2022
City Zoning/ Permits as necessary	October 2022	February 2022
Final Inspection and occupancy certificate		July 2022
City Permits for Building Plans if necessary	January 2022	April 2022
Aligning all subcontractors Building Plans if necessary	April 2022	June 2022
Education / Classrooms		
Curriculum finalization for Middle School	October 2022	March 2022
Complete training documents regarding assessment requirements	October 2022	April 2022
Complete training documents regarding lesson plans and class methodologies	October 2022	April 2022
Ordering and Procuring team setup to acquire materials at the cheapest cost or through donations: • Order Textbooks / classroom resources • Furniture (donations when possible “pledged resources”) • Computers / tablets (donations when possible “pledged resources”) • Robotics equipment • Lab materials • Language resources • Photocopy machines (leased initially) • Playground equipment (leased if possible)	October 2022	July 2022
Finalization of Calendars and class schedules	December 2022	April 2022
Student Orientation Dates Finalized	December 2022	April 2022
Community awareness open house to show curriculum and classroom methodologies	March 2022	May 2022
After school Clubs setup	January 2022	May 2022
Community Relations		

Startup Categories/Task	Starting Date	End Date
Identify resources that have pledged hours to help PTAA and categorize them according to their experience to create awareness for school in community	October 2022	February 2022
Update Website constantly	October 2022	August 2022
Use Social media to create constant updates and awareness in community	October 2022	August 2022
Timely press releases to announce school approval and enrollment info	October 2022	April 2022
Create a team that constantly keeps mayor, city departments, chambers and community leaders aware of school progress.	October 2022	August 2022
School Administration		
School Governing board contact information updated on website	December 2022	February 2022
School Governing board monthly meeting schedules finalized and updated on website	December 2022	March 2022
School Policies finalized: • Student and Parent handbooks • Staff Handbooks • Admission Procedures documents • Transportation policies • Fiscal Policies • Board Policies • High school handbook • Cross Walks	March 2022	May 2022
Hire Superintendent		February 2022
Human Resources		
Finalize Staff hiring documents	October 2022	February 2022
Hire Administration staff: Receptions, secretary, coordinators	March 2022	May 2022
Start interview process for lead teachers, elective teachers and other staff	March 2022	May 2022
Create school year contracts for staff & complete all hiring procedures	May 2022	June 2022
Setup in service dates for new hire	July 2022	August 2022
Teacher training schedules	July 2022	August 2022
Collect Insurance, W4, reference checks and copies of education certificates	July 2022	August 2022
Admissions/ Enrollment		

Startup Categories/Task	Starting Date	End Date
Finalize School Brochure, Admission forms and online enrollment form	December 2022	March 2022
Community open house to educate community on open enrollment dates and procedures	March 2022	May 2022
Publish online student and parent handbook	May 2022	May 2022
Hold Lottery	June 2022	July 2022
Confirm admissions to lottery winners	July 2022	July 2022
Establish Waitlist and educate parents on waitlist procedures	July 2022	July 2022
Request student records of confirmed acceptance	July 2022	July 2022
Collect demographic data, home language data and incoming assessment procedures	July 2022	July 2022
Special Education		
Identity Special Education students based on student records, assessment, parents input	July 2022	July 2022
Request further records from previous school district's special education coordinator	July 2022	July 2022
Special Education Staff training	July 2022	August 2022
Contracts with special education service providers	March 2022	July 2022
Contracts finalized with psychologist	March 2022	July 2022
Financials		
Finalize the contract with accounting firm	October 2022	February 2022
Finalize Chief Accounting Office internally or through Accounting Firm	October 2022	February 2022
Establish bank accounts and pass the information to TEA with routing number and account number	October 2022	February 2022
Establish Payroll Services	October 2022	February 2022
Establish Retirements and Insurance services through payroll	October 2022	February 2022
Hire auditor	February 2022	August 2022
Establish line of credits	October 2022	April 2022
Produce Financial reports	October 2022	August 2022
Finalize leases for equipment	January 2022	August 2022

Facilities

Facilities :

1. Option 1:Attached Proposed Lease Agreement
2. Other Options: Additional Lease spaces under consideration

EDUCATIONAL FACILITIES LICENSE AGREEMENT

This Educational Facilities License Agreement (this "Agreement") is entered into this __ day of October ___, 2020 (the "Effective Date"), by and between The Roman Catholic Bishop of Las Vegas and His Successors, a corporation sole for the benefit of St. Christopher Catholic Parish (sometimes alternatively referred to as "Licensor" and/or "RCB"), and Pioneer Technical Academy, a Texas corporation (sometimes referred to as "Licensee"). Licensor and Licensee shall sometimes be referred to collectively herein as the "Parties".

RECITALS

WHEREAS Licensee desires to operate a public charter school (sometimes referred to herein as "Purpose" or "use") at the St. Christopher School ("School") facility of which the Licensor is the beneficial owner and which is located generally at 1840 North Bruce Street, North Las Vegas, Nevada, 89030 on which the School is currently situated for the sole purpose of operating a K-8 public charter school to be known as Christopher Academy.

WHEREAS Licensee specifically desires to use a portion of Licensor's property for the Purpose/Academy consisting of approximately 21,460 square feet and which will be more particularly described and depicted on Exhibit A, including, the legal description, which will be attached hereto and such space to be shared with Licensor pursuant to this Agreement.

WHEREAS Licensor will continue to exclusively occupy the St. Christopher Parish ("Parish") offices consisting of approximately 2,960 square feet, a small portion of the hall immediately behind the Parish offices consisting of approximately 600 square feet (which will be walled off), the San Felipe Meeting Room (both of which are contiguous to the School), and the Parish offices for the exclusive use of Licensor (the "Licensor Exclusive Space").

WHEREAS Licensor agrees to allow Licensee the nonexclusive use of the Premises for the Purpose during the year from July 1st through June 30th, during school days as set forth in this Agreement as well as prearranged school events on weekend afternoons where such use does not conflict with the Parish's use for religious education and Parish community service programs and activities and Licensee agrees to pay Rent (as defined below) to Licensor in exchange for the use of the Premises, upon the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the foregoing promises and the mutual covenants herein contained, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I

PREMISES, LICENSE, AND USE OF PREMISES

1.1 **Description of the Premises/License.** Licensor is the owner of that certain real property, together with all improvements now or subsequently located thereon and all easements, rights, privileges, and appurtenances thereunto known generally as the School. Licensor hereby grants to Licensee a nonexclusive license in the Premises for the Purpose ON AN AS-IS BASIS WITH ALL FAULTS, WITHOUT RECOURSE TO LICENSOR AND WITHOUT REPRESENTATION OR WARRANTY EXPRESS OR IMPLIED AND ALL RISK WITH RESPECT TO THE PREMISES SHALL BE BORNE BY LICENSEE. The Premises which will be more particularly described in Exhibit A, but will

generally consist of:

a) The lower grade level consisting of approximately 5,377 square feet;
b) The upper grade level consisting of approximately 5,084 square feet;
c) The modular classroom consisting of approximately 705 square feet;
d) The old playground and shade structure consisting of approximately 2,250 square;
e) The parking lot area surrounded by a chain link fence that is currently used as a playground area; and
f) The cafeteria, the Parish hall, and the computer lab consisting of approximately 5,044 square feet.

If not attached at the time of execution, within the next ninety (90) days after execution hereof, the Licensor will submit to Licensee a schematic of the Premises to then be attached to and become part of Exhibit "A".

1.2 **Timing of Licensee's Exclusive Use of Premises.** Subject to the conditions set forth in this Agreement, including, without limitation, the paragraphs within this Section One, of this Agreement, Licensee shall have the exclusive use of the Premises for the Purpose in a lawful manner that complies with all statutes, codes, ordinances and conditions applicable to the ownership, operation and improvement of the Premises. Licensee's exclusive use shall be in effect only during regular public school days, and regular public school hours, but in no event beyond 5:30 p.m., subject to the activities listed in Exhibit B, during regular public school days during the school year. Licensee shall provide, at its cost and expense, Licensee's own staff, materials, consumable products, paper, phone fees, maintenance fees, internet fees, toner, all utilities, maintenance, janitorial, instructional material, computers, phone systems, printers, copiers, information technology network connections and student and office furniture (collectively, "Licensee's Interests and Obligations"). Licensee agrees Licensor is under no obligation to consent to additional or alternative Purposes or uses.

1.3 **Timing of Licensor's Exclusive Use of the Premises.** Licensor shall have access to, and expressly reserves the right to exclusive use of the Premises after regular public school hours, but in no event later than 5:30 p.m. during regular school days, and during days when the Licensor is not in session, including, without limitation, weekends, for the Licensor to provide its after school and community service programs, including, without limitation religious education, the current Calendar for which is annexed hereto as Exhibit C.

1.4 **Additional Use Times of the Premises.** Licensee may also elect to provide academic recovery and enhancement and other charter school related programming during after school hours and off session/school day times. Licensee and Licensor agree to cooperate with each other to coordinate after school programming to avoid scheduling conflicts and facilitate student access to such programming, which if not specifically set forth on Exhibit C, shall be submitted in writing to Licensor's representatives set forth in the Notice section hereof and shall be subject to resolution under Section 6.

1.5 **Licensee's Use of Shared Space.** During the Primary Term and any Renewal Term (as those terms are defined herein), and so long as such use does not interfere with the Licensor's use of Shared Spaces, Licensee shall have a non-exclusive license to use areas surrounding the Premises which are reasonably necessary to the Licensor's use

of the Premises (such as areas of ingress and egress to the Premises, both vehicular and pedestrian; restroom facilities within the School; parking; bicycle racks; playground; etc., collectively hereinafter the "Shared Spaces") as is more clearly depicted and described in Exhibit A. Licensee agrees to indemnify, defend and hold harmless Licensor for, from and against any and all liability, damages, expense, causes of action, suits, claims or judgments arising from personal injury, death or property damage which may be claimed or asserted against Licensor or the Property, including, without limitation, reasonable attorneys' fees, on account of the exercise or use of Shared Space by Licensee or its suppliers, employees, contractors, agents, and invitees, of the rights and licenses herein granted.

1.5.a Parking. During the term of this Agreement, Licensee shall have the non-exclusive license to use in common with Licensor, guests, and invitees of the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Licensor. Licensor reserves the right to designate reasonable parking areas within the Premises, Shared Space, or in space in reasonable proximity to the Premises, for the Licensor, its agents and employees. Licensee shall provide Licensor with a list of all license numbers for the cars used by Licensee, its agents and employees.

1.5.b Calendar for Shared Space Use.
The Parties shall create a calendar ("Calendar") for the use of Shared Spaces when the Licensor seeks use of the Premises on the weekends or after 5:30 p.m. which shall be submitted to the Licensor no later than March 1, 2020. When not in use by Licensor, Licensor shall review and approve the Calendar for Shared Space use beyond the occupancy times set forth herein, which approval shall not be unreasonably withheld. Thereafter, the Calendar shall become part of this License as Exhibit "C". Any activities not listed on the Calendar shall be submitted to the Parish Administrator and the Superintendent of Schools of the Diocese, who shall have the final approval for same should there be any disagreement about additional activities beyond the occupancy use times of the Premises.

1.6 **Condition of the Premises.** Licensee has toured the Premises, acknowledges and agrees that Licensor has not made, does not make, and specifically negates and disclaims any representations, warranties, promises, covenants, agreements or guaranties of any kind or character whatsoever, whether express or implied, oral or written, past, present or future, of, as to, concerning or with respect to: (a) the value, nature, quality or condition of the Premises, (b) the income to be derived from the Premises, (c) the compliance of or by the Premises or its operation with any legal requirements, (d) the habitability, merchantability, marketability, profitability or fitness for a particular purpose of the Premises, (e) the manner or quality of the construction or materials, if any, incorporated into the Premises, or (f) the manner, quality, state of repair or lack of repair of the Premises. The Licensor is responsible for making its own independent investigation of the Premises and shall be provided complete access for same at a time convenient to the Parties.

1.7 **Repairs**. During the Primary Term and any subsequent Renewal Terms, Licensee shall make, at Licensee's expense, all necessary repairs and maintenance to the Premises. Repairs shall include, but not be limited to such items as routine repairs of floors, walls, ceilings, and other parts of the Premises damaged or worn through normal occupancy, including major mechanical systems, electrical systems, and water systems (excluding

damages caused by Licensee or its invitees). If the Licensor believes that the Premises is in a state of disrepair or that a particular repair is needed, the Licensor may provide Licensee with written notice of the required repair, and Licensee shall schedule and perform such repair within a reasonable time, provided the disrepair was not caused by the Licensor or a person invited on the premises by the Licensor. All repairs shall be done in a good and workmanlike manner by licensed contractors.

ARTICLE II

TERM, RENT, SECURITY DEPOSIT, RETURN OF PROPERTY, AND SALE OF PERSONAL PROPERTY

2.1 **Primary Term**. This Agreement shall be effective on the date of execution by the Parties ("Effective Date"). Unless sooner terminated in accordance with the terms of this Agreement, the initial term of the use of the Premises (the "Primary Term") shall be for a period commencing on July 1, 2021 (the "Commencement Date") and terminating on June 30, 2026 (the "Termination Date"). This Agreement will terminate automatically on the Termination Date without any notice required by either Party.

2.2. **Rent/Deposit.** During the Term, Licensee agrees to pay Licensor rent ("Primary Term Rent) in the amount of One Dollar and 00/100 ($1.00) per year ("Rent") and shall be payable without notice or demand on the first day of July each year.

2.3. **Options to Renew and Rent Adjustment.** Provided Licensee is not in breach of this Agreement, or has not breached but cured this Agreement on more than three occasions, Licensor hereby grants to Licensee an option to renew and extend the term of this Agreement for five (5) consecutive additional periods of six (6) years each from and after the expiration of the Primary Term, which additional period(s) shall herein be referred to as the "Renewal Term." Each Renewal Term option shall be exercised by Licensee first by giving written notice to Licensor of Licensee's intent to exercise said option, which notice should be provided not later than thirty (30) days prior to the expiration of the Primary Term, or the Renewal Term as the case may be.

Upon exercising said option, this Agreement shall be deemed to have been extended for an additional six (6) year term, which shall commence at the time and date of the expiration of the Primary or Renewal Term herein. The rent for the First Renewal Term shall be the same as in the Primary Term Rent. Each Renewal Term shall be identified by the number of that period's renewal term. Thus, the first Renewal Term shall be identified as the First Renewal Term, and each on labeled consecutively thereafter.

2.4 **Return of the Premises**. Upon the termination of the License or should the Licensee forego an option to extend the License, Licensee shall surrender the Premises to Licensor at the end of the term in the same condition as the date of the commencement of the Primary Term, except for ordinary use and wear, approved alterations, improvements, and modifications.

2.5 **Tangible Property.** Desks and other furniture belonging to the School shall be donated to the Licensee. Tangible property that is affixed to the School structure and/or Premises such as White Boards shall be donated to the Licensee. Any personalty purchased by the School with Title I funding monies or with monies donated by the

benefactors, shall be donated to the Licensee. Items purchased by the School with monies other than that donated by the benefactors or Title I funding monies and which is not affixed to the School structure shall remain the property of the Licensor and be removed no later than June 30, 2020.

ARTICLE III

OPERATIONS

3.1 **Establishment of Operating Rules**. Initial rules concerning shared use of the Premises by Licensor and Licensee are set forth on Exhibit B attached hereto (the "Rules"). Representatives of Licensee and representatives of Licensor (collectively, the Parties or "Principals") shall establish an ongoing cooperative working relationship to coordinate and address use of the Shared Space and the Premises. The Parties shall work together to establish any further operating rules needed to govern the use of the Shared Space. These rules may be revised from time to time in writing signed by both Parties. However, if there is a conflict between the Parties regarding the use of the Shared Space, then Article 6 shall apply to resolve such conflict.

3.2 **Tobacco, Drugs and Alcohol**. Except as permitted by law, including, without limitation, federal law, state law, and any and all applicable local laws, ordinances, and regulations, Licensee shall not keep, permit or allow any illegal or non-prescribed drugs or any liquors or beverages of any intoxicating nature or tendency, except for sacramental wine, to be sold, used or possessed on the Premises. Licensor and Licensee hereby agree that smoking, vaping or any other use of tobacco or cannabis products of any kind is prohibited on the Premises.

3.3 **Maintenance and Utilities**. Licensor and Licensee shall cooperate to maintain the Building and the Property, and all portions thereof and improvements thereon, in good, clean order and condition and shall make all necessary repairs and replacements so as to keep the Building and the Property in an attractive, safe and functional state, ordinary wear and tear after the last necessary repair excepted. Utility, custodial, landscape maintenance, exterior maintenance, and telecommunications expenses for the Building and the Property shall be provided for, and all costs associated with any and all maintenance and utilities ("Expenses") shall be solely borne by, and paid for, in a timely manner by the Licensee for the duration of this License and any subsequent renewal thereof. Licensor shall have no duties or obligations with respect to the Premises during the Primary Term or any subsequent Renewal Term(s).

3.4 **Custodial Services.** Custodial services shall be provided to all occupiable spaces on the Premises, and including materials, supplies, and labor, during school hours and after hours daily by Licensee through a third party professional custodial company that is insured and bonded. Licensor shall have the right to approve the third party professional custodial company, which approval shall not be unreasonably withheld. At all times during this License, the Licensee shall be solely responsible the custodial services and any and all costs associated therewith. Licensor shall have no duties or obligations with respect to any custodial or cleaning services the Premises during the Primary Term or any subsequent Renewal Term(s).

3.5 **Water, Sewer, Electricity, Natural Gas and Trash Removal.** During the Primary Term of the License and any subsequent Renewal Term, Licensee shall be solely responsible for all utilities, including, without limitation, water, sewer, electricity, natural gas and trash removal. Licensor shall have no duties or obligations with respect to the payment or procurement of any and all utilities for the Premises during the Primary Term or any subsequent Renewal Term(s).

3.6 **Landscape Maintenance.** During the Primary Term of the License and any subsequent Renewal Term, Licensee shall be solely responsible for all landscape upkeep, repair, maintenance, mowing, and snow removal from the parking lot and sidewalks ("Landscape Services"). Landscape Services shall be contracted and overseen by Licensee through a third party professional company(ies). Licensor shall have the right to approve such company(ies), which approval shall not be unreasonably withheld, conditioned or delayed. Licensor shall have no duties or obligations with respect to any Landscape Maintenance during the Primary Term or any subsequent Renewal Term(s).

3.7 **Telecommunications Service (Internet and Phone).** Licensee shall establish and maintain all telecommunications, internet (including, wireless), and telephone service ("Service") at all times for the Premises during the Primary Term and any subsequent Renewal Term. Licensee will provide any and all needed equipment to permit Licensor access, including, without limitation, "port" (equipment) and passwords, sufficient for Licensor to access the same Service and allow both Licensor and Licensee to secure their information, data, data transmission and communications. Licensor shall have no duties or obligations with respect to any Service during the Primary Term or any subsequent Renewal Term(s).

3.8 **Food Service.** The Parties will arrange, contract for, and pay separately for food service.

3.9 **Taxes**. Licensee shall pay, prior to delinquency, any and all applicable general real estate taxes and installments of special assessments, ad valorem (unless exempted) and non-ad valorem, and any other property taxes, fees and charges incurred on the Premises and relating to Licensee's use/Purpose thereof, coming due during the Agreement term(s) on the Premises, whether currently being charged or created and charged in the future, and all personal property taxes with respect to Licensee's personal property, if any, on the Premises. Licensee shall also be responsible for paying all personal property taxes with respect to Licensee's personal property at the Premises.

3.10 **Hazardous Materials**. During the term of this Agreement (as may be extended), Licensee will not use, generate, place, store, release or otherwise dispose of Hazardous Materials (as defined below) in any portion of the Property (including, without limitation, the Premises), except in strict accordance with all laws, including, without limitation, all Environmental Laws (as defined below). In the event of a breach of the foregoing, Licensee will undertake remediation or removal in accordance with all Environmental Laws. In addition, Licensee will indemnify, defend and hold Licensor harmless against and reimburse Licensor for all Hazardous Materials Liabilities (as defined below) asserted against or incurred by Licensor as a result of a breach of Licensee's obligations under this 3.10. As used herein, the term "Hazardous Materials" shall mean (a) any waste, material or substance (whether in the form of a liquid, a solid, or a gas and whether or not air-borne), which is or is deemed by governmental authority to be a

pollutant or a contaminant, or which is or is deemed by governmental authority to be hazardous, toxic, ignitable, reactive, corrosive, dangerous, harmful or injurious, or which presents a risk, to public health or to the environment, or which is or may become regulated by or under the authority of any applicable local, state or federal laws, judgments, ordinances, orders, rules, regulations, codes or other governmental restrictions, guidelines or requirements, any amendments or successor(s) thereto, replacements thereof or publications promulgated pursuant thereto ("Environmental Laws"); (b) petroleum, including crude oil or any fraction thereof; (c) any asbestos or asbestos containing material, (d) any polychlorinated biphenyl; (e) any radioactive material; (f) radon gas; and (g) urea formaldehyde. The term "Hazardous Materials Liabilities" as used herein means all claims, damages, losses, forfeitures, expenses, or liabilities arising from or caused in whole or in part, directly or indirectly, by a breach by Licensee of its representations, warranties, or covenants under this Section 3.10, including, without limitation, all costs of defense (including reasonable attorneys' fees and other costs of litigation), all consultants' fees, and all costs of investigation, repair, remediation, restoration, cleanup, detoxification or decontamination, and/or preparation and implementation of any closure, remedial action or other required plan.

3.11 **Compliance with the Law.** Licensee shall comply with all laws, statutes, codes, and ordinances as well as all requirements of municipal, state and federal authorities now in force, or which may hereafter be effectuated and/or in force, pertaining to the Premises and the Purpose, use or operation by Licensee.

3.12 **Representation on the Board of Directors of the Academy.** Licensor shall be allowed one voting seat on the Board of Directors of the Academy which shall be chosen by the Licensor in its sole discretion during the Primary Term and any successive option renewals.

3.13 **Catholicity Clause.** Licensee understands that the Premises belong to the Roman Catholic Church and agrees it will not itself use or permit others to use the Premises for or in connection with any activity morally offensive to the Roman Catholic Bishop of Las Vegas or for any use or activity inconsistent with the established teachings and doctrines of the Roman Catholic Church. Activities morally offensive to the Roman Catholic Bishop of Las Vegas include, but are not limited to counseling or promoting birth control, abortion, euthanasia and assisted suicide. Licensee agrees that upon ten (10) days' notice from Licensor, Licensee will cease or cause the cessation of any such offensive use suffered or permitted by it.

ARTICLE IV

INSURANCE

4.1 **Insurance**. Licensee shall maintain, at its own cost, as primary coverage, the following insurance at all times commencing on the Primary Term commencement date and throughout the Term of this License and any subsequent renewals thereof:

(i) "All Risk Coverage Form" Property Insurance, excluding earthquake and flood, insuring the Licensed Premises and any Licensee improvements, Licensee's interest in the

Licensed Premises and all property located in the Licensed Premises, including furniture, equipment, fittings, installations, fixtures, supplies and any other personal property, Licensehold improvements and alterations, in an amount equal to full replacement cost which shall be primary and noncontributing with any insurance in effect for Licensor or Parish;

(ii) Commercial General Liability and automobile liability insurance covering bodily injury, death, property damage, and contractual liability with a combined single limit of no less than Two Million Dollars ($2,000,000) per occurrence and Five Million Dollars ($5,000,000) in the aggregate, which shall be primary and non-contributing with any insurance in effect for Licensor or Parish covering both the Premises and the Shared Space;

(iii) Worker's Compensation as required under Nevada law;

(iv) Builder's Risk insurance on an "All Risk" basis (including collapse) on a completed value (non-reporting) form for full replacement value covering all work, materials and equipment in or about the Licensed Premises in the event Licensee performs any repairs or any improvements, alterations in or about the Premises as well as Performance and Guarantee bonds during construction of improvements to the Premises in the amount of the replacement cost of construction; and

(v) Licensee's "Special Form Coverage" insurance for Business Interruption coverage;

and

(vi) Any other form or forms of insurance or any changes or endorsements to the insurance required herein as Licensor may reasonably require, from time to time.

4.1.a Licensee shall have the right to include the insurance required under this Section 4 .1 under Licensee's policies of "blanket insurance", provided (i) no other loss which may also be insured by such blanket insurance shall affect the insurance coverage required under Section 4.

4.1.b Licensee shall deliver to Licensor within 90 days of the Effective Date of this Agreement a certificate specifically stating Licensor and Parish are named as additional insureds on the Commercial General Liability and Automobile Liability insurance and as loss payees on the Property Insurance.

4.1.c All insurance required under Section 4.1 shall: (i) be issued by a responsible insurance company or companies authorized to do business in Nevada with an AM Best rating A-VII or better; (ii) be in a form reasonably satisfactory to Licensor; and (iii) contain an agreement that the insurers shall notify Licensor and Parish in writing not less than thirty (30) days before any material change, reduction in coverage, cancellation, including cancellation for nonpayment of premium, or any other termination or change. Prior to the commencement of the Primary Term of the use of the Premises, Licensee shall deliver copies of the required policies, certificates of insurance and endorsements to Licensor.

4.2. **Licensor's Insurance.** Licensor shall, in connection with its ownership and operation of the Shared Premises, at all times commencing on the Primary Term date and throughout the Term of this Agreement, and any renewals thereof, maintain in effect policies of

insurance providing protection against the following liabilities and/or risks: (a) commercial general liability insurance in an amount not less than $2,000,000.00 combined single limit for bodily injury and property damage, and (b) "All Risk Coverage Form" Property coverage in the Shared Space for the replacement of the structures as afforded in Licensor's existing policy of insurance with Catholic Mutual Group, copies of which shall be provided to Licensor within 90 days of the Effective Date of this Agreement. All such coverages of Licensor shall be secondary to Licensee's coverage described more fully in section 4.1 above. Licensor shall also maintain such insurance covering it's the timing of its Exclusive Use of the Premises.

4.4. **Damage to the Premises Related to Insurance**. In the event of damage to or destruction of the Premises caused by the perils covered by insurance, Licensee's insurance coverage is primary and Licensee shall use any and all insurance proceeds to reconstruct, repair, or replace the damaged or destroyed portion of the Premises. Licensee shall begin reconstruction, repair or replacement within a reasonable time after such damage or destruction occurs. Under no circumstances will Licensor be required to spend more funds on reconstruction, repair or replacement than the proceeds it receives from insurance.

In the event of damage or casualty loss and either (i) the insurance proceeds are not sufficient to complete reconstruction, repair or replacement of the Premises, or (ii) any or all of the Premises

ARTICLE V

IMPROVEMENTS, ADDITIONS, RENOVATIONS, CONSTRUCTION AND/OR REPAIRS ON OR TO THE PREMISES

5.1 **Building Repairs, Maintenance, Alterations and Improvements**. Licensee, at Licensee's sole cost and expense, shall have the right, following the Licensor's advance written consent, to remodel, redecorate, and make additions, alterations, improvements, capital improvements, upgrades, repairs to permanent/major land and building components (e.g., roof, walls, windows, doors, playground equipment, parking lot pavement, etc.) and replacements (collectively "Improvements") to the Premises from time to time as Licensee may deem desirable or necessary, provided Licensee complies with the process set forth in this Agreement. Any improvements to the Hall that may reduce the occupancy capacity of the Hall or create a design in which the occupancy capacity is less than it was at the time of this writing must be specifically approved by the Chief Financial Officer or the Superintendent of Catholic Schools.

When seeking Licensor's consent, Licensee shall provide a written request (Request) for the Improvement to Licensor, including, without limitation, a description of the Improvement and the purpose for the Improvement and shall submit along with the Request supporting documentation, including, but not limited to: (i) construction plans, drawings, and specifications and any amendments thereto showing the Improvement in reasonable detail; and (ii) for Licensor's review and approval the names and addresses of all contractors and copies of all contracts with such contractors, and any amendments thereto. Contractors must comply with Landlord's standard pre-qualification requirements. All such Requests must be provided to the Pastor or Administrator of the Parish with a copy to the Diocesan Superintendent of Catholic Schools. Before the commencement of any work or Improvements, Licensee shall submit to Licensor, consistent with the Notice provision herein, copies of all necessary permits evidencing

compliance with all ordinances and regulations of the city, county and state in which the Premises is located.

Licensee Deliveries. Within fifteen (15) days of completing [the Improvement, Initial Work or other Work] [any Work]:

(i) Licensee shall deliver "as-built" drawings of the alterations or additions, or an accurately marked record set of drawings showing the actual location of said [the Initial Work or other Work, Improvements] [any Work].

(ii) Licensee shall deliver to Licensor evidence of payment, contractors' affidavits and full and final waivers of all liens for labor, services or materials all in form reasonably satisfactory to Licensor.

(iii) Indemnification of Contractor's Work. Licensee shall defend, indemnify and hold Licensor harmless from all costs, damages, liens and expenses related to [the Initial Work or other Work, Improvement] [the Work]. [The Initial Work or other Work] [Any Work] done by Licensee's contractors pursuant to this Section shall be done in a first-class workmanlike manner using only good grades of materials and shall comply with all insurance requirements and all Applicable Laws.

(iv) Increased Property Insurance. Licensee agrees to pay the increase in property insurance and other insurances that may result from any Work or Improvement.

(v) Removal of Alteration. [As a condition to its consent,] Licensor may elect to require that Licensee remove, at Licensee's sole expense, all or certain additions or alterations at the expiration or earlier termination of the Lease and to repair the affected areas to their original condition.

(vi) Discovery of Underground Tanks or Other Preexisting Conditions. Licensee agrees that it will be solely responsible for all costs and expenses incurred by the discovery, movement, remediation or any other incident associated with underground tanks or other preexisting conditions, including, without limitation, asbestos, on Licensor's Property and the Premises.

Licensee shall submit to Licensor certificates of insurance evidencing insurance against liabilities that may occur during the performance of or otherwise arise out of [the Initial Work or other Work] [any Work], which insurance policy shall name Licensor as an additional insured. Such insurance shall include Contractor's Risk insurance, Builder's Risk insurance and a General Contractor's Bond. Licensee shall require contractors and subcontractors performing the [the Initial Work or other Work] [any Work] on the Premises to procure and maintain during the course of any work: (x) Broad Form Commercial General Liability insurance policy naming "The Roman Catholic Bishop of Las Vegas and His Successors, a corporation sole" as an Additional Insured and (y) Workers' Compensation/ Employer's Liability with limits equal to at least the statutory minimum. Contractors' and subcontractors' insurance policies shall expressly state that they are primary and non-contributing with respect to any other insurance maintained by Licensor and Licensee.

Notwithstanding the foregoing, Licensor's consent shall not be required for any Work that satisfies all of the following criteria ("Cosmetic Alteration"): (i) is of a purely cosmetic

nature such as painting, wallpapering, hanging pictures or installing carpeting (but excluding installation of fixtures onto wall, ceiling or floor); (ii) is not visible from the exterior of the building or Premises; (iii) will not affect the structural, plumbing, electrical or other mechanical systems of the Premises or Licensor's, Shared Space or any other property of Licensor; (iv) does not require work to be performed inside the walls or on the ceiling of the Premises; (v) does not in any instance require issuance of a building permit or other permit under Applicable Laws; (vi) does not involve the introduction or disturbance of any Hazardous Substances; and (vii) costs less than $10,000.00.

All work, regardless of whether consent of the Licensor is required, shall be undertaken and made in a workmanlike manner by licensed contractors and utilizing good quality materials.

Licensee shall have the right to place and install personal property, fixtures, equipment and other temporary installations in and upon the Premises, and fasten the same to the Premises. All additions and improvements must be done in accordance with the terms of this Agreement. All Improvements to the Premises (and any Shared Space which shall follow all requirements of this Article Five) by the Licensee shall become the property of the Licensor upon termination of the License, except for Licensee's furniture, personal property and movable trade fixtures that can be moved without damaging the Premises.

5.2 **Licensor Support**. Licensor has no financial responsibility with regard to any Improvements. However, Licensor agrees to cooperate with Licensee in its efforts to obtain all necessary permits and approvals required by governmental authorities and any utility upgrades needed in connection with Licensee's operation of the Licensor on the Premises/Property and to provide relevant documents including, but not limited to, existing floorplans, drawings and site plans, as needed. Should Licensee need specific amendments to this this Agreement necessary to the procurement of new construction financing, Licensor (and all those listed in the Notice section hereof shall be notified of such need in writing) and Licensee, shall cooperate to develop a revised, written document. The provisions of Section 6 shall apply to resolve any disputes.

5.3 **Mechanic's Liens.** Licensee shall keep the Premises and all parts thereof at all times free of mechanic's liens and any other lien for labor, services, supplies, equipment or materials purchased or procured, directly or indirectly, by or for Licensee. Licensee further agrees that Licensee will promptly pay and satisfy all liens or contractors, subcontractors, mechanics, laborers, materialmen, and other items of like character, and will indemnify Licensor against all expenses, costs and charges, including bond premiums for release of liens and attorneys' fees and costs reasonably incurred in and about the defense of any suit in discharging the Premises, from any liens, judgments, or encumbrances caused or suffered by Licensee. In the event such lien shall be made or filed, Licensee shall bond against or discharge the same within ten (10) days after the same has been made or filed. It is understood and agreed between the Parties hereto that the expenses, costs and charges above referred to shall be considered as additional usage rent (reimbursement) due and shall be included in any lien for usage reimbursement. Any pre-lien notices must be immediately provided to the Licensor.

Licensee shall not have any authority to create any liens for labor or material on the Premises or in Licensor's interest in the Premises and all persons contracting with Licensee for the construction or removal of any facilities or other improvements on or about the

Premises, and all materialmen, contractors, mechanics, and laborers are hereby charged with notice that they must look only to Licensee and to Licensee's interest in the Premises to secure the payment of any bill for work done or materials furnished at the request or instruction of Licensee.

5.4 **Repairs**. During the Agreement term, Licensee shall make, at Licensee's expense, all necessary repairs and maintenance to the Premises. Repairs shall include, but not be limited to such items as routine repairs of floors, walls, ceilings, and other parts of the Premises damaged or worn through normal occupancy, including major mechanical and electrical systems, HVAC and major mechanical systems.

Licensor shall be responsible for repairs to the plumbing from the source of water to the point of connection to the fixtures of the Premises (excluding changes caused by Licensee or its invitee) and to the electrical system from the source of the electricity (utility meter) to the point of connection to the fixtures (excluding damages caused by Licensee or its invitee) of the Premises. Licensee shall be responsible for maintenance of the roof and structural components. Licensor is also responsible for all landscaping, irrigation, and cement walkways of the Premises.

Capital improvements authorized by the Licensor shall be treated as being amortized by Licensee over the unexpired term of this Agreement. If the Licensor believes that the Premises is in a state of disrepair or that a particular repair is needed, the Licensor may provide Licensee with written notice of the required repair, and Licensee shall schedule and perform such repair within a reasonable time, provided the disrepair was not caused by the Licensor or a person invited on the premises by the Licensor.

Nothing is this paragraph or paragraph 6 shall prevent Licensee from taking reasonably necessary action to protect the health, safety and welfare of individuals coming to the Premises.

ARTICLE VI

DISPUTES AND DEFAULTS

6.1 **Disputes/Disagreement.** In the event that the Principals are unable to reach a consensus regarding a dispute, relating to the operation by Licensor pursuant to this Agreement, they shall first refer the dispute to the Superintendent of Licensor or her designee. Disputes relating to matters of the laws that govern each Party, may require that the dispute be referred to each Party's governing board, which may agree to submit the dispute to some alternative dispute resolution process, with all other rights and remedies reserved. If a Party believes that a dispute involves a default by the other Party of this Agreement or a disagreement involving the interpretation of a material provision of this Agreement, the procedures and remedies specified in this Article 6 apply. In all cases of disputes or defaults under this Agreement, the Parties will first attempt to resolve differences, in good faith, between themselves.

6.2 **Defaults.**

6.2.a In the event of any default under this Agreement, and failure by the breaching party to cure said default within thirty (30) days (five (5) days for any monetary defaults) after written notice made in accordance with this Agreement (such 30-day period subject to

extension as is reasonably necessary in the event the default reasonably takes longer than 30 days to cure, so long as the breaching party commences the cure within such 30-day period and thereafter diligently prosecutes the cure to completion), and maintains commercially reasonable activity to complete the cure after such commencement the non-breaching Party may elect any remedy or any combination of the following remedies in any order and repetitively:

i. The non-defaulting Party may perform any of the defaulting Party's obligations under this Agreement without incurring any liability to the non-defaulting Party for any loss or damage that it may sustain as a result. The non-defaulting party shall be entitled to recover all of its actual documented costs and reasonable expenses incurred in connection with that performance.

ii. The nondefaulting Party may pursue any and all other remedies to which it may be entitled at law, in equity or under the provisions of this Agreement. These rights and remedies are intended to be and shall be cumulative, and the exercise or attempted exercise by the nondefaulting Party of a given remedy shall not preclude or limit the right or ability of the nondefaulting Party to exercise, at the same or at any different time, any other remedy or remedies.

ARTICLE VII

MISCELLANEOUS

7.1 **Signs and Advertising**. Licensee will have the right to place signage on the Premises with the prior written approval of the Licensor. Following Licensor's prior written approval to the Licensee/Academy, Licensee shall have the right to place on the Premises signs which are permitted by applicable laws, regulations and local ordinances. Licensee will bear all costs associated with any signage, including, but not limited to design, installation, permitting costs, and production costs. Licensee shall remove the signage at the end of the Term. Both Licensor and Licensee shall have the right, in accordance with applicable laws, regulations and local ordinances and at each Party's own expense to place temporary signage (directional or promotional) on the Premises during their respective normal operating hours and days. All temporary signage must be removed at the end of each day.

7.2 **Outdoor Storage Sheds**. During the Term, Licensor hereby agrees that Licensee will have the exclusive use of one of three outdoor storage sheds to be used for the storage of outdoor recreational equipment. Licensor and Licensee will share a second storage shed to be used for the storage of landscape maintenance, snow removal and parking lot operations equipment and supplies. The third storage shed will be reserved for the exclusive use of Licensor.

7.3 **Security**. Licensee shall be permitted to re-key all exterior and/or interior doors on the Premises, if desired, at Licensee's sole expense, provided that both Licensor and Licensee will possess keys to all doors on the Premises and any codes to such entryways, including any remote control locks. The Parties agree not to access the exclusive space of the other Party except in an emergency. Licensee shall also be permitted to install a security camera and/or remote-control lock at the main south entrance to the Building, at Licensee's sole expense, and to require additional security measures for visitors. The

security improvements made by Licensee pursuant to this Agreement shall remain on Premises and automatically vest in Licensor after the Termination Date.

7.4 **Subletting, Assignment and Encumbrances**. Licensee shall not have the right to license, lease, sublet or assign all or any part of the Premises. Licensee has no right to pledge or encumber all or any part of the Premises without the prior written approval of Licensor, and only with the express, advance written permission of the Bishop of the Roman Catholic Diocese of Las Vegas. Any request for assignment shall include full disclosures of the assignee's corporate structure, principal owner's financial information and curriculum vitae demonstrating a successful history of operating Licensee schools. Licensee shall not sublicense all or any part of the Premises without the prior written consent of the Licensor. To the extent Licensee receives Licensor's approval for a subletting and Licensee receives any payment or remuneration from any assignee or sublicense in excess of the then existing rent paid hereunder (either in the Primary Term or in successive Renewal Terms) whether in the form of increased monthly payments or a lump sum payment, then Licensee shall pay to Licensor 50% of such remuneration, payment or other proceeds no later than ten (10) days from receipt by Licensee. Licensee shall provide Licensor with any and all documents related to any such transaction, including, without limitation any assignment, sublicense, or sublet. Upon any license, lease, sublet, assignment or encumbrance by Licensee without Licensor's prior written approval, Licensor has the right to terminate this Agreement immediately upon written notice to Licensee.

7.5 **Release and Waiver.** Licensee, jointly and severally, does hereby fully release, waive and discharge Licensor, its respective affiliated and/or subsidiary entities, together with any and all past and present employees, volunteers, officers, directors, agents, representatives, subsidiaries, unincorporated divisions, sureties, consultants, attorneys, successors, assigns, invitees, and related persons, predecessors, entities and companies of and from all claims, actions, causes of action, judgments, demands, rights, debts, agreements, promises, liabilities, losses, damages, costs and expenses of every nature, character, and description, an amount including attorneys' fees and costs, either known or unknown, without limitation or exception, whether based on theories of contract, tort, violation of law or any other theory of liability, in law or equity, or declaration of rights, whatsoever, which Licensee may now have or may hereafter acquire, whether asserted or not, arising directly or indirectly from or based on any cause, event, transaction, act, omission, occurrence, condition or matter, of any nature or kind whatsoever, which has occurred to date, or may hereafter occur and which is in any manner or to any event related to any act, omission, failure to act, breach or conduct committed or omitted to be done by Licensor, relating to or arising in any way out of Licensee's use of the Premises.

7.6 **Indemnification.** Licensee agrees to indemnify, defend and hold harmless Licensor from and against any liability to Licensee, Licensor and/or any third parties arising out of or related in any way to Licensee's use of the Premises, the Purpose, or any act or omission of Licensor relating in any way to Licensee's use of the Premises or its Purpose including, without limitation, from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "Claims") arising out of bodily injury of any person (including death) or property damage, but only to such extent that such Claims which result in vicarious/derivative liability to the Indemnitee are caused by or in any way arise from the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.

7.7 **Risk of Loss.** Licensee assumes all risk of loss with respect to all personal property of Licensee, within or about the Premises and/or School.

7.8 **Indemnification**. To the fullest extent permitted by law, each party (as "Indemnitor") agrees to indemnity, defend and hold harmless the other party (as "Indemnitee") from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "Claims") arising out of bodily injury of any person (including death) or property damage, but only to such extent that such Claims which result in vicarious/derivative liability to the Indemnitee are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.

7.9 **Waiver**. No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision. The waiver of any of the terms and conditions of this Agreement shall be limited to the particular instance involved and shall not continue.

7.10 **Relationship**. It is understood and agreed that neither Party is a partner, joint venturer, associate, agent or servant of the other.

7.11 **Entire Agreement; Amendment.** This Agreement sets forth the complete, final and exclusive agreement between the parties with respect to the subject matter hereof, and all of the covenants, promises, agreements, warranties, representations, conditions and understandings between the parties hereto with respect to such subject matter, and supersedes and terminates all prior agreements and understandings between the parties with respect to such subject matter. There are no covenants, promises, agreements, warranties, representations, conditions or understandings, either oral or written, between the parties with respect to such subject matter other than as are set forth herein and therein. No termination, alteration, amendment, modification, change, addition to or waiver of this Agreement shall be binding upon the Parties unless reduced to writing and signed by The Bishop of the Diocese of Las Vegas, the Chancellor of the Diocese of Las Vegas, or the Superintendent of Catholic Schools.

7.12 **Notices**. Any notice, demand or request permitted, required or desired to be given in connection with this Agreement shall be in writing and shall be hand delivered, or be sent by United States certified or registered mail, return receipt requested, postage prepaid, or be sent by private, receipted courier guaranteeing same-day or next-day delivery, addressed as follows:

If to Licensor:

Most Reverend George Leo Thomas, Ph.D.
The Bishop of the Diocese of Las Vegas
Diocese of Las Vegas
336 Cathedral Way
Las Vegas, Nevada 89019

and

Ms. Catherine Thompson
Superintendent of Catholic Schools

If to Licensee:

Diocese of Las Vegas
336 Cathedral Way
Las Vegas, Nevada 89019
and

Deacon Aruna Silva
Chief Financial Officer
Diocese of Las Vegas
336 Cathedral Way
Las Vegas, Nevada 89109

With Copies to:

Reverend Miguel Rolland
St. Christopher Catholic Church
1840 North Bruce Street
North Las Vegas, Nevada 89030

And

Monsignor Greg Gordon
Chancellor of the Diocese of Las Vegas
Diocese of Las Vegas
336 Cathedral Way
Las Vegas, Nevada 89019

Either Party may designate to the other in writing given in accordance with this section a different address for service of notice. Notice by registered or certified mail shall be deemed served three (3) days after mailing.

7.13 **Governing Law; Jurisdiction and Venue.** This Agreement shall be governed and construed in accordance with the laws of the State of Nevada. No lawsuit pertaining to any matter arising under or growing out of this Agreement shall be instituted in any jurisdiction other than in the courts located in the State of Nevada and the Parties consent to exclusive jurisdiction before the federal or state courts in the County of Clark, State of Nevada.

7.14 **Legal Fees.** If any dispute arises between the parties with respect to the matters covered by this Agreement which leads to a proceeding to resolve such dispute, the prevailing party in such proceeding shall be entitled to receive its reasonable attorneys' fees, expert witness fees and out-of-pocket costs incurred in connection with such proceeding, in addition to any other relief it may be awarded.

7.15 **No Brokers**. Neither Licensor nor Licensee is represented by any broker or agent in connection with this Agreement, and each Party shall indemnify and hold the other Party harmless against any claim for compensation made by any person or entity claiming a commission or fee by, through or under the indemnifying Party.

7.16 **Severability**. If any one or more of the provisions of this Agreement is held to be invalid or unenforceable, the provision shall be considered severed from this Agreement and shall not serve to invalidate any remaining provisions hereof. The Parties shall make a good faith effort to replace any invalid or unenforceable provision with a valid and enforceable one such that the objectives contemplated by the parties when entering this Agreement may be realized.

7.17 **Construction.** The Parties have participated jointly in the negotiation and drafting of this Agreement. In the event of an ambiguity or question of intent or interpretation arises, this Agreement shall be construed as if drafted jointly by the parties and no presumption or burden of proof shall arise favoring or disfavoring any Party by virtue of the authorship of any of the provisions of this Agreement.

7.18 **Headings**. The headings for each article and section in this Agreement have been inserted for convenience of reference only and are not intended to limit or expand on the meaning of the language contained in the particular article or section.

7.19 **Time is of the Essence**. Time is of the essence of this Agreement and all of the covenants and obligations thereof.

7.20 **Benefit and Binding Agreement**. Subject to the restrictions contained in this Agreement, the terms, provisions, conditions, covenants and restrictions contained in this Agreement shall inure to the benefit of, and shall be binding upon, the successors, assigns, personal representatives, executors, administrators, estates, heirs and legatees of the respective Parties.

[Remainder of this page intentionally left blank]

7.21 **Coronavirus Operating Restrictions**. The impact of the Coronavirus pandemic on operations on the Property is not fully known, but both Licensor and Licensee expect there will be a combination of legally mandated safety/operational procedures and legally mandated building modifications that must be complied with in order to operate on the Premises. Licensor and Licensee hereby agree to comply with all federal or state mandated safety/operational procedures at all times on the Property, at Licensee's expense as it relates to the Premises and at their own expense at the time of their use.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the Effective Date.

LICENSOR:

The Roman Catholic Bishop of Las Vegas, a corporation sole for the benefit of St. Christopher Parish

By: +George Leo Thomas

Name: George Leo Thomas

Title: Bishop

LICENSEE:

By: _____

Name: _____

Title: _____

EXHIBIT A
PREMISES

EXHIBIT B
RULES

1. There shall be no use of tobacco product or drinking of alcohol on the Property during Licensee's operating hours during the Term, and there shall be no eating in any of the classrooms, except for those which have tile floors.

2. Any guests or invitees of Licensor or Licensee that visit or are otherwise on the Property during Licensor and Licensee's operating hours must sign in at the main office and submit to a national sex offender database check prior to entering the Building.

3. In order to minimize parking lot congestion and to improve the safety and security of students arriving during morning drop-off and departing during afternoon pick-up, Licensor's Pre-K program and Licensee's K-8 program will start and dismiss, not less than 20 (twenty) minutes apart on Monday through Friday. Licensor's Pre-K morning start time shall not be between 7:40 AM and 8:20 AM and afternoon dismissal time shall not be between 2:55 PM and 3:35PM. Licensee's K-8 morning start time shall be 8:00 AM and afternoon dismissal time shall be 3:15 PM.

4. Licensee will obtain the services of a licensed traffic engineer to create a site Traffic Management Plan ("TMP") for Licensor's review and approval. Licensor and Licensee agree to follow the rules and the procedures set forth in the final agreed upon TMP for the duration of Licensee's occupancy. Modifications to the TMP must be agreed upon by both Licensor and Licensee.

5. The gymnasium and the lunch area are the same space, but during the lunch period they are divided into separate spaces. Licensee shall have exclusive use of the gymnasium and the lunch area on all weekdays until 4:00 PM, and Licensor shall have exclusive use of the gymnasium after 4:00 PM on all weekdays and on weekends. Licensee may use the gymnasium on Saturdays with one week's notice to Licensor to the extent Licensee's requested use does not interfere with Licensor's use or with use by the Church. The Parties acknowledge the Church uses the entire gymnasium on Sundays.

6. Licensor and Licensee will both be storing, preparing, warming, and distributing food at various times during the day in the Premises. Food service employees and contractors for both shall have access to the kitchen area at any time of the day to carry out their responsibilities in the kitchen area. Schedules will be established by Licensor's and Licensee's Principals as food service plans are developed. Kitchen clean-up will be the responsibility of Licensor's and Licensee's food service employees and contractors, not the custodial staff working in the school. Equipment necessary for the food service operations of Licensor and Licensee shall be provided, maintained, cleaned, and stored by Licensor and Licensee, respectively, and each shall also have use of the walk-in cooler and freezer as needed. At the earlier of the end of the Occupancy Period or the Term, unless other arrangements are made, Licensee will remove its kitchen equipment from the Premises.

7. Food service tables and chairs suitable for students ("Food Service Furniture") will be acquired by Licensee and used by both Licensor and Licensee for food service activities during

the Term at no charge to Licensor. The Food Service Furniture will be stored in one or both of gymnasium storage rooms 1 and 2 at the east end of the gymnasium. Gymnasium equipment, acquired individually by Licensor and Licensee, including furniture and technology for a staff member or physical education teacher shall also be stored in gymnasium storage rooms 1 and/or 2.

8. Notwithstanding anything to the contrary contained in the Agreement, the two classrooms immediately west of the gymnasium that share a wall with the gymnasium shall be used exclusively by Licensee during weekdays, but may be used by the Church on Saturdays and Sundays. Licensor and/or Church may use furniture in these spaces for weekend use but shall have no right to access or use Licensee's supplies, equipment, or technology located in these classrooms. Licensor agrees to ensure, at its own expense, that space used by Licensor and/or Church on weekends is returned to Licensee in the same condition and same configuration on Monday morning as it was left by Licensee at the end of Operating Hours on Friday.

9. The Shared Office Spaces shown on Exhibit A shall include the Front Desk, Conference Room, Teacher Work Room, Staff Lounge, Nurses Office, and the Copy/Print Area. All these spaces shall be used and accessible by both Licensor and Licensee. The use of all these office spaces shall be subject to operating rules established by Licensor's and Licensee's Principals during the Term. Licensor and Licensee shall each be responsible for the purchase of their own supplies, furniture, technology, and equipment necessary for their use in these spaces, and the Parties shall have no right to use the supplies, furniture, technology, and equipment of the other party. At the end of the Term, Licensee shall remove all its supplies, furniture, technology, and equipment from these spaces.

10. Mechanical spaces, hallways, elevator, and bathrooms shall be accessible and useable by both Licensor and Licensee under these Rules, as they are amended and supplemented by Licensor's and Licensee's Principals from time to time. Licensor and Licensee agree that shared hallways may not be used for any purpose (no recreational or teaching use) other than moving to and from other accessible spaces.

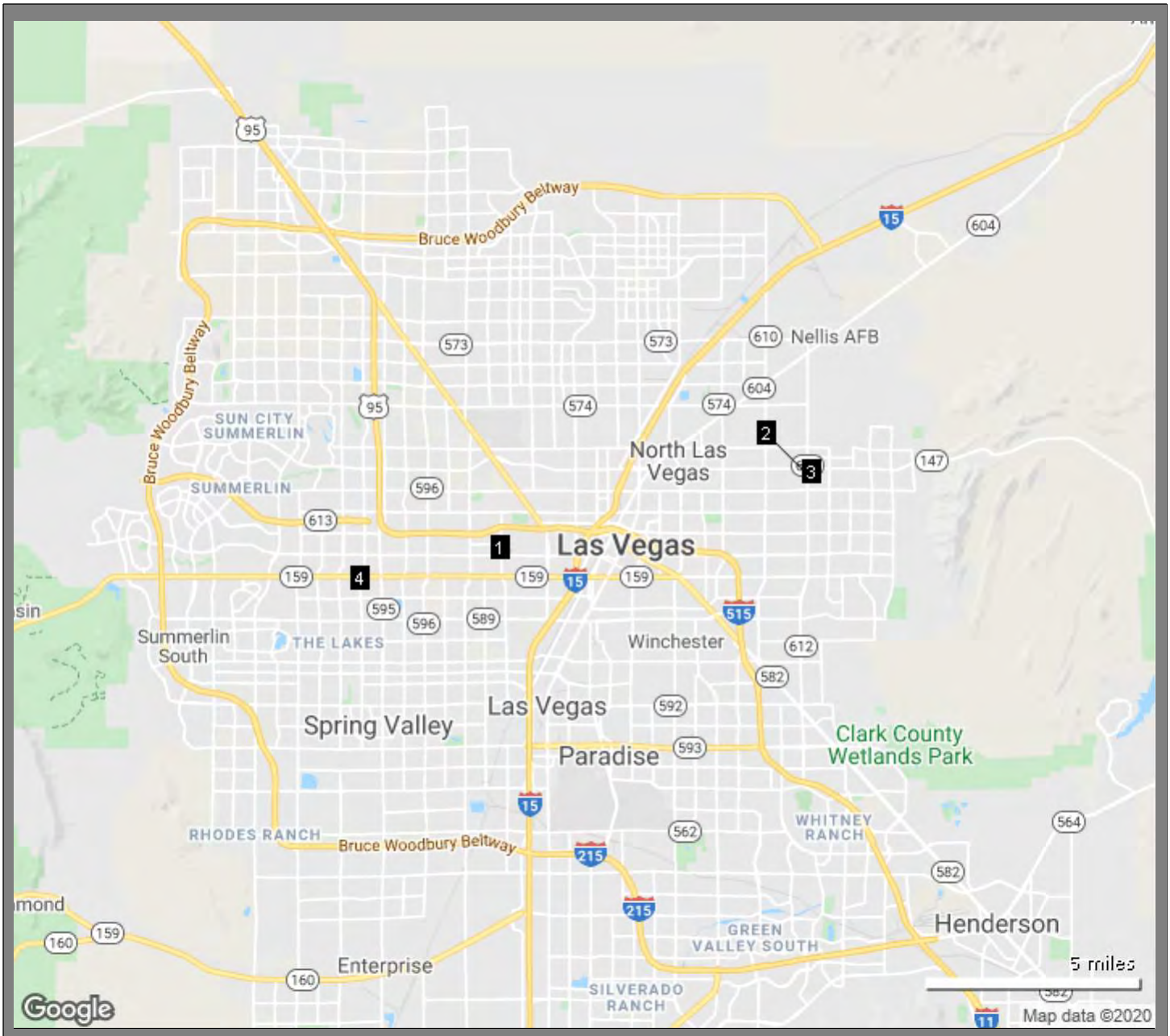
11. The server room shall be shared by and accessible to both Licensor and Licensee. Each party shall be responsible for the purchase and maintenance of its own equipment/technology in this space, and neither party shall have any right to use, configure, or reconfigure any equipment of the other party during the Term. Category 5 cables connecting all building spaces to the server room are the property of the Licensor, but Licensee shall have exclusive use of (and may install more with Licensor's consent) all cables connecting Licensee Space to the server room.

EXHIBIT C

CALENDAR

Current Sites Under Consideration

PTAA - Las Vegas Sites							
Sites		City	Zip	Building Size (SF)	Parcel Size (AC)	Likely Purchase Price	Comments
1	330 S Valley View Blvd	Las Vegas	89107	163,400	10.0 acres	$18,000,000	Former Southern Nevada Health District with Renovation
2	1955 N Nellis Blvd	Las Vegas	89115	43687	4.7 acres	$3,800,000	Former Kroger Grocery store - We would need to understand CC&R's / REA
3	1900 N Nellis Blvd	Las Vegas	89115	42,174	2.4 acres	$6,326,100	The second floor is shell but there are existing tenants on the first floor and we would need to give time for them to move out.
4	7401 W Charleston Blvd	Las Vegas	89117	34,034	2.22 acres	$6,500,000	It is located outside of the three zip codes provided. We would need to receive an exemption for this site.



	Address	City	Property Type	Property Size	Space Avail	Rent/SF/Yr
1	330 S Valley View Blvd	Las Vegas	Class B Office/Telecom Hotel/Data Hosting	163,400 SF	163,400 SF	$13.20
2	1955 N Nellis Blvd	Las Vegas	Retail/Supermarket	43,687 SF	0 SF	For Sale Only
3	1900 N Nellis Blvd	Las Vegas	Class B Office/Medical	42,174 SF	39,000 SF	$15.00
4	7401 W Charleston Blvd	Las Vegas	Class B Office	34,034 SF	28,053 SF	$11.88

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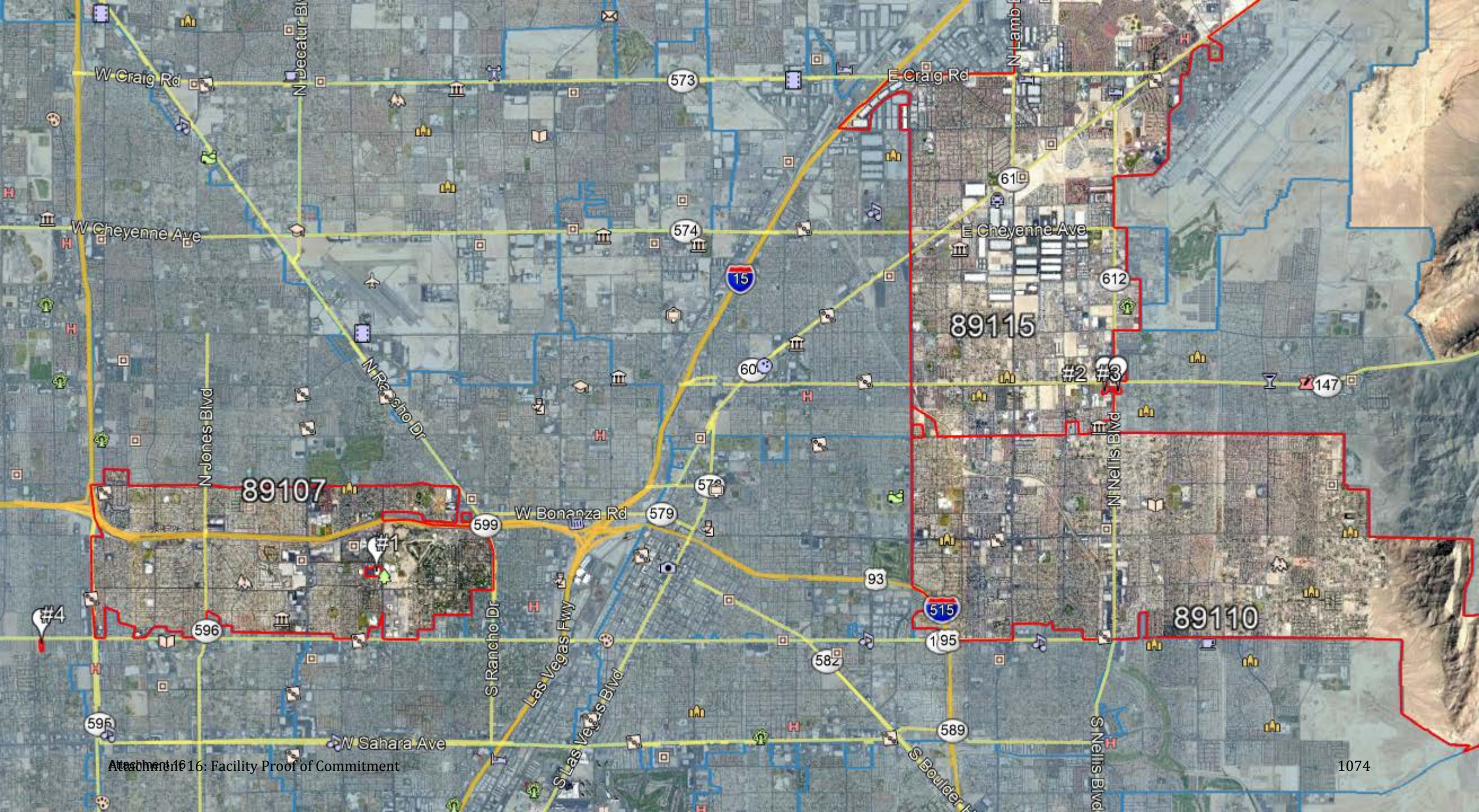
Only properties with valid lat/lon display on map


W Craig Rd
N Decatur Blvd
573
E Craig Rd
N Lamb Blvd
61
W Cheyenne Ave
574
E Cheyenne Ave
15
612
89115
#2
#3
60
147
N Rancho Dr
N Jones Blvd
89107
N Nellis Blvd
578
W Bonanza Rd
579
599
#1
93
515
#4
596
89110
1
95
582
S Rancho Dr
Las Vegas Fwy
S Las Vegas Blvd
589
595
W Sahara Ave
S Boulder
S Nellis Blvd

1 330 S Valley View Blvd



Location:	South of Meadows Northwest Las Vegas Cluster Northwest Las Vegas Submarket Clark County Las Vegas, NV 89107
Developer:	-
Management:	-
Recorded Owner:	Meadow View Associates LP

Building Type:	Class B Office/Telecom Hotel/Data Hosting
Status:	Built 1983
Stories:	2
RBA:	163,400 SF
Typical Floor:	81,700 SF
Total Avail:	163,400 SF
% Leased:	0%

For Sale:	Not For Sale
Expenses:	2019 Tax @ $1.07/sf; 2011 Ops @ $5.01/sf
Parcel Number:	139-31-601-004
Parking:	932 Surface Spaces are available; Ratio of 5.60/1,000 SF
Amenities:	Atrium, Banking, Bus Line, Controlled Access, Security System, Signage

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P 1st / Suite 101 Open office	38,000	77,400	163,400	$13.20/nnn	Vacant	Negotiable	Direct
P 1st / Suite 102 Open office	39,400	77,400	163,400	$13.20/nnn	Vacant	Negotiable	Direct
P 2nd / Suite 201	42,000	86,000	163,400	$13.20/nnn	Vacant	Negotiable	Direct
P 2nd / Suite 202	44,000	86,000	163,400	$13.20/nnn	Vacant	Negotiable	Direct

Colliers INTERNATIONAL

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S Valley View Blvd
- 330 S Valley View
Revere Dr
Meadow Valley Ln
Grass Cr


SOUTHERN NEVADA HEALTH DISTRICT
330
Dillard


Dillard's
SEARS

2 1955 N Nellis Blvd



Location:	Supermarket w/in Shopping Centers Northeast Las Vegas Ret Cluster Northeast Las Vegas Ret Submarket Clark County Las Vegas, NV 89115
Developer:	-
Management:	-
Recorded Owner:	Ralphs Grocery Company
Expenses:	2019 Tax @ $0.61/sf
Parcel Number:	140-20-701-011

Building Type:	Retail/Supermarket
Bldg Status:	Built 1985
Building Size:	43,687 SF
Typical Floor Size:	43,687 SF
Stories:	1
Land Area:	206,039 SF
Total Avail:	-
% Leased:	100%
Total Spaces Avail:	0
Smallest Space:	0 SF
Bldg Vacant:	-

For Sale: For Sale at $4,300,000 ($98.43/SF) - Active

Amenities: 24 Hour Access, Bus Line, Monument Signage, Tenant Controlled HVAC

Street Frontage: 120 feet on Nellis Boulevard
60 feet on Lake Mead Boulevard

Parking: -

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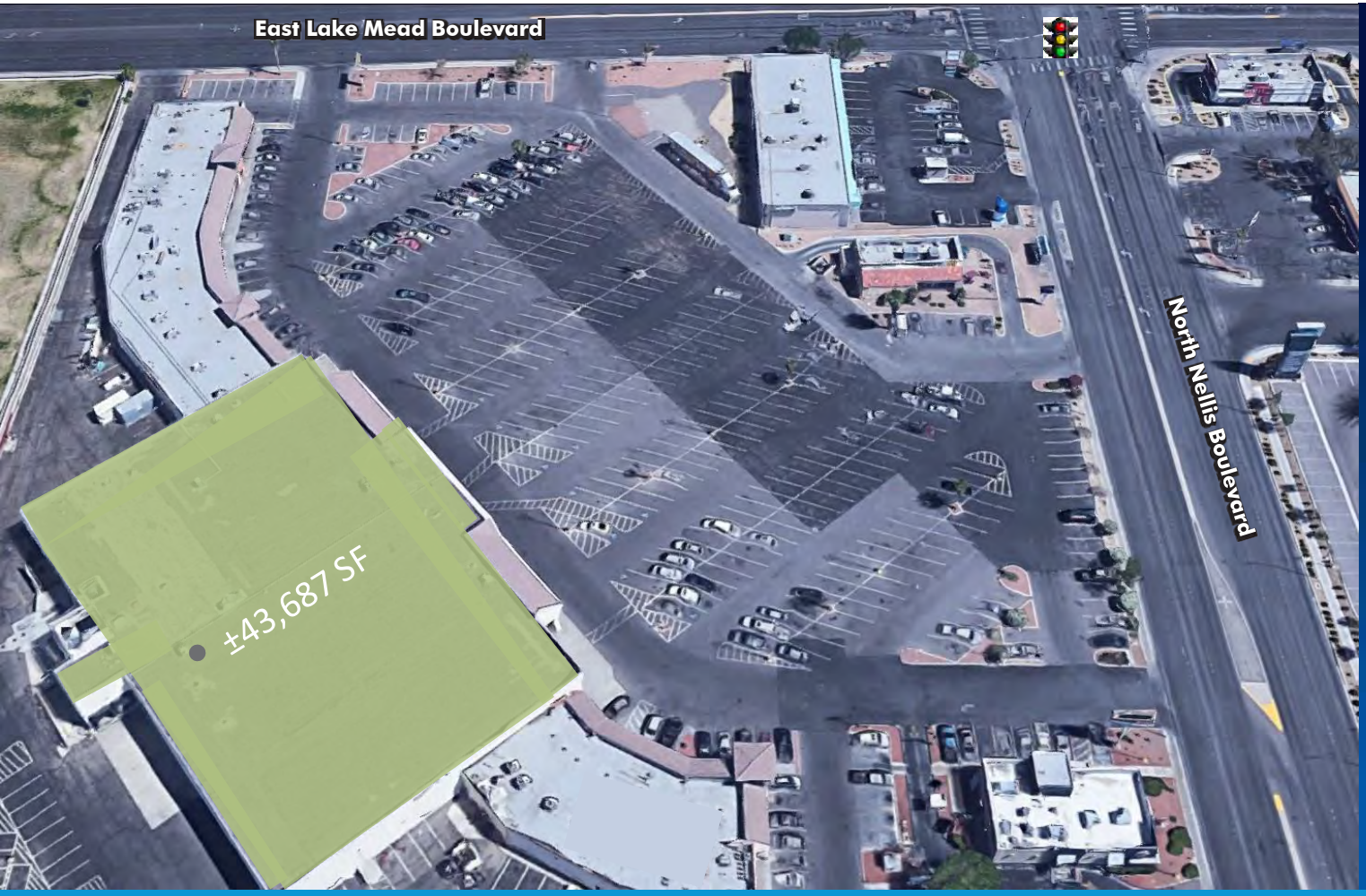
147
E Lake Mead Blvd
Meikle Ln
#2 - 1955 N Nellis Blvd
#3 - 1900 N Nellis
612
N Nellis

1955 N. NELLIS BLVD
LAS VEGAS, NV 89115

STORE: F4L-514



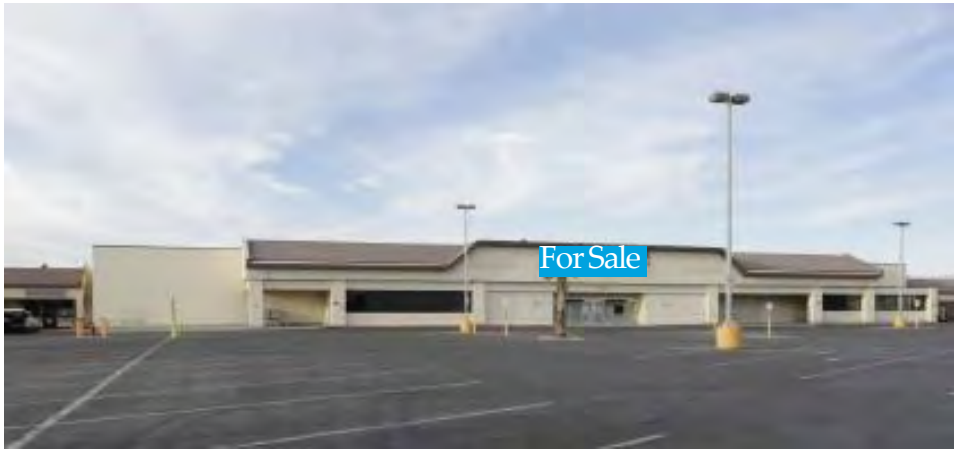
About The Property

- Asking Price: $4.3 Million
- APN: 140-20-701-011
- Size :43,687 SF , 4.73 Acres
- Located at the signalized intersection of E. Lake Mead Blvd. and N. Nellis Blvd.
- Highly visble pylon signage
- Zoned C-2, Clark County |Built in 1985
- Annual taxes currently $25,338
- Major retail corridor

FORMER KROGER AVAILABLE FOR SALE

1955 N. NELLIS BLVD
LAS VEGAS, NV 89115

STORE: F4L-514

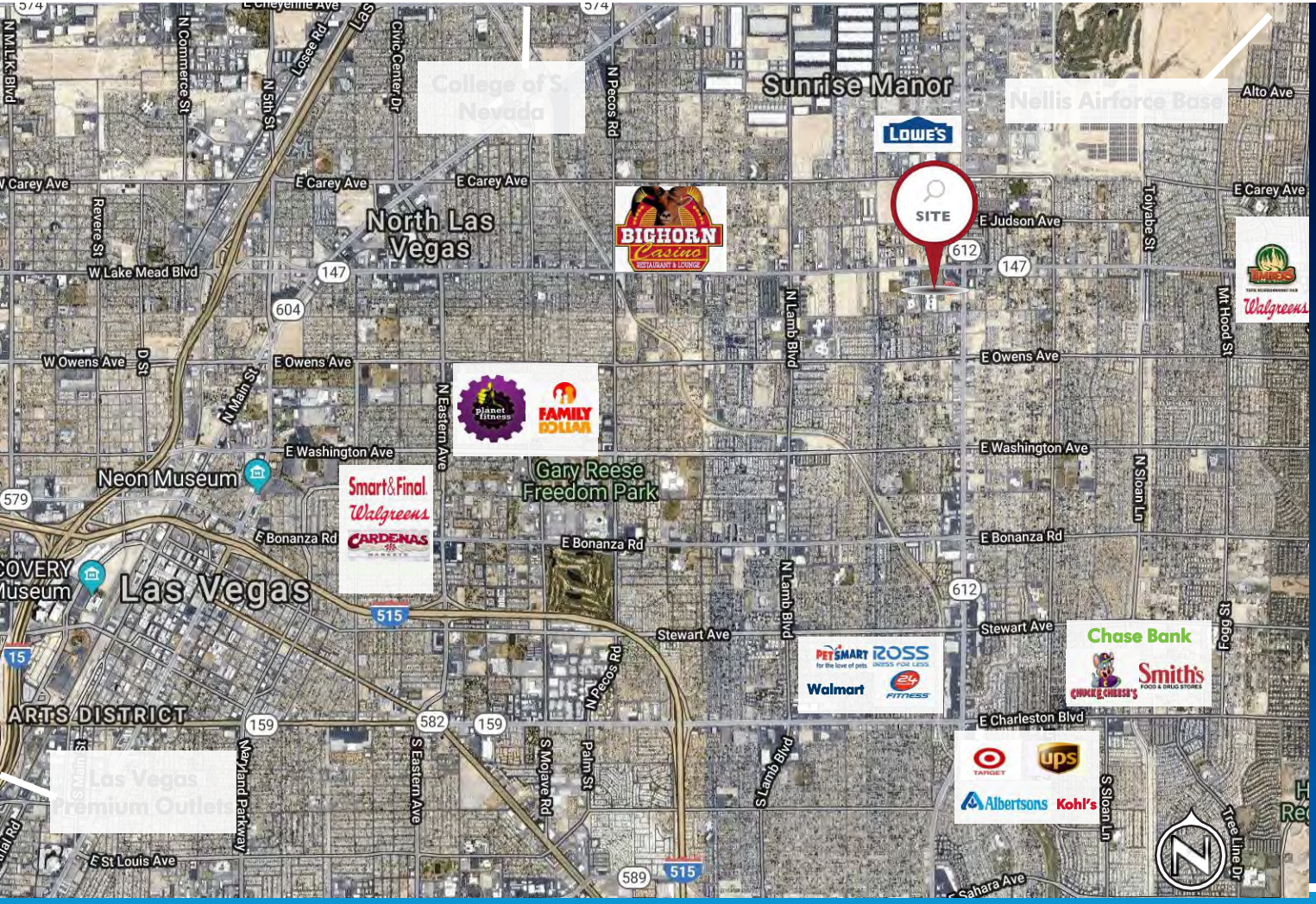






1955 N. NELLIS BLVD
LAS VEGAS, NV 89115

STORE: F4L-514



2019 DEMOGRAPHICS

1 Mile	3 Miles	5 Miles
19,659	204,275	394,999

2019 HISPANIC POPULATION

1 Mile	3 Miles	5 Miles
13,162	130,689	232,380

2019 MEDIAN HH INCOME

1 Mile	3 Miles	5 Miles
$39,411	$42,527	$39,892

2017 TRAFFIC COUNTS

Nellis Blvd, 440ft S of Judson Ave	35,000
Lake Mead Blvd, 175ft E. of Daley St.	32,000

3 1900 N Nellis Blvd



Location:	North Las Vegas Cluster North Las Vegas Submarket Clark County Las Vegas, NV 89115	Building Type:	Class B Office/Medical
		Status:	Built 2014
		Stories:	2
		RBA:	42,174 SF
		Typical Floor:	21,087 SF
		Total Avail:	39,000 SF
		% Leased:	97.6%
Developer:	-		
Management:	-		
Recorded Owner:	Novena Faith Llc		
For Sale:	Not For Sale		
Expenses:	2019 Tax @ $2.12/sf		
Parcel Number:	140-21-304-018		
Amenities:	Air Conditioning, Bus Line, Central Heating, Reception		

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P 1st	3,000 - 19,000	19,000	19,000	$15.00/nnn	90 Days	3-10 yrs	Direct
We have the ability to lease space from 3000 SF up to 24000 SF. Elevator access, heavy traffic and great visibility facing N Nellis Blvd							
P 1st / Suite 110	1,000	1,000	1,000	$15.00/nnn	Vacant	Negotiable	Direct
P 2nd	5,000 - 19,000	19,000	19,000	$15.00/nnn	90 Days	3-10 yrs	Direct
We have the ability to lease space from 3000 SF up to 24000 SF. Elevator access, heavy traffic and great visibility facing N Nellis Blvd							

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E Lake Mead Blvd
Meikle Ln
N Nellis Blvd
612
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LAS VEGAS PAIN INSTITUTE
AND MEDICAL CENTER
URGENT CARE
WELLNESS CENTER
PHYSICAL THERAPY



4 7401 W Charleston Blvd - Canyon Gater Professional Center



Location:	West Las Vegas Cluster West Las Vegas Submarket Clark County Las Vegas, NV 89117	Building Type:	Class B Office
		Status:	Built 1997, Renov 2001
		Stories:	2
		RBA:	34,034 SF
		Typical Floor:	14,026 SF
		Total Avail:	28,053 SF
Developer:	-	% Leased:	17.6%
Management:	-		
Recorded Owner:	Ld Acquisition Co 17 Llc		

For Sale: For Sale at $6,999,999 ($205.68/SF) - Active
Expenses: 2019 Tax @ $1.32/sf; 2007 Combined Est Tax/Ops @ $0.78/sf
Parcel Number: 163-03-101-013
Parking: 125 free Surface Spaces are available; 25 free Covered Spaces are available; Ratio of 4.41/1,000 SF
Amenities: Balcony, Bus Line, Conferencing Facility, Courtyard, Security System, Signage

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
E 1st	14,026	14,026	14,026	$11.88/nnn	Vacant	5 yrs	Direct
E 2nd	14,026	14,026	14,026	$11.88/nnn	Vacant	5 yrs	Direct

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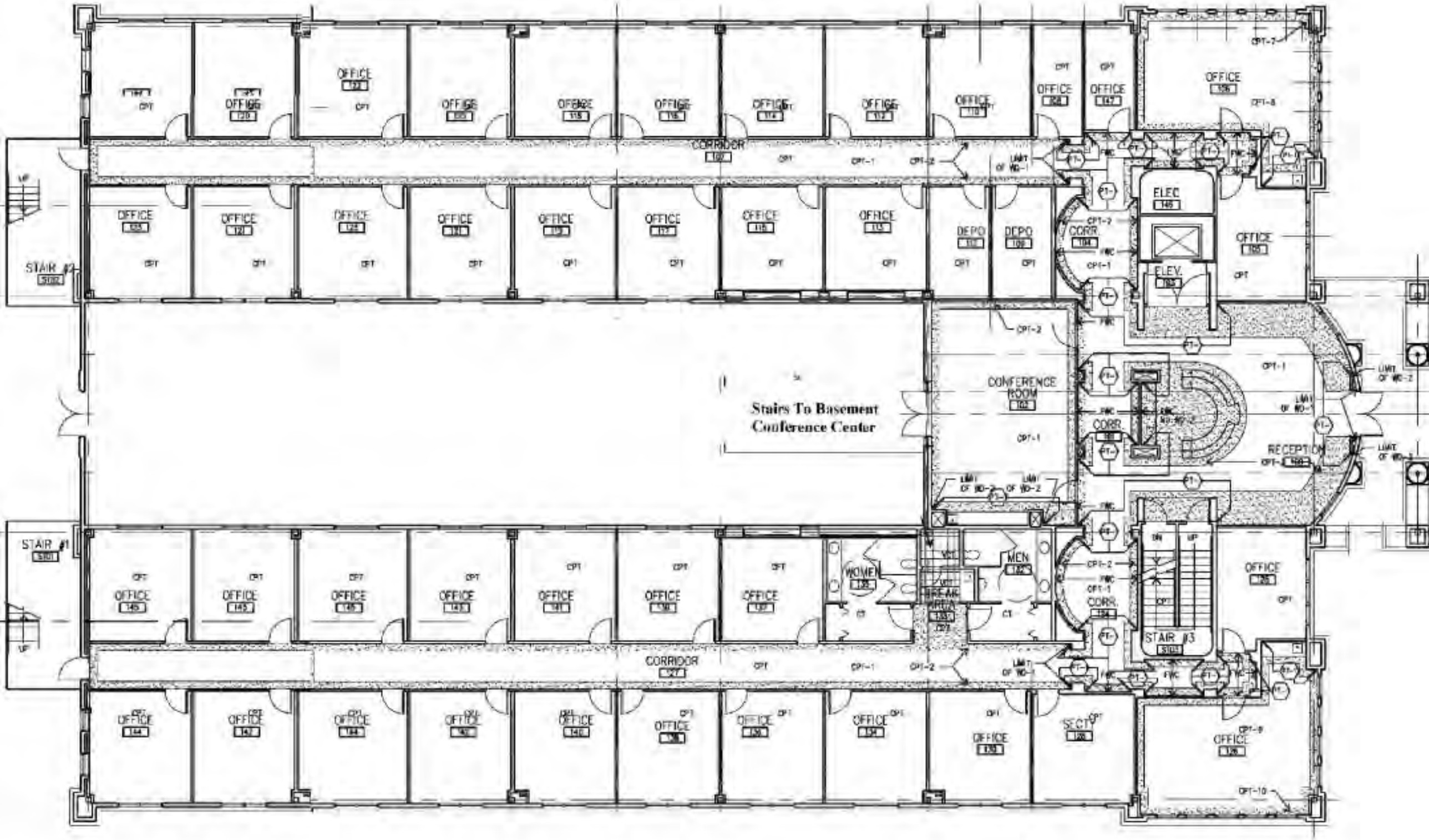
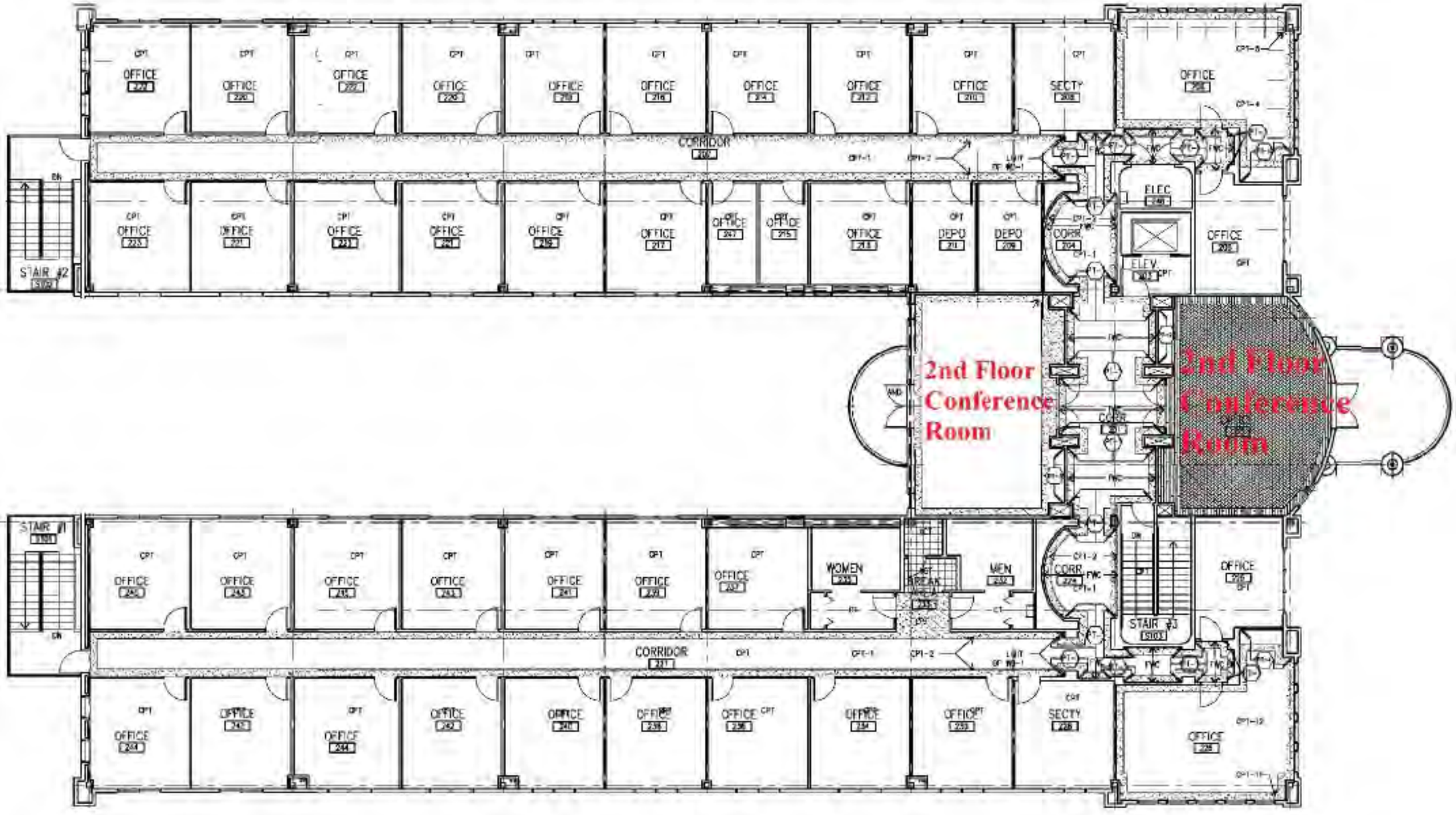
1st Floor


Stairs To Basement
Conference Center
CORRIDOR
CONFERENCE ROOM
RECEPTION
ELEC
ELEV.
CORR.
DEPO
WOMEN
MEN
BREAK AREA
STAIR #1
STAIR #2
STAIR #3
OFFICE
SECT

Second Floor




SPEED
LIMIT
25



CLARK COUNTY MARKET FEASIBILITY ANALYSIS

PRESENTED BY

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Senior Executive Vice President
National Director -
Education Services Group
DIRECT +1 602 222 5190
EMAIL todd.noel@colliers.com

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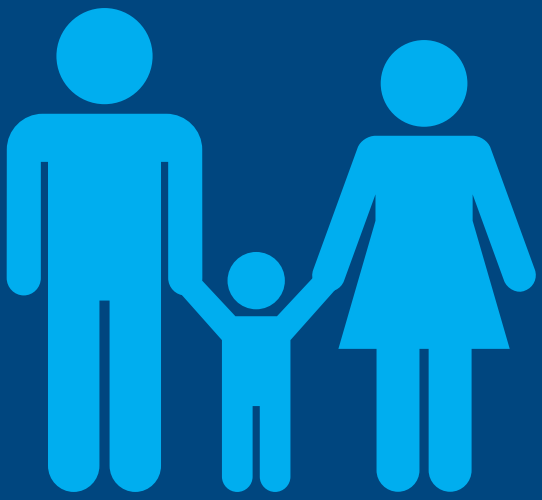
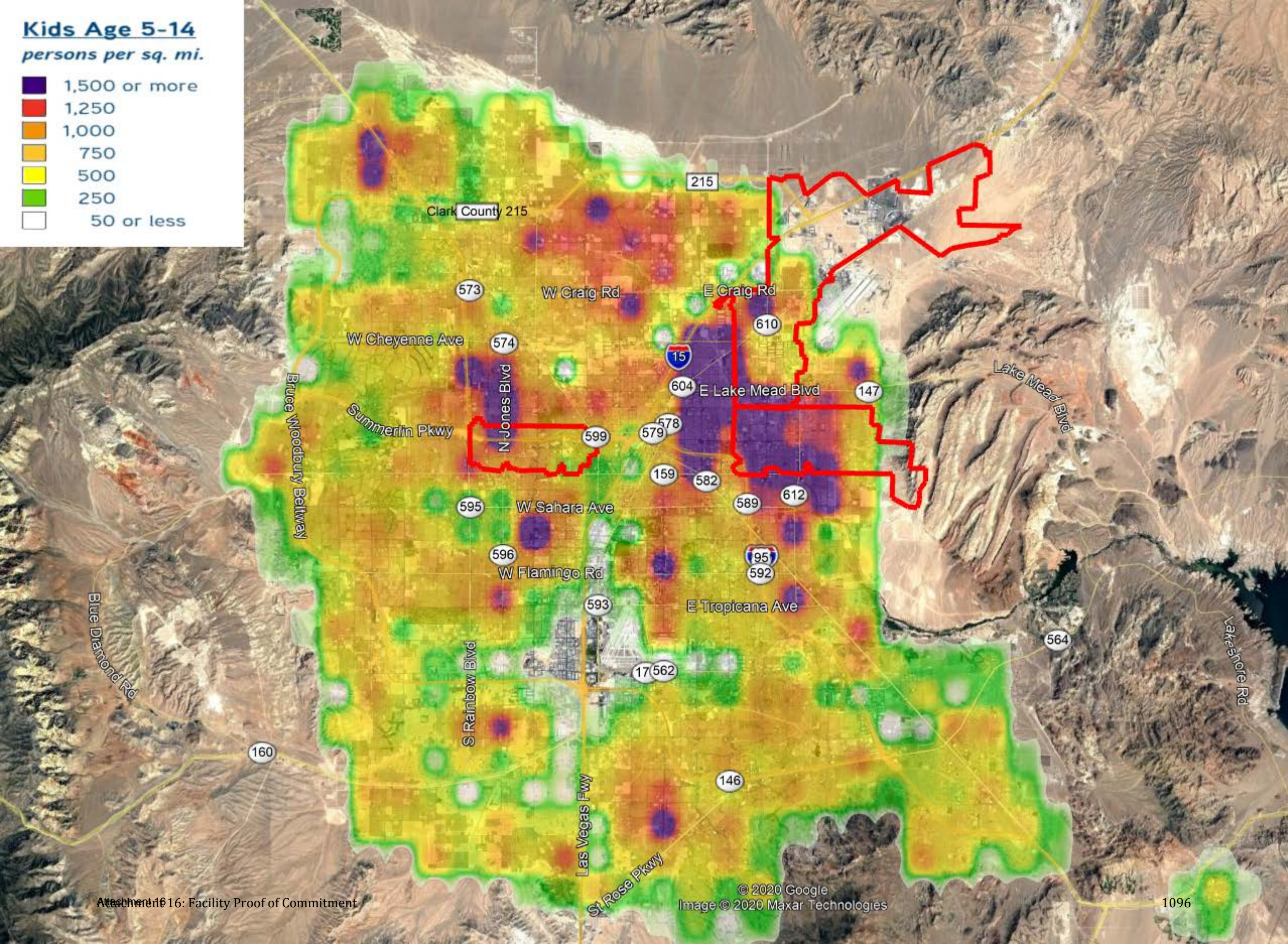
www.colliers.com/greaterphoenix

PRESENTED TO

PTAA LOVE WHAT YOU LEARN

DEMOGRAPHICS




Kids Age 5-14
persons per sq. mi.
1,500 or more
1,250
1,000
750
500
250
50 or less
215
Clark County 215
573
W Craig Rd
E Craig Rd
610
W Cheyenne Ave
574
15
604
E Lake Mead Blvd
147
Lake Mead Blvd
Bruce Woodbury Beltway
Summerlin Pkwy
N Jones Blvd
599
579
578
159
582
595
W Sahara Ave
589
612
596
W Flamingo Rd
95
592
593
E Tropicana Ave
564
Lakeshore Rd
17
562
Blue Diamond Rd
160
S Rainbow Blvd
146
Las Vegas Fwy
St Rose Pkwy
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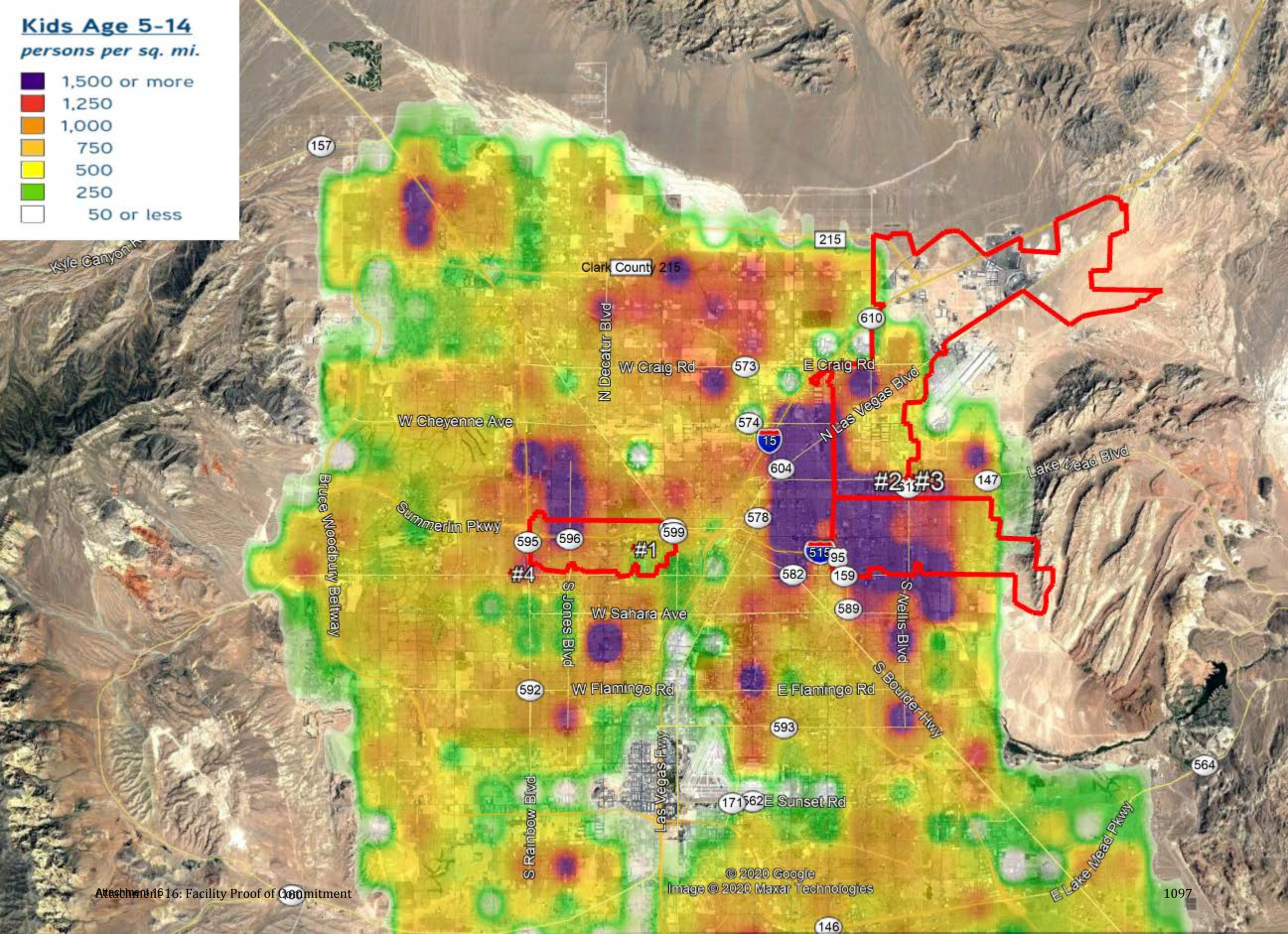
Kids Age 5-14
persons per sq. mi.
1,500 or more
1,250
1,000
750
500
250
50 or less
157
215
Clark County 215
610
N Decatur Blvd
W Craig Rd
573
E Craig Rd
N Las Vegas Blvd
W Cheyenne Ave
574
15
604
#2
#3
147
Lake Mead Blvd
Bruce Woodbury Beltway
Summerlin Pkwy
595
596
599
#1
#4
578
515
95
582
159
S Jones Blvd
W Sahara Ave
589
S Nellis Blvd
S Boulder Hwy
592
W Flamingo Rd
E Flamingo Rd
593
564
S Rainbow Blvd
Las Vegas Fwy
171
562
E Sunset Rd
E Lake Mead Pkwy
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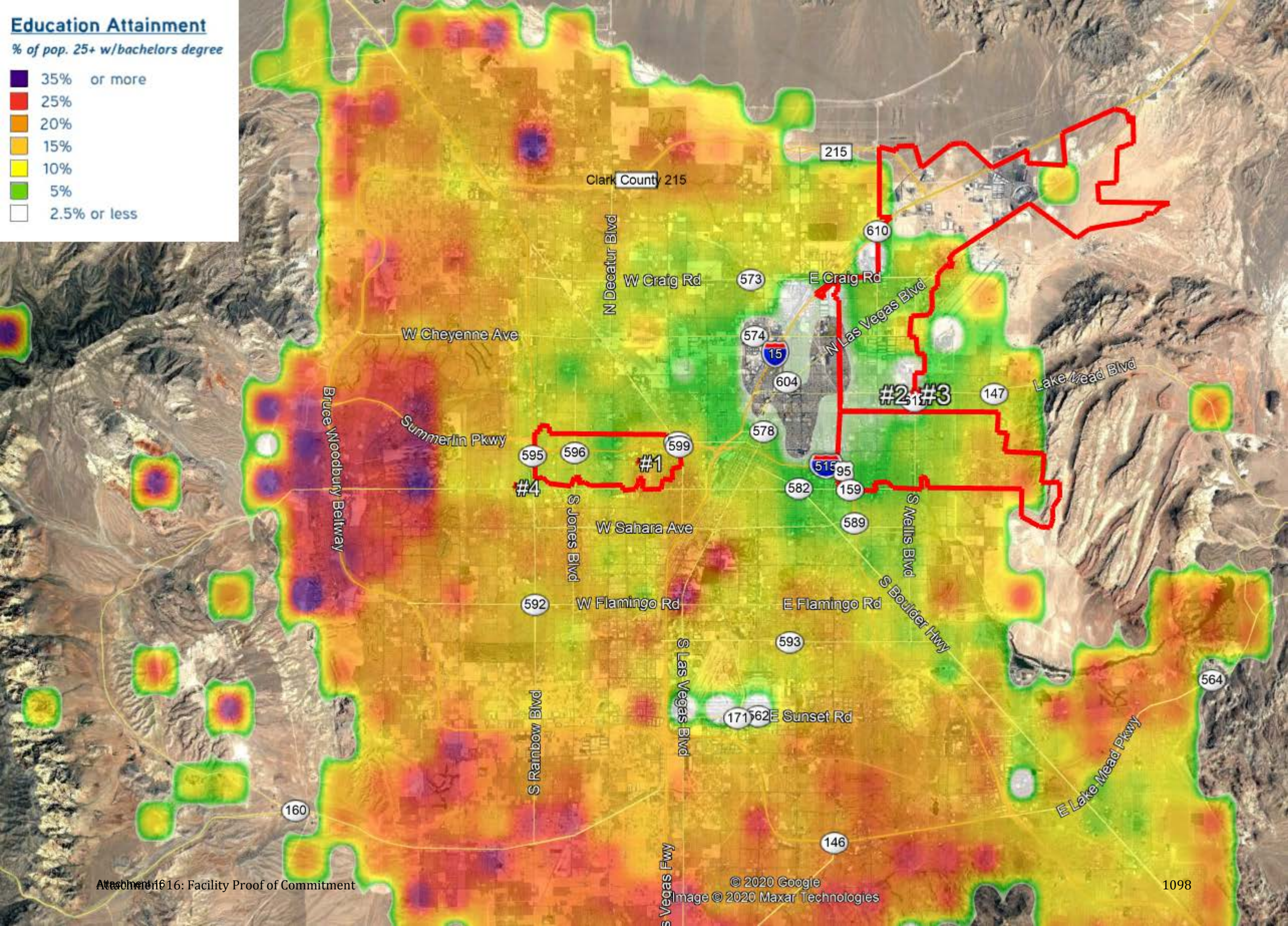
Education Attainment
% of pop. 25+ w/bachelors degree
35% or more
25%
20%
15%
10%
5%
2.5% or less
Clark County 215
215
610
N Decatur Blvd
W Craig Rd
573
E Craig Rd
N Las Vegas Blvd
W Cheyenne Ave
574
15
604
#2
#3
147
Lake Mead Blvd
Bruce Woodbury Beltway
Summerlin Pkwy
578
595
596
599
#1
#4
515
95
582
159
589
S Jones Blvd
W Sahara Ave
S Nellis Blvd
592
W Flamingo Rd
E Flamingo Rd
S Boulder Hwy
593
S Las Vegas Blvd
564
171
562
E Sunset Rd
S Rainbow Blvd
E Lake Mead Pkwy
160
146
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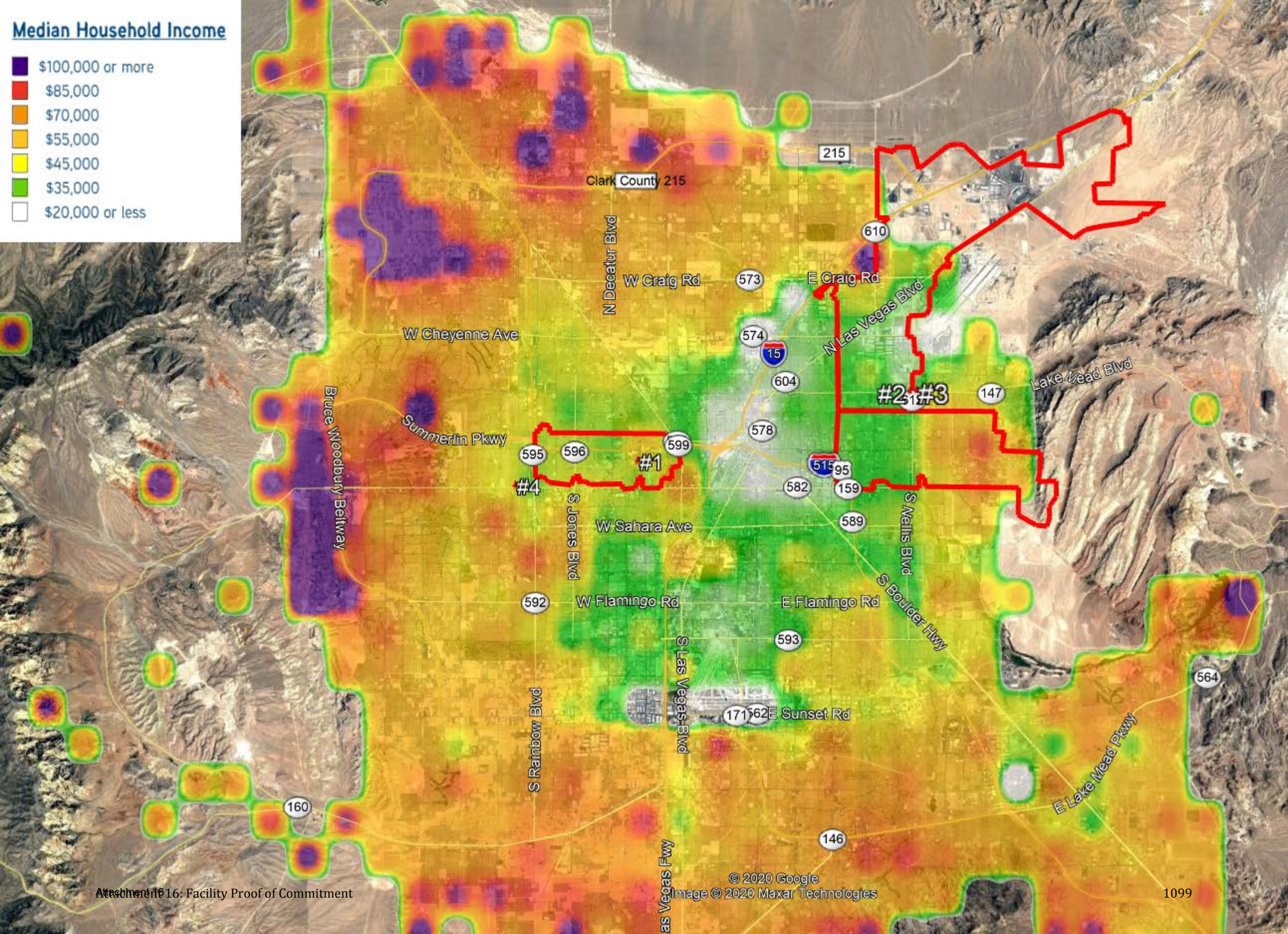
Image © 2020 Maxar Technologies


Median Household Income
$100,000 or more
$85,000
$70,000
$55,000
$45,000
$35,000
$20,000 or less
Clark County 215
215
610
N Decatur Blvd
W Craig Rd
573
E Craig Rd
N Las Vegas Blvd
W Cheyenne Ave
574
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Lake Mead Blvd
Bruce Woodbury Beltway
Summerlin Pkwy
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S Jones Blvd
W Sahara Ave
S Boulder Hwy
592
W Flamingo Rd
E Flamingo Rd
593
S Las Vegas Blvd
564
S Rainbow Blvd
171
562
E Sunset Rd
E Lake Mead Pkwy
160
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CLARK COUNTY
DEMOGRAPHIC ANALYSIS

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Hibbs ♦ Hallmark & Company
Insurance Agency

July 2, 2020

To Whom it may concern:

Re: PTAA - Nevada

Per your request, I am listing below the estimated cost of the following:

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

$23,700.00 annual premium

Cynthia Sanders

President

9787 Helms Trail
Forney, Texas 75126

(800) 765-6767
Telephone (972) 564-0934
Fax (972) 564-5758

Attachment 18: Budget Narrative

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

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at $5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

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

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

(g) Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:

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

Narrative:

A detailed and balanced six-year budget is provided as a supplement to this application. This budget has been developed by analyzing the budgets of other charter schools both locally and nationally and through careful consideration of the school's needs and priorities. The assumed PPR rate is used from the formulas in provided spreadsheet. The school has assumed an FRL rate of

44% , which reflects the demographics of the students the school intends to serve to meet this FRL rate.

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

Budget Assumptions

- Revenue calculations assume 100% of PPR and an annual increase of 3%
- PTAA expects to secure start-up grants through the Federal Start-Up program. The school will also seek funding from individuals and foundations to meet the donations income line described in the budget. However, the budget is not dependent on securing any outside support.
- PTAA is not counting on lot of fundraising in the budget outside the incubation period. PTAA is fairly confident of securing these funds during incubation period.
- The intended maximum enrollment of the school is 1404 students
- Administrator and staff salaries will be competitive with market rates, again based on skills and experience.
- The school intends to work with outside food services to provide food service for lunch and anticipates no financial gain or loss from this service.

Projected Population

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

Anticipated Funding Sources:

School will have access to following source of funds(amounts are listed with source of funds):

1. CMO 150,000 startup interest free capital injection. Unconditional.
2. 20,000 startup marketing grant available from 180. Unconditional
3. PTAA school will also have access to CMO 150,000 in line of credit. Unconditional.

None of these funds are restricted.

Anticipated Expenditures:

The personnel and operating cost assumptions are directly borrowed from an existing charter school operator in Nevada 100 Academy of Excellence. CMO leaders have operated, recruited and staffed teachers for 100 Academy of Excellence charter school in North Las Vegas and are well connected to ground realities for operating securing and staffing talent.

CONTINGENCY PLAN

In the event that the school does not reach its enrollment targets, the Board and Superintendent will work together to find opportunities to reduced expenses. The minimum number of students

required for the school to successfully open is 180. In the unlikely scenario we are only able to enroll this number of students in our first year, specific cuts to our budget would include staffing and direct and indirect classroom expenses. We would also consider opening with just grades K-6 if 6-8th grade enrollment is low.

In addition, If anticipated revenues are not received or are lower than estimated, the Board of Directors will consider implementing the following contingency plan:

(1) Analyze student enrollment and attendance and identify and address causes for declined enrollment and/or attendance.

(2) Monitor student attendance on a weekly basis and confer with teachers, parents and students to encourage improved attendance.

(3) Review actual and budgeted expenses and identify reductions in planned costs, particularly for high cost instructional goods and services and for non-instructional goods and services.

(4) Refinance accounts payable and lines of credit to long-term debt financing.

(5) Implement a reduction in force.

(6) Implement the cash flow contingency plan described below.

YEAR ONE CASH FLOW CONTINGENCY PLAN

Although disclosed separately here, the cash flow contingency plan for year one addressing a shortfall in revenue projections is an integral component of the contingency plan outlined above.

The Board of Directors will:

(1) Prepare a cash flow projection based on actual and anticipated cash receipts and disbursements.

(2) Review the cash flow projection and identify mission critical, essential and non-essential disbursements.

(3) Limit cash disbursements to mission critical and essential disbursements.

(4) Monitor cash receipts and disbursements on a monthly or weekly basis, as deemed appropriate and necessary, and update cash flow projection at least monthly for submission to the Board of Directors and Superintendent.

(5) Obtain a line of credit from a bank or other lending institution.

(6) Defer essential disbursements by utilizing line(s) of credit.

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

To reduce our dependence on private fundraising, PTAAN has budgeted a relatively small amount ($150,000) for the incubation period only, and pledges have been obtained in this amount. However, if funding is not received for any reason, we will widen our pool of possible donors to accomplish our goal. PTAAN believes that this strategy, in addition to the contingency plans outlined above, will allow opening of the school without any delays.

How the projected number of students in each applicable subgroup was determined

The proposed number of students in each applicable subgroup was based on the percentage for total enrollment of each subgroup in area schools in the zip codes for school facility.

How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)

The proposed CMO's financial officer, Paul King, has extensive experience ESSA funding including Title I and Title II as well as IDEA. He has taught courses in compliance as part of the Texas Charter School Association Finance Boot Camp, and has obtained the Texas Charter Business Officer Certification.

How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated

If the enrollment targets presented in the Financial Plan workbook are not met, PTAAN will reduce staffing and other costs accordingly and will combine administrative roles to the extent possible. Hiring of any new positions will be restricted; expenses outside of the core instructional program will be limited; and delay purchasing and renegotiate contracts. Additionally, the Board and Superintendent will aggressively pursue other means of funding.

Instructions

Pioneer Technology & Arts Academy Nevada

Mike Dang, 702.486.8879

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TOC

FINANCIAL PLAN WORKBOOK INSTRUCTIONS

This New School Application Financial Plan/Pro Forma workbook was designed to show the financial implications of a scho
before and during a six-year school contract. It enables the applicant, the SPCSA and other stakeholders to analyze potentia
This is a protected workbook and data should only be entered in the unprotected cells (yellow cells). To maximize usage of
Workbook, please familiarize yourself with the following general instructions prior to data entry.

We have tried to design this to be as simple as possible yet as comprehensive as possible to help applicants think through fisc
and for reviewers to see the impacts of those assumptions.

Contact us with any questions.

School Inputs

Enter your assumptions in the light yellow cells of the various tabs of this workbook, beginning with the Cover "tab" or "wo
placeholder assumptions currently in those cells.

FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting
budget plans include staff less than full time use a decimal to indicate the portion. Contact or inform the State Public Charte
you perceive any issues in the related expennses and other impacts in this budget tool.

Summary tab

No entry needed on this tab

Market tab

*Use this tab to show your target market, planned enrollments and potential demand and demographics of the "feeder" schools
area.*

Enrol & Rev tab

Basic Information

The Pupil Centered Funding Plan (PCFP) funding per student is automatically populated depending on the county where the scho
school will be a single-district or multi-district virtual school with a Distance Education program, then under the PCFP, one PPR
NV County/District.

The Inflation Adjuster in 'B67' is designed to account for any increases in PCFP Revenue. Please be sure to enter a cost of inflation
test inflation rates of 0 to 3%. Be sure you can still operate with a surplus even with a 0% inflator/escalator.

Enter your Title 1, IDEA (cost per SPED student) and school level fundraising income per student. Each of these entries will autom
line items for BEP, Title 1, IDEA and school level funding.

Any remaining revenue entries can be manually accounted for in the following subgroups:

Charter Start-Up Funds
Other Start-Up Grant Funds
Student Fees (As allowed by other public schools)
Investment Income
Private fundraising (foundations, corporate)
Private Fundraising

Staff tab

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and c
also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Ple
below:

Instructional Days (Staff tab, row 65)

General Operating ("Gen Optg") Expense tab

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your
Schools should set aside an amount of 4 to 5% of revenues into a general reserve account.
Transportation and Food Services are not funded for charter schools.

Facilities tab

Complete either the Lease or the Purchase section.

Facilities Wkst tab

This sheet is optional. It is provided to help you consider your space requirements. Some schools may seek more/less space thai
is shown in the sample ranges. You do not need to include this tab in your print range but leave it in the working Excel file you s

FFE&T (Furniture, Fixtures, Equipment & Technology) tab

See "Note FFE" tab for a note regarding the depreciation approach used in this model.

Marketing tab

Use this tab to show your marketing plan to reach your target market.
This tab differs from the Market tab. This focuses not on where your pupils will come from but on marketing expenses to reach t

FFE&T (Furniture, Fixtures, Equipment & Technology) tab

Insurance tab

Use this tab to show your insurance plan/budget. Note legal insurance requirements

Incubation tab (Pre-Approval, Pre-Opening)

Use this tab only for unique pre-opening plan/budget costs. Otherwise, use the other expense sheets.

EMO-CMO tab

Use this tab to show your plan/budget -- if you use a EMO/CMO.

Cashflow Year 1 tab

Use this tab to "spread" your year 1 expenses out on a monthly basis.

DSA Rates tab

FYI

Levers tab

This page is intended to be a quick view of how each cost center is affecting overall financial performance.
It will automatically populate as you complete the required tabs in the application. The use of this tab is completely optional a

Other

Questions? Contact:

Mike Dang, 949.229.2145 (cell) 702.486.8879 (office), mdang@spcsa.nv.gov
Michael Hutchins, 775.687.9239, M.Hutchins@spcsa.nv.gov

Mike Dang
702.486.8879

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Proposed Name of School

Pioneer Technology & Arts Academy Nevada

Planned school year starting in August	**2022**	Fiscal Year July 1, 2022
School Year Ending (SYE)	**SYE 2023**	aka Fiscal Year Ending (FYE) Jun 30, 2023

Name of lead contact(s)	**Phone number**	**email address**
Shubham Pandey	612-207-6438	shubham@ptaaschool.org

Location(s) under consideration: (Addresses or cross streets, City)(1 minimum, 2 maximum)

89030

89107 / 89032 / 89027 / 89034 / 89115 / 89081 / 89117 /89191

Specific address recommended but not required . Target cross streets required at a minimum.

Supporting documentation attached? (y/n)

y	Three sample Listings of buildings in targeted/planned zip code being considered. Listing must show available square footage, lease rates, location. (E.g., Loopnet)
y	For start-up funding
y	For fundraising

Table of Contents (TOC) & Completeness Check

Pioneer Technology & Arts Academy Nevada

Mike Dang, 702.486.8879

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		Complete? /Applicant	Complete? /SPCSA	TOC Notes
9	Instructions	NA	NA	Instructions
10	Cover Page	Yes		Key Profile Information
11	TOC	NA	NA	
12	Summary	NA	NA	Summary and Summary of Key Statistics
13	Market	Yes		Market (Potential Students Populations)
14	Rev_ Enrol	Yes		Revenue & Enrollment
15	Staff	Yes		Expenses: Staff
16	Gen Optg	Yes		Expenses: General Operating
17	Facilities	Yes		Expenses: Facility Lease/Purchase
18	FFE&T	Yes		Expenses: Furniture, Fixtures, Equipment & Technology
19	Ins	Yes		Expenses: Insurance
20	Marketing	Yes		Expenses: Marketing Plan & Implementation
21	Incubation	Yes		Expenses: Year zero, pre planning.
22	EMO-CMO	Yes		Expenses: Education/Charter Management Organization
23	CF Y1 Mo	Yes		Expenses: Year One--Month to Month
24	Facilities wkst	NA	NA	Worksheet which may help calculate Facilities costs (Not required)
25	PCFP Rates	NA	NA	Applicable Per Pupil Revenue estimates (No completion required)
26	Levers	NA	NA	Select Summary Data (Not required, information only)

Budget Summary Report TOC

Pioneer Technology & Arts Academy Nevada

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		Totals/Max'/Avg			SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
					2021	2022	2023	2024	2025	2026	2027
					2022	2023	2024	2025	2026	2027	2028
9	Number of Students	Plan max 1,404			-	646	1,080	1,182	1,284	1,386	1,404
10	Number of Employees (FTE)	Plan max 79			-	37.0	59.0	67.0	76.0	79.0	79.0
11											
12	**REVENUE**	**Total**	**Avg/yr(1-6)**	**%AvTot**	**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
13	PCFP Revenue	$56,550,867	$9,425,144	$1	$ -	$4,678,770	$8,540,012	$9,715,920	$10,563,065	$11,410,211	$11,642,888
14	CS Sponsorship Fee	(706,886)	(117,814)	(1%)	-	(58,485)	(106,750)	(121,449)	(132,038)	(142,628)	(145,536)
15	Title I	967,705	161,284	2%	-	89,536	149,688	163,825	177,962	192,100	194,594
16	Title IIA	204,154	34,026	0%	-	18,889	31,579	34,562	37,544	40,527	41,053
17	Title III	225,519	37,586	0%	-	20,866	34,884	38,179	41,473	44,768	45,349
18	Title IV	-	-	-%	-	-	-	-	-	-	-
19	Federal Breakfast Program	895,819	149,303	1%	-	82,884	138,568	151,655	164,742	177,829	180,139
20	Federal Lunch Program	1,244,192	207,365	2%	-	115,117	192,456	210,632	228,809	246,985	250,193
21	IDEA	858,786	143,131	1%	-	79,458	132,840	145,386	157,932	170,478	172,692
22	State Special Education Funding	1,599,827	266,638	3%	-	-	185,279	309,755	339,009	368,264	397,519
23	"Replication & Expansion" start-up funds	-	-	-%	-	-	-	-	-	-	-
24	Other start-up funds (incl' SEA grants)	20,000	-	-%	20,000	-	-	-	-	-	-
25	Student fees	1,396,400	232,733	2%	-	129,200	216,000	236,400	256,800	277,200	280,800
26	Food Services	-	-	-%	-	-	-	-	-	-	-
27	Transportation	-	-	-%	-	-	-	-	-	-	-
28	Investment Income	-	-	-%	-	-	-	-	-	-	-
29	School level fundraising	-	-	-%	-	-	-	-	-	-	-
30	Private fundraising (foundations, corporat	-	-	-%	-	-	-	-	-	-	-
31	Private fundraising (individuals)	150,000	-	-%	150,000	-	-	-	-	-	-
32	**TOTAL PCFP REVENUE**	**$63,406,382**	**$10,539,397**	**100%**	**$170,000**	**$5,156,236**	**$9,514,557**	**$10,884,865**	**$11,835,300**	**$12,785,734**	**$13,059,691**
33	***Total PCFP Revenue PP***					***$7,982***	***$8,810***	***$9,209***	***$9,218***	***$9,225***	***$9,302***
34											
35	**EXPENSES**	**Total**	**Avg/yr(1-6)**	**%AvTot**	**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
36	Personnel	$26,028,347	$4,338,058	41%	$ -	$2,414,168	$3,863,054	$4,406,540	$4,977,797	$5,181,334	$5,185,454
37	Facilities	12,994,216	2,165,703	21%	-	255,750	2,011,240	2,579,271	2,646,346	2,715,330	2,786,280
38	General Operating Expenses	7,754,555	1,292,426	12%	-	830,687	1,161,643	1,260,355	1,390,962	1,527,947	1,582,962
39	EMO Payments	6,834,751	1,139,125	11%	-	618,748	1,141,747	1,306,184	1,183,530	1,278,573	1,305,969
40	Marketing	200,000	25,000	0%	50,000	25,000	25,000	25,000	25,000	25,000	25,000
41	FFE&T	4,402,438	733,740	7%	-	864,180	831,522	639,282	686,080	719,392	661,982
42	Transportation	-	-	-%	-	-	-	-	-	-	-
43	Insurance	371,258	61,876	1%	-	58,854	60,031	61,232	62,456	63,705	64,980
44	Incubation, Other Pre-appr, Pre-Opening	25,000	-	-%	25,000	-	-	-	-	-	-
45	**TOTAL EXPENSES**	**$58,610,566**	**$9,755,928**	**93%**	**$75,000**	**$5,067,387**	**$9,094,237**	**$10,277,863**	**$10,972,171**	**$11,511,281**	**$11,612,626**
46											
47	**SURPLUS/(DEFICIT)/Period**	**$4,795,816**	**$783,469**	**7%**	**$95,000**	**$88,848**	**$420,320**	**$607,002**	**$863,128**	**$1,274,453**	**$1,447,065**
48	***Per student***					*$138*	*$389*	*$514*	*$672*	*$920*	*$1,031*
49	***SURPLUS/(DEFICIT)(Cumu'; capital rqt)***				$95,000	$183,848	$604,168	$1,211,170	$2,074,298	$3,348,751	$4,795,816
50	***Reserves***	**$ -**			$ -	$ -	$ -	$ -	$ -	$ -	$ -
51											
52	***Debt Service Payments-1 (Interest only)***				$ -	$ -	$ -	$ -	$ -	$ -	$ -
53	***Debt Service Payments-2 (Interest only)***				-	-	-	-	-	-	-
54	***Total Debt Service***				**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
55	***SURPLUS/(DEFICIT) After Debt Service & Reserves***				$95,000	$88,848	$420,320	$607,002	$863,128	$1,274,453	$1,447,065

	Totals/Max'/Avg		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
			2021	2022	2023	2024	2025	2026	2027
			2022	2023	2024	2025	2026	2027	2028
56									
57	***Surplus/(Deficit)-Schl & Pri' Fundraising-S Fees***		***$(55,000)***	***$(40,352)***	***$204,320***	***$370,602***	***$606,328***	***$997,253***	***$1,166,265***
58	***Surplus/(Deficit) (Cumu')***			***$(40,352)***	***$163,968***	***$534,570***	***$1,140,898***	***$2,138,151***	***$3,304,416***
59									
60	**KEY STATISTICS**		**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
61	# students > Bkeven			**11 s**	**48 s**	**66 s**	**94 s**	**138 s**	**156 s**
62	% students > Bkeven			**2%**	**4%**	**6%**	**7%**	**10%**	**11%**
63	Ending Fund Balance (cumulative)		$95,000	$183,848	$604,168	$1,211,170	$2,074,298	$3,348,751	$4,795,816
64	Cumulative Reserve/Expense			4%	7%	12%	19%	29%	41%
65									
66	**Number of Students**	max 1,404	-	646	1,080	1,182	1,284	1,386	1,404
67	**Number of Employees**	max 79	-	**37**	**59**	**67**	**76**	**79**	**79**
68	Number of Occupants	max 1,483	-	683	1,139	1,249	1,360	1,465	1,483
69	*Growth, # students*				67%	9%	9%	8%	1%
70	Number of Teachers (SPED)	max 9	-	2	4	6	8	9	9
71	Number of Teachers (ELL)	max 6	-	3	4	5	6	6	6
72	Number of Teachers (Grade)	max 53	-	27	42	45	51	53	53
73	Number of Teachers (Total)	max 68	-	32	50	56	65	68	68
74	**Student/Teacher**	max 22		**20**	**22**	**21**	**20**	**20**	**21**
75	**Student/Classroom w/o Teacher**			**25**	**30**	**30**	**30**	**30**	**30**
76	Number of Admin	max 5	-	2	4	5	5	5	5
77	Student/Admin ratio	max 323	-	323	270	236	257	277	281
78	Teacher/Admin ratio	max 16	-	16	13	11	13	14	14
79	Number of Office (non Admin)	max 8	-	3	6	8	8	8	8
80	Student/Office ratio	max 215		215	180	148	161	173	176
81	Teacher/Office ratio	max 11		11	8	7	8	9	9
82	Salaries: Administrator	av $80,333		$90,000	$80,000	$78,000	$78,000	$78,000	$78,000
83	Salaries: Office staff	av $12,639		11,667	11,667	13,125	13,125	13,125	13,125
84	Salaries: Teachers (SPED)	av $47,817		48,000	47,250	47,000	46,875	48,889	48,889
85	Salaries: Teachers (ELL)	av $65,000		65,000	65,000	65,000	65,000	65,000	65,000
86	Salaries/Teachers-Grade Level	av $47,317		46,574	47,262	47,611	47,549	47,453	47,453
87	Title IIA Professional Dev	av $603		590	632	617	578	596	604
88									
89	Revenue/pupil	av $8,957		$7,982	$8,810	$9,209	$9,218	$9,225	$9,302
90	Expenses/pupil	av $8,347		7,844	8,421	8,695	8,545	8,305	8,271
91	Net/p	av $610		$138	$389	$514	$672	$920	$1,031
92	Square Feet (Facility, Conditioned)	max 100,000		15,000	80,000	100,000	100,000	100,000	100,000
93	Sq ft / Students	min 23		23	74	85	78	72	71
94	Sq ft / Occupants	min 22		22	70	80	74	68	67
95									

	Totals/Max'/Avg	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2021	2022	2023	2024	2025	2026	2027
		2022	2023	2024	2025	2026	2027	2028
96	**PERCENT TOTAL REVENUE**	**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
97	**REVENUE**							
98	PCFP Revenue	89%	-%	91%	90%	89%	89%	89%
99	CS Sponsorship Fee	(1.11%)	-%	-%	-%	-%	-%	-%
100	State Special Education Funding	2%	-%	2%	2%	2%	2%	1%
101	Title I	0%	-%	0%	0%	0%	0%	0%
102	Title IIA	0%	-%	0%	0%	0%	0%	0%
103	Title III	-%	-%	-%	-%	-%	-%	-%
104	Federal Breakfast Program	1%	-%	2%	1%	1%	1%	1%
105	Federal Lunch Program	2%	-%	2%	2%	2%	2%	2%
106	IDEA	1%	-%	2%	1%	1%	1%	1%
107	Transportation	3%	-%	-%	2%	3%	3%	3%
108	R&E start-up funds	-%	-%	-%	-%	-%	-%	-%
109	Other start-up funds	0%	12%	-%	-%	-%	-%	-%
110	Student fees	2%	-%	3%	2%	2%	2%	2%
111	Investment Income	-%	-%	-%	-%	-%	-%	-%
112	School level fundraising	-%	-%	-%	-%	-%	-%	-%
113	Private fundraising (foundations, corporat	-%	-%	-%	-%	-%	-%	-%
114	Private fundraising (individuals)	-%	-%	-%	-%	-%	-%	-%
115	**TOTAL REVENUE**	**100%**	**-%**	**-%**	**-%**	**-%**	**-%**	**-%**	**-%**
116								
117	**EXPENSES**							
118	**Personnel**	**41%**	**-%**	**47%**	**41%**	**40%**	**42%**	**41%**	**40%**
119	**Facilities**	**20%**	**-%**	**5%**	**21%**	**24%**	**22%**	**21%**	**21%**
120	**General Operating Expenses**	**12%**	**-%**	**16%**	**12%**	**12%**	**12%**	**12%**	**12%**
121	**EMO Payments Net**	**11%**	**-%**	**12%**	**12%**	**12%**	**10%**	**10%**	**10%**
122	Marketing	**0%**	29%	0%	0%	0%	0%	0%	0%
123	FFE&T	**7%**	-%	17%	9%	6%	6%	6%	5%
124	Transportation	**-%**	-%	-%	-%	-%	-%	-%	-%
125	Insurance	**1%**	-%	1%	1%	1%	1%	0%	0%
126	Other Pre-approval & Pre-Opening	**0%**	15%	-%	-%	-%	-%	-%	-%
127	**TOTAL EXPENSES**	**92%**	**44%**	**98%**	**96%**	**94%**	**93%**	**90%**	**89%**
128	**SURPLUS/(DEFICIT)**	**8%**	**56%**	**2%**	**4%**	**6%**	**7%**	**10%**	**11%**
129	***Per student***		*$ -*	*$138*	*$389*	*$514*	*$672*	*$920*	*$1,031*
130								
131	Ending Fund Balance (Estimator)	$ -	$95,000	$183,848	$604,168	$1,211,170	$2,074,298	$3,348,751	$4,795,816

	Totals/Max'/Avg	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2021	2022	2023	2024	2025	2026	2027
		2022	2023	2024	2025	2026	2027	2028
PER PUPIL (AVERAGES)		**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
REVENUE	**(Avg y1-6)**							
PCFP Revenue	$8,020		$7,243	$7,907	$8,220	$8,227	$8,232	$8,293
CS Sponsorship Fee	(100)		(91)	(99)	(103)	(103)	(103)	(104)
State Special Education Funding	208		-	172	262	264	266	283
Title I	139		139	139	139	139	139	139
Title IIA	29		29	29	29	29	29	29
Title III	32		32	32	32	32	32	32
Federal Breakfast Program	128		128	128	128	128	128	128
Federal Lunch Program	178		178	178	178	178	178	178
IDEA	123		123	123	123	123	123	123
Transportation	-		-	-	-	-	-	-
R&E start-up funds	-		-	-	-	-	-	-
Other start-up funds	-		-	-	-	-	-	-
Student fees	200		200	200	200	200	200	200
Investment Income	-		-	-	-	-	-	-
School level fundraising	-		-	-	-	-	-	-
Private fundraising (foundations, corporat	-		-	-	-	-	-	-
Private fundraising (individuals)	-		-	-	-	-	-	-
TOTAL REVENUE	**$8,957**		**$7,982**	**$8,810**	**$9,209**	**$9,218**	**$9,225**	**$9,302**
EXPENSES								
Personnel	$3,725		3,737	3,577	3,728	3,877	3,738	3,693
Facilities	1,741		396	1,862	2,182	2,061	1,959	1,985
General Operating Expenses	1,123		1,286	1,076	1,066	1,083	1,102	1,127
EMO Payments Net	982		958	1,057	1,105	922	922	930
Marketing	23		39	23	21	19	18	18
FFE&T	696		1,338	770	541	534	519	471
Transportation	-		-	-	-	-	-	-
Insurance	57		91	56	52	49	46	46
Other Pre-approval & Pre-Opening	-		-	-	-	-	-	-
TOTAL EXPENSES	**$8,347**		**$7,844**	**$8,421**	**$8,695**	**$8,545**	**$8,305**	**$8,271**
SURPLUS/(DEFICIT) Per Pupil	**$610 /pp**		**$138 /pp**	**$389 /pp**	**$514 /pp**	**$672 /pp**	**$920 /pp**	**$1,031 /pp**
Surplus/Expenses (aka Annual ration)			***2%***	***4%***	***6%***	***7%***	***10%***	***11%***

Market Depth (Potential Students)

Pioneer Technology & Arts Academy Nevada

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Location(s) under consideration:

Site 1	**89,030**
Site 2	**89107 / 89032 / 89027 / 89034 / 89115 / 89081 / 89117 /89191**

Specific address recommended but not required.

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	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2021	2022	2023	2024	2025	2026	2027
	2022	2023	2024	2025	2026	2027	2028
ENROLLMENT							
Number of grade levels	-	9	10	11	12	13	13
Number of classrooms	-	26	36	39	43	46	47
K	-	68	115	115	115	115	115
1st	-	68	115	115	115	115	115
2nd	-	68	115	115	115	115	115
3rd	-	68	115	115	115	115	115
4th	-	68	115	115	115	115	115
5th	-	56	85	85	85	85	85
6th	-	88	115	115	115	115	115
7th	-	88	115	115	115	115	115
8th	-	74	106	112	112	112	112
9th	-	-	84	102	102	102	102
10th	-	-	-	78	102	102	102
11th	-	-	-	-	78	102	102
12th	-	-	-	-	-	78	96
Total Student Enrollment	**-**	**646**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**
Student / Classroom (w/o teachers)		25	30	30	30	30	30
Target Enrollment/Available Students Site 1		100%	167%	183%	199%	215%	217%
Target Enrollment/Available Students Site 2		-%	-%	-%	-%	-%	-%

For more accuracy you should enter below the enrollments of the relevant grades you are targeting. Otherwise, this is a general flag.

SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
2021	2022	2023	2024	2025	2026	2027
2022	2023	2024	2025	2026	2027	2028

Potential Site 1 (You only need to submit 1 site)

	All potential source Public, Private, Charter Schools	NSPF Rtg	Grade Level(s)	Enrollment	Distance fr school (mi)
35	Sample nearby school (Overwrite this)	1	K-8	646	3.0 mi
36	School 2			-	-
37	School 3			-	-
38				-	-
39				-	-
40				-	-
41				-	-
42				-	-
43					
44					
45				-	-
46					
47					
48					
49					
50				-	-
				646	3.0 mi

List all schools from where it is reasonable that students could come from, whether or not they are 1 or 2 star schools
The Ethnicity and Special Populations sections have been removed as new schools are approved for areas of demonstrated need.

Potential Site 2 (if applicable)

	All potential source Public, Private, Charter Schools	NSPF Rtg	Grade Level(s)	Enrollment	Distance fr school (mi)
57	Test			-	1.0 mi
58				-	-
59				-	-
60				-	-
61				-	-
62				-	-
63				-	-
64				-	-
65				-	-
66				-	-
				-	-

Enrollment & Revenue

Pioneer Technology & Arts Academy Nevada

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School Year 1 (Fall Start) Teaching Starts
SY Ending

		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2021	2022	2023	2024	2025	2026	2027
11	**Enrollment & Revenue** **Totals**	2022	2023	2024	2025	2026	2027	2028
12	*Be sure to copy year 1 information from the Cashflow Worksheet*							
13	**REVENUE**							
14	**ENROLLMENT**							
15	Number of grade levels		9	10	11	12	13	13
16	Number of Students per Classroom (Goal)		25	30	30	30	30	30
17	Number of classrooms calculated (Estimate)		26	36	39	43	46	47
18	Number of classrooms (Planned)		26	**36**	**39**	**43**	**46**	**47**
19	Student / Classroom, calculated		**25**	**30**	**30**	**30**	**30**	**30**
20								
21	K		68	115	115	115	115	115
22	1st		68	115	115	115	115	115
23	2nd		68	115	115	115	115	115
24	3rd		68	115	115	115	115	115
25	4th		68	115	115	115	115	115
26	5th		56	85	85	85	85	85
27	6th		88	115	115	115	115	115
28	7th		88	115	115	115	115	115
29	8th		74	106	112	112	112	112
30	9th			84	102	102	102	102
31	10th			-	78	102	102	102
32	11th			-	-	78	102	102
33	12th			-	-	-	78	96
34	**Total Student Enrollment**		**646**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**
35								
36	***Target Reenrollment (NRS 388A.273)***		**90%**	**90%**	**90%**	**90%**	**90%**	**90%**
37	***Estimated # students to newly enroll (above reenrollment)***		64.6	108	118.2	128.4	138.6	140.4
38								

			Est'd Overall Enro't	Est'd % w/ Dupl'n	(Unique) Est'd w/o Dupl'n						
39	**ENROLLMENT**										
40											
41		Add'l Funding									
42	Local SPED										
43	State Special Education (SPED) (placeholder %)	33.0%	12.0%	-%	12.0%	**78**	**130**	**142**	**154**	**166**	**168**
44	English Language Learners (ELL)	23.0%	34.0%	5.0%	32.3%	209	349	382	415	448	453
45	Gifted & Talented (GATE)	12.0%	8.0%	-%	8.0%	**52**	**86**	**95**	**103**	**111**	**112**
46	At Risk (AR, fka FRL)	3.0%	44.0%	10.0%	39.6%	256	428	468	508	549	556
47	General support only	-%	8.1%	-%	8.1%	**52**	**87**	**96**	**104**	**112**	**114**
48	*The above table for extimating allows applicants to overwrite the estimating formulas if they believe they*					**646**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**
49	*can be more accurate. Greater accuracy will reduce over/under payments and payment adjustments.*					*Ck ok*	*Ck ok*	*Ck ok*	*Ck ok*	*Ck ok*	*Ck ok*
50											
51	County (In Person) / Distance Ed	**Clark**	<--Select base PCFP payment category here								
52	Payment										
53	Local SPED										
54	State Special Education (SPED) (placeholder %)	33.0%			$2,390	$ -	$185,279	$309,755	$339,009	$368,264	$397,519
55	English Language Learners (ELL)	23.0%			1,666	-	347,586	581,103	635,985	690,867	745,749
56	Gifted & Talented (GATE)	12.0%			869	-	44,916	75,092	82,184	89,276	96,368
57	At Risk (AR, fka FRL)	3.0%			217	-	55,584	92,926	101,703	110,479	119,256
58	General support only (All students)	**$7,243**			$7,243	4,678,770	7,822,093	8,560,846	9,299,599	10,038,352	10,168,720
59											
60	***Enrollment %***										
61	At Risk (% of students)					40%	40%	40%	40%	40%	40%
62	ELL (% of students)					32%	32%	32%	32%	32%	32%
63	Special Education (% of students) (contact staff if >25% SPED)					12%	12%	12%	12%	12%	12%
64	Special Education (# of students)					78	130	142	154	166	168

				SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
				2021	2022	2023	2024	2025	2026	2027
11	**Enrollment & Revenue**	**Totals**		2022	2023	2024	2025	2026	2027	2028
67	Inflation adjustor (% per year)	1.00%	Applies to PCFP and Sponsorship fee							
68	Special Education (SPED) Weighted Funding	$0.00	Per student (Placeholder $3,000 6.28.21)							
69	PCFP Sponsorship Fee	1.25%								
70	Title IA	$350.00	Per student FRL Student							
71	Title IIA	$65.00	Per student FRL Student (note additional $3.50 per non FRL student)							
72	Title III	$100.00	Per ELL student							
73	Title IV	See row 95								
74	IDEA (total)	$1,025.00	Per SPED student							
75	Breakfast Program -- Federal Reimbursement	yes	"yes" or "no"							
76	Breakfast Program	$1.80	Per student per day							
77	Lunch Program	$2.50	Per student per day							
78	School level fundraising	$0.00	Per student							
79	**County where school is located**	Clark								
80										
81	**Enrollment Detail**				646	1,080	1,182	1,284	1,386	1,404
82	**Core PCFP Funding**									
83	Initial PCFP Revenue				$4,678,770	$8,455,458	$9,619,722	$10,458,481	$11,297,239	$11,527,612
84	*PPR*				*$7,243*	*$7,829*	*$8,139*	*$8,145*	*$8,151*	*$8,211*
85	Inflation adjustor	1.00%				$84,555	$96,197	$104,585	$112,972	$115,276
86	Inflation adjusted Revenue				$4,678,770	$8,540,012	$9,715,920	$10,563,065	$11,410,211	$11,642,888
87	PCFP Sponsorship Fee				$(58,485)	$(106,750)	$(121,449)	$(132,038)	$(142,628)	$(145,536)
88	**PCFP Revenue Net of Sponsor Fee**				$4,620,286	$8,433,262	$9,594,471	$10,431,027	$11,267,584	$11,497,352
89										
92	Title I	967,705			89,536	149,688	163,825	177,962	192,100	194,594
93	Title IIA	204,154			18,889	31,579	34,562	37,544	40,527	41,053
94	Title III	225,519			20,866	34,884	38,179	41,473	44,768	45,349
95	Title IV	-			-					
96	Federal Breakfast Program	895,819			82,884	138,568	151,655	164,742	177,829	180,139
97	Federal Lunch Program	1,244,192			115,117	192,456	210,632	228,809	246,985	250,193
98	IDEA	858,786			79,458	132,840	145,386	157,932	170,478	172,692
99	State SPED Funding	1,599,827				$185,279	$309,755	$339,009	$368,264	$397,519
100	Start-up funds (Federal Replication & Expansion already awarded to operator--not SEA grant)	-		$ -	$ -	$ -	$ -	$ -	$ -	$ -
101	Other start-up grant funds, incl' SEA Grants	20,000		20,000	-	-	-	-	-	-
102	School level fundraising w/supporting documentation	-		-	$ -	$ -	$ -	$ -	$ -	$ -
103	Student fees	1,396,400		-	129,200	216,000	236,400	256,800	277,200	280,800
104	Food Services Revenue	-		-	-	-	-	-	-	-
105	Transportation Funding	-		-	-	-	-	-	-	-
106	Investment Income	-		-	-	-	-	-	-	-
107	Private fundraising (foundations, corporate)	-		-	-	-	-	-	-	-
108	Fundraising / Donations	150,000		150,000	-	-	-	-	-	-
109	**TOTAL REVENUE**	**$63,236,382**		**$ 170,000**	**$ 5,156,236**	**$ 9,514,557**	**$ 10,884,865**	**$ 11,835,300**	**$ 12,785,734**	**$ 13,059,691**
110	***Total PCFP Revenue PP***				***$ 7,982***	***$ 8,810***	***$ 9,209***	***$ 9,218***	***$ 9,225***	***$ 9,302***

Overwrite your inputs to the left. These assumptions are provided as examples only. They are those that other schools have used. They may not be applicable to your situation.

Year 1 Cash Flow Worksheet TOC

Pioneer Technology & Arts Academy Nevada

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Fall	**2022**
Winter, Spring	**2023**
Sponsorship Fee	**1.25%**

(Carry over totals and input to appropriate worksheets)

School Operations Year 1

(This is a year 1 budget. It is not a pre-opening budget)

*For those on a quarterly payment plan, the E14 formula of =(B14/4)*0.75 reflects not getting full amount in Q1. Balance received equally thereafter.*

	From Enrol tab	Variance	SY1 Ending 2023	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
REVENUES															
PCFP Revenue	$4,678,770	$ -	$4,678,770	$877,269			$1,267,167			$1,267,167			$1,267,167		
CS Sponsorship Fee @ 0.0125	(58,485)	-	(58,485)	$(10,966)	-	-	(15,840)	-	-	(15,840)	-	-	(15,840)	-	-
Title I	89,536	-	89,536	$16,788			$24,249			$24,249			$24,249		-
Title IIA	18,889	-	18,889	$3,542			$5,116			$5,116			$5,116		-
Title III	20,866	-	20,866	$3,912	-	-	$5,651	-	-	$5,651	-	-	$5,651		-
Federal Breakfast Program	82,884	-	82,884	$15,541	-	-	$22,448	-	-	$22,448	-	-	$22,448	-	
Federal Lunch Program	115,117	-	115,117	$21,584	-	-	$31,178	-	-	$31,178	-	-	$31,178	-	
IDEA	79,458	-	79,458	$14,898			$21,520			$21,520			$21,520		-
State SPED Funding	-	-	-	$ -			$ -			$ -			$ -		-
Charter Start up funds	-	-	-	$ -			$ -			$ -			$ -		
Other start-up grant funds	-	-	-	$ -			$ -			$ -			$ -		
School level fundraising	-	-	-	$ -			$ -			$ -			$ -		
Student Fees	129,200	-	129,200	$24,225	-	-	$34,992	-	-	$34,992	-	-	$34,992	-	
Investment Income	-	-	-	$ -			$ -			$ -			$ -		
Private Fundraising (w/Ltr of Support)	-	-	-	$ -	-	-	$ -			$ -			$ -		
Fundraising Donations (w/Ltr of Support)	-	-	-	$ -			$ -			$ -			$ -		
Total Revenues	**$5,156,236**	**$ -**	**5,156,236**	**$966,794**	**$ -**	**$ -**	**$1,396,480**	**$ -**	**$ -**	**$1,396,480**	**$ -**	**$ -**	**$1,396,480**	**$ -**	**$ -**
Total Revenues Y-T-D		-		966,794	966,794	966,794	2,363,275	2,363,275	2,363,275	3,759,755	3,759,755	3,759,755	5,156,236	5,156,236	5,156,236
% Revenue YTD				**19%**	**19%**	**19%**	**46%**	**46%**	**46%**	**73%**	**73%**	**73%**	**100%**	**100%**	**100%**
OPERATING EXPENDITURES & OTHER CASH OUTLAYS															
Personnel	$2,414,168	$ -	$2,414,168	-	219,470	219,470	219,470	219,470	219,470	219,470	219,470	219,470	219,470	219,470	219,470
Instructional Supplies	748,792	-	748,792	-	68,072	68,072	68,072	68,072	68,072	68,072	68,072	68,072	68,072	68,072	68,072
Contract Services	20,000	-	20,000	-	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818
Food & Transportation Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Athletics	37,700	-	37,700	-	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427
General Optg Exp' Inflation	24,195	24,195	24,195		2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200
Marketing	25,000	-	25,000	-	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273
Campus (Lease/Mortgage)	255,750	-	255,750		23,250	23,250	23,250	23,250	23,250	23,250	23,250	23,250	23,250	23,250	23,250
Security Deposits (Site Lease)	-		-	-	-	-	-	-	-	-	-	-	-	-	-
FFE&T	864,180	-	864,180	-	78,562	78,562	78,562	78,562	78,562	78,562	78,562	78,562	78,562	78,562	78,562
EMO-CMO	618,748	-	618,748	-	56,250	56,250	56,250	56,250	56,250	56,250	56,250	56,250	56,250	56,250	56,250
Insurance	58,854	-	58,854	-	5,350	5,350	5,350	5,350	5,350	5,350	5,350	5,350	5,350	5,350	5,350
Total Expenditures	**$5,067,387**	**$24,195**	**$5,067,387**	**$ -**	**$460,672**	**$460,672**	**$460,672**	**$460,672**	**$460,672**	**$460,672**	**$460,672**	**$460,672**	**$460,672**	**$460,672**	**$460,672**
Net Surplus (Deficit)	-		$88,848	$966,794	$(460,672)	$(460,672)	$935,809	$(460,672)	$(460,672)	$935,809	$(460,672)	$(460,672)	$935,809	$(460,672)	$(460,672)
Total Expenses Y-T-D				-	460,672	921,343	1,382,015	1,842,686	2,303,358	2,764,029	3,224,701	3,685,373	4,146,044	4,606,716	5,067,387
% Budget YTD				**-%**	**9%**	**18%**	**27%**	**36%**	**45%**	**55%**	**64%**	**73%**	**82%**	**91%**	**100%**
YTD (Rev > Exp)				-	2.1	1.0	1.7	1.3	1.0	1.3	1.1	1.0	1.2	1.1	1.0

Fall	**2022**	**School Operations Year 1**	
Winter, Spring	**2023**	***(This is a year 1 budget. It is not a pre-opening budget)***	
Sponsorship Fee	**1.25%**	*For those on a quarterly payment plan, the E14 formula of =(B14/4)*0.75 reflects not getting full amount in Q1. Balance received equally thereafter.*	

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2023	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
FINANCING ACTIVITIES															
Loans/Financing Acquired			$ -	-	-	-	-	-	-	-	-	-	-	-	-
Loans/Financing Repaid			$ -	-	-	-	-	-	-	-	-	-	-	-	-
Loan Balance				-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense (assumes 24% APR)			$ -	-	-	-	-	-	-	-	-	-	-	-	-
Net change in cash from financing			$ -	-	-	-	-	-	-	-	-	-	-	-	-
Projected Cash Balance Statement															
Net change in Cash from operations			$88,848	$966,794	$(460,672)	$(460,672)	$935,809	$(460,672)	$(460,672)	$935,809	$(460,672)	$(460,672)	$935,809	$(460,672)	$(460,672)
Begin Cash Balance(F/B)			$ -	-	966,794	506,123	45,451	981,260	520,588	59,917	995,726	535,054	74,382	1,010,191	549,520
End Cash Balance (F/B)			**$88,848**	**$966,794**	**$506,123**	**$45,451**	**$981,260**	**$520,588**	**$59,917**	**$995,726**	**$535,054**	**$74,382**	**$1,010,191**	**$549,520**	**$88,848**
Cash/Expense X					**2.1**	**1.1**	**0.1**	**2.1**	**1.1**	**0.1**	**2.2**	**1.2**	**0.2**	**2.2**	**1.2**
Revenue / Revenue %															
REVENUES															
PCFP Revenue			91%	91%	-%	-%	91%	-%	-%	91%	-%	-%	91%	-%	-%
CS Sponsorship Fee @ 0.0125			(1%)	(1%)	-%	-%	(1%)	-%	-%	(1%)	-%	-%	(1%)	-%	-%
Title I			2%	2%	-%	-%	2%	-%	-%	2%	-%	-%	2%	-%	-%
Title IIA			0%	0%	-%	-%	0%	-%	-%	0%	-%	-%	0%	-%	-%
Title III			0%	0%	-%	-%	0%	-%	-%	0%	-%	-%	0%	-%	-%
Federal Breakfast Program			2%	2%	-%	-%	2%	-%	-%	2%	-%	-%	2%	-%	-%
Federal Lunch Program			2%	2%	-%	-%	2%	-%	-%	2%	-%	-%	2%	-%	-%
IDEA			2%	2%	-%	-%	2%	-%	-%	2%	-%	-%	2%	-%	-%
State SPED Funding			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Charter Start up funds			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Other start-up grant funds			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
School level fundraising			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Student Fees			3%	3%	-%	-%	3%	-%	-%	3%	-%	-%	3%	-%	-%
Investment Income			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Private Fundraising			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Fundraising Donations			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Total Revenue			100%	100%	-%	-%	100%	-%	-%	100%	-%	-%	100%	-%	-%
Total Revenues Y-T-D				19%	19%	19%	46%	46%	46%	73%	73%	73%	100%	100%	100%

Fall	**2022**	**School Operations Year 1**	
Winter, Spring	**2023**	***(This is a year 1 budget. It is not a pre-opening budget)***	
Sponsorship Fee	**1.25%**	*For those on a quarterly payment plan, the E14 formula of =(B14/4)*0.75 reflects not getting full amount in Q1. Balance received equally thereafter.*	

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2023	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
Expense / Revenue %															
EXPENSES															
Salaries			47%	-%	-%	-%	16%	-%	-%	16%	-%	-%	16%	-%	-%
Benefits			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Part-Time Wages			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Performance Bonuses			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Payroll Services			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Instructional Supplies			15%	-%	-%	-%	5%	-%	-%	5%	-%	-%	5%	-%	-%
Contracts			0%	-%	-%	-%	0%	-%	-%	0%	-%	-%	0%	-%	-%
Food Service			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Transportation			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Athletics			1%	-%	-%	-%	0%	-%	-%	0%	-%	-%	0%	-%	-%
Marketing			0%	-%	-%	-%	0%	-%	-%	0%	-%	-%	0%	-%	-%
Lease/Mortgage			5%	-%	-%	-%	2%	-%	-%	2%	-%	-%	2%	-%	-%
Custodial			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Utilities			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
CAM/Maintenance			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Campus Security			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Capital Outlay (TI)			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Security Deposits (Site Lease)			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
FFE&T			17%	-%	-%	-%	6%	-%	-%	6%	-%	-%	6%	-%	-%
Insurance			1%	-%	-%	-%	0%	-%	-%	0%	-%	-%	0%	-%	-%
Total Expenditures			17%	-%	-%	-%	6%	-%	-%	6%	-%	-%	6%	-%	-%
Total Expenses Y-T-D				-%	-%	-%	0%	-%	-%	0%	-%	-%	0%	-%	-%
% of available cash at start of month				-%	48%	91%	1014%	47%	88%	769%	46%	86%	619%	46%	84%
% of available cash at end of month				-%	91%	1014%	47%	88%	769%	46%	86%	619%	46%	84%	518%
Projected Cash Balance Statement															
Net change in Cash from operations			1	100%	-%	-%	67%	-%	-%	67%	-%	-%	67%	-%	-%
Begin Cash Balance(F/B)				$ -	1	1	1	2	2	2	2	2	2	3	3
End Cash Balance (F/B)			**1**	**1**	**1**	**1**	**2**	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**3**
Benefits/Salaries Exp				-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
# Employees				37	37	37	37	37	37	37	37	37	37	37	37
Benefits/Employee				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Salaries/Employee				$ -	$3,720	$3,720	$3,720	$3,720	$3,720	$3,720	$3,720	$3,720	$3,720	$3,720	$3,720

Staffing Expenses

Pioneer Technology & Arts Academy Nevada

Mike Dang
702.486.8879

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School Year 1 (Fall Start) Teaching Starts
SY Ending

		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2021	2022	2023	2024	2025	2026	2027
		2022	2023	2024	2025	2026	2027	2028
	Summary will populate automatically, please begin data entry below in areas with yellow cells.							
	Personnel Summary							
14	**STAFF FTE COUNT (FT & PT w/Benefits)**							
15	FTE - Administrators	-	2.0	4.0	5.0	5.0	5.0	5.0
16	FTE - Office	-	1.0	2.0	3.0	3.0	3.0	3.0
17	FTE - SPED Teachers	-	2.0	4.0	6.0	8.0	9.0	9.0
18	FTE - ELL Teachers	-	3.0	4.0	5.0	6.0	6.0	6.0
19	FTE - Guidance Counselors & Other	-	2.0	3.0	3.0	3.0	3.0	3.0
20	FTE - Grade Level Teachers	-	27.0	42.0	45.0	51.0	53.0	53.0
21	**FTE - Total**	**-**	**37.0**	**59.0**	**67.0**	**76.0**	**79.0**	**79.0**
22								
23	Part-Time Staff w/o benefits (FTE count)	-	-	-	-	-	-	-
24								
25	**Total Staff Count w & w/o benefits (FTE count)**	**-**	**37.00**	**59.00**	**67.00**	**76.00**	**79.00**	**79.00**
26								
27		Avg (no SY 0)						
28	**Enrollment**	avg $1,164	**646**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**
29	**Total Revenue**	avg $10,539,397	$170,000	$5,156,236	$9,514,557	$10,884,865	$11,835,300	$12,785,734	$13,059,691
30	**TOTAL SALARIES**	avg $3,469,727	$ -	$1,934,855	$3,094,120	$3,527,235	$3,980,950	$4,140,600	$4,140,600
31								
32	**BENEFITS**	avg $865,949	**$ -**	**$477,981**	**$766,810**	**$876,893**	**$994,111**	**$1,037,890**	**$1,042,010**
33	MEDICAL		-	57,146	93,858	109,782	128,265	137,328	141,448
34	Retirement (PERS-Required)		-	295,065	471,853	537,903	607,095	631,442	631,442
35	Other benefits		-	125,770	201,098	229,208	258,751	269,120	269,120
36								
37	**Total Personnel Expense**	avg $4,338,058	**$ -**	**$2,414,168**	**$3,863,054**	**$4,406,540**	**$4,977,797**	**$5,181,334**	**$5,185,454**
38	Total Personnel Expense per Student	avg $3,725		3,737	3,577	3,728	3,877	3,738	3,693
39	Net Surplus after Personnel	avg $6,201,339	170,000	2,742,067	5,651,503	6,478,324	6,857,502	7,604,400	7,874,237
40	Net Surplus after Personnel per Student	avg $5,232		4,245	5,233	5,481	5,341	5,487	5,608
41	Net Surplus/Deficit	avg $1,922,595	120,000	707,596	1,562,067	1,913,185	2,046,658	2,553,026	2,753,034
42	Net Surplus/Deficit per student	avg $1,593	-	1,095	1,446	1,619	1,594	1,842	1,961
43								

EXPENSES			**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
STAFFING COSTS			**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
ASSUMPTIONS			**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**
Payroll Tax and Benefits									
Medical									
Single Coverage	$2,999	Per year							
Family Coverage		Per year							
School's percentage of coverage	80%								
Assumed percentage of employees choosing single coverage	50%								
Weighted avg. cost for medical	**$1,500**	Per employee per year							
FICA	6.20%	Percentage of Salary							
State Retirement (PERS, Required)	15.25%	Percentage of Salary							
Life Insurance	0.00%	Percentage of Salary							
GASB 75 (replaces GASB 45)	$ -	Per employee							
Unemployment Insurance	$117	Per employee							
Workers' Compensation	$40	Per employee							
Payroll Services	$3	Per employee per month							
Performance Bonus	Enter row ~379								
Inflation (Salaries & related, COLA)	3.00%	Medical benefits costs tied to salaries, rise w/Inflation.							
Instructional days per year	180								
Saturday schools per year	-								
Contractors required for Saturday School	-								
Price per contractor	$ -								

PERS, 7/10/2020 :
* Charter Schools are Choice agencies so all PERS eligible employees would have the option to select the Employer paid or the Employee/Employer paid contribution plan if the employee has never selected the Employer paid plan in the past at a choice employer.
* For some School Districts their Certified employees are Non Choice and must be reported under the Employer Paid plan, and their non certified staff for some Districts do have a choice of plans. I believe the certified/ non certified would apply more to the School Districts in the State, and not the Charter Schools.
PERS, 4/14/2020 :
* The Employer Paid rate is 29.25% and the Employee/ Employer Paid plan is 15.25% for the EE and 15.25% for the Employer.

https://www.nvpers.org/public/employers/PERS%20Official%20Policies.pdf

CONTRIBUTION PLAN ELECTION 286.200 3.44 New hires after January 1, 1991, of the employee groups enumerated in Policy 3.24 shall have the option to: a. Contribute under the employee/employer contribution plan, or b. Contribute under the employer-pay contribution plan. 286.200 3.45 New hires under Policy 3.44 who elect to contribute under the employee/employer contribution plan may: a. At any time after their date of hire, elect to

General Operating & Transp' Expenses

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Pioneer Technology & Arts Academy Nevada

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School Year 1 (Fall Start) Teaching Starts **2022**
SY Ending **2023**

		SY 0/Incubation	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Fall, Winter	2021	2022	2023	2024	2025	2026	2027
	Totals	2022	2023	2024	2025	2026	2027	2028
	Be sure year 1 information below matches with your Year 1 Cashflow Worksheet totals							
13	**REVENUE**							
14	**ENROLLMENT**							
15	Number of grade levels	-	9	10	11	12	13	13
16	Number of classrooms	-	26	36	39	43	46	47
31	**Total Student Enrollment**		646 Ss	1,080 Ss	1,182 Ss	1,284 Ss	1,386 Ss	1,404 Ss
32	Student / Classroom		25	30	30	30	30	30
33	*Target Reenrollment (NRS 388A.273)*	$ -	90%	90%	90%	90%	90%	90%
34	*Estimated # students to newly enroll*		64.6	108	118.2	128.4	138.6	140.4
35								
36	FRL (% of students)	$ -	40%	40%	40%	40%	40%	40%
37	FRL (# of students)		256	428	468	508	549	556
38	ELL (% of students)	$ -	32%	32%	32%	32%	32%	32%
39	ELL (# of students)		209	349	382	415	448	453
40	Special Education (% of students) (contact staff if >25% SPED)	$ -	12%	12%	12%	12%	12%	12%
41	Special Education (# of students)		78	130	142	154	166	168
42								
43								
44								
45	**TOTAL REVENUE**	$63,236,382	$170,000	5,156,236	9,514,557	10,884,865	11,835,300	12,785,734	13,059,691
46	Total Revenue / Pupil			7,982	8,810	9,209	9,218	9,225	9,302
47	Total GenOp	$7,754,555	$ -	830,687	1,161,643	1,260,355	1,390,962	1,527,947	1,582,962
48	GenOp per Student	$1,111		1,286	1,076	1,066	1,083	1,102	1,127
49	Net Surplus after Gen Op	$55,481,827	$170,000	4,325,549	8,352,914	9,624,510	10,444,337	11,257,788	11,476,729
50	Net Surplus after Gen Op per Student	$7,971		6,696	7,734	8,143	8,134	8,123	8,174
51	Net Surplus/Deficit	$11,655,567	$120,000	707,596	1,562,067	1,913,185	2,046,658	2,553,026	2,753,034
52	Net Surplus/Deficit per student	$1,669	$ -	1,095	1,446	1,619	1,594	1,842	1,961
53								
54	**STAFF FTE COUNT**							
55	FTE - Administrators		-	2	4	5	5	5	5
56	FTE - Office		-	1	2	3	3	3	3
57	FTE - SPED Teachers		-	2	4	6	8	9	9
58	FTE - ELL Teachers		-	3	4	5	6	6	6
59	FTE - Guidance Counselors & Other		-	2	3	3	3	3	3
60	FTE - Grade Level Teachers		-	27	42	45	51	53	53
61	**FTE - Total**		-	37	59	67	76	79	79
62									
63	**GENERAL OPERATING EXPENSES**								
64	**Instruction**	**Assumptions**		**You may overide these formulas**					
65	Professional development	$250.00	Per FTE	$9,250	$14,750	$16,750	$19,000	$19,750	$19,750
66	Staff recruitment	$5,000.00	Per Year	5,000	5,000	5,000	5,000	5,000	5,000
67	Special Ed/Psychology Consultant	$96,000.00	Annual Expense	96,000	96,000	96,000	96,000	96,000	96,000
68	EMO / CMO Fee See Tab								
69	Textbooks - initial costs	$89	Per student	57,494	38,626	9,078	9,078	9,078	1,602
70	Textbooks - repurchase of new books	$5	Number of years use						
71	Library books per new student	$15	Per New Student	9,690	16,200	17,730	19,260	20,790	21,060
72	Food services	$180	Per student	116,280	194,400	212,760	231,120	249,480	252,720
73	Music program	$50	Per Student	32,300	54,000	59,100	64,200	69,300	70,200
74	Management fees (Non EMO; Non CMO)	$ -	% of PCFP & Other Grant funds	-	-	-	-	-	-
75	Licensing fees	$ -	% of PCFP & Other Grant funds	-	-	-	-	-	-
76	Office Supplies	$100	Per student	64,600	108,000	118,200	128,400	138,600	140,400
77	Assessment costs	$19	Per student	12,274	20,520	22,458	24,396	26,334	26,676
78	Supplies for students	$20	Per student	12,920	21,600	23,640	25,680	27,720	28,080
79	Yearbook		Per student	-	-	-	-	-	-
80	School store	$ -	Per student	-	-	-	-	-	-
81	Contracted SPED	$2,700	Per SPED student	209,304	349,920	382,968	416,016	449,064	454,896
82	Instuctional supplies - Teachers (just teaching faculty)	$500	Per Instructional FTE	-	16,000	25,000	28,000	32,500	34,000
83	General office supplies	$1,000	Per month	12,000	12,000	12,000	12,000	12,000	12,000

				SY 0/Incubation	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
			Fall, Winter	2021	2022	2023	2024	2025	2026	2027
		Totals		2022	2023	2024	2025	2026	2027	2028
84	School uniforms - new students		Per new student		-	-	-	-	-	-
85	School uniforms - returning students (exclude new students)	$ -	Per returning student (exclude new studen		-	-	-	-	-	-
86	General building decorum	$24,000	Annual Exp		24,000	24,000	24,000	24,000	24,000	24,000
87	Health supplies	$5	Per student per year		3,230	5,400	5,910	6,420	6,930	7,020
88	Bank fees	$10,000	Annual Exp		10,000	10,000	10,000	10,000	10,000	10,000
89	Athletic expenditures	$20	Per Student		37,700	37,700	37,700	37,700	37,700	37,700
90	Postage and shipping	$5	Per student		3,230	5,400	5,910	6,420	6,930	7,020
91	Gifts & awards - students	$5	Per student		3,230	5,400	5,910	6,420	6,930	7,020
92	Gifts & awards - faculty and staff	$20	Per FTE		740	1,180	1,340	1,520	1,580	1,580
93	Dues and memberships	$50	Per FTE		1,850	2,950	3,350	3,800	3,950	3,950
94	Travel and Meetings	$100	Per FTE		3,700	5,900	6,700	7,600	7,900	7,900
95	Background checks	$50	Per new FTE		-	1,850	1,100	400	450	150
96	Accounting services	$15,000	Annual Exp		15,000	15,000	15,000	15,000	15,000	15,000
97	Field trips	$1,000	Per grade level		9,000	10,000	11,000	12,000	13,000	13,000
98	Field trips - out of state	$ -	Per grade level		-	-	-	-	-	-
99	Parent & staff meetings	$1,000	Annual Exp		-	1,000	1,000	1,000	1,000	1,000
100	Saturday School (contractors for instruction)	no	Input "yes" or "no"		-	-	-	-	-	-
101										
102	**Total Instructional Supplies**			**$ -**	**$ 748,792**	**$ 1,072,796**	**$ 1,129,604**	**$ 1,210,430**	**$ 1,290,986**	**$ 1,297,724**
103	*Per student*			*$ -*	*$1,159*	*$993*	*$956*	*$943*	*$931*	*$924*
104										
105	**Contracted Services**									
106	Annual audit	$15,000.00			$15,000	$15,000	$15,450	$15,914	$16,391	$16,391
107										
108	Legal funds	$5,000.00			$5,000	$5,000	$5,150	$5,305	$5,464	$5,464
109										
110	**Total Contract Services**			**$ -**	**$ 20,000**	**$ 20,000**	**$ 20,600**	**$ 21,218**	**$ 21,855**	**$ 21,855**
111										
112	**Food Program**	**School Pays?**								
113	Breakfast	no	$ -		$ -	$ -	$ -	$ -	$ -	$ -
114	Lunch program	no	$ -		$ -	$ -	$ -	$ -	$ -	$ -
115	Snacks	no	$ -		$ -	$ -	$ -	$ -	$ -	$ -
116	Saturday food program	no	$ -		$ -	$ -	$ -	$ -	$ -	$ -
117										
118	**Total Food Costs**			**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
119										
120	**TRANSPORTATION REVENUES/FUNDING**									
121	Transportation Revenues/Funding (if applicable)			$ -	$ -	$ -	$ -	$ -	$ -	$ -
122										
123	**TRANSPORTATION COSTS**									
124	Percentage of students transported	-%								
125	Students per bus	-								
126	Bus purchase price (used bus)	$ -								
127	Miles driven per bus per day	-								
128	Miles driven per bus per year	-								
129	Miles per gallon	-								
130	Gallons purchased per year	-								
131	Price per gallon	$ -								
132	Annual fuel costs per bus	$ -								
133	Maintenance costs per bus	$ -	per mile							
134	Annual maintenance costs per bus	$ -								
135	Bus Contracting Costs	$ -	annual							
136										
137	Number of students participating				-	-	-	-	-	-
138	Number of buses required				-	-	-	-	-	-
139	Bus purchasing costs				$ -	$ -	$ -	$ -	$ -	$ -
140	Fuel costs				$ -	$ -	$ -	$ -	$ -	$ -
141	Maintenance costs				$ -	$ -	$ -	$ -	$ -	$ -
142	Bus Contracting Costs				$ -	$ -	$ -	$ -	$ -	$ -
143										
144	**TOTAL TRANSPORTATION COSTS**	**$ -**		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
145										
146	**NET TRANSPORTATION CASHFLOW**	**$ -**		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
147										

Facilities

Pioneer Technology & Arts Academy Nevada

Mike Dang, 702.486.8879

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Potential location(s) under consideration: (Address or cross street, City, County)

89030

89107 / 89032 / 89027 / 89034 / 89115 / 89081 / 89117 /89191

	FACILITIES				**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
	SELECT "Purchase" or "Lease"	Lease			**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
					2022	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**
9	**LEASE OPTION**				**Enrollment**	646 s	1,080 s	1,182 s	1,284 s	1,386 s	1,404 s
10	SF/pupil					**23 sf/p**	**74 sf/p**	**85 sf/p**	**78 sf/p**	**72 sf/p**	**71 sf/p**
11	Lease area (conditioned space)(sq ft)					**15,000 sf**	**80,000 sf**	**100,000 sf**	**100,000 sf**	**100,000 sf**	**100,000 sf**
12	Lease rate w/o escalator/sf/mo (Contract--before waivers/deferrals)					**$1.00**	**$1.67**	**$1.72**	**$1.77**	**$1.82**	**$1.88**
13	Lease rate no escalator/sf/yr (Contract--before waivers/deferrals)				$ -	$12.00	$20.04	$20.64	$21.24	$21.84	$22.56
14	Lease rate w/o escalator/sf/mo (after waivers)					**$1.00**	**$1.67**	**$1.72**	**$1.77**	**$1.82**	**$1.88**
15	Lease rate no escalator/sf/yr (after waivers)				$ -	$12.00	$20.04	$20.64	$21.24	$21.84	$22.56
16											
17	Lease rate escalator						67%	3%	3%	3%	3%
18	Lease cost/sf/month (after waivers)				$-	$1.00	$1.67	$1.72	$1.77	$1.82	$1.88
19	Lease rate /yr w/esca' (after waivers)				$ -	$12.00	$20.04	$20.64	$21.26	$21.90	$22.56
20											
21	**Facility lease cost/yr**	**Per sq ft**		$10,418,708	**$ -**	$180,000	1,603,200	2,064,120	2,126,044	2,189,825	2,255,520
22											
23	Custodial (Non CAM)/yr	$1.00	/sf/yr	495,000		$15,000	$80,000	$100,000	$100,000	$100,000	$100,000
24	Utilities/yr	$1.00	/sf/yr	495,000	-	15,000	80,000	100,000	100,000	100,000	100,000
25	CAM/yr	$1.00	/sf/yr	495,000		15,000	80,000	100,000	100,000	100,000	100,000
26	Campus security		/yr	-		-	-	-	-	-	-
27	Insurance (If not on Ins' tab)		/yr	-		-	-	-	-	-	-
28	Internal/major repairs	$1.00	/sf/yr	495,000		15,000	80,000	100,000	100,000	100,000	100,000
29	Maintenance	$1.00	/sf/yr	495,000		15,000	80,000	100,000	100,000	100,000	100,000
30	Property Taxes		/sf/yr	-		-	-	-	-	-	-
31	Escalator on Custodial, Utilities, CAM, Security)	1.00%	Above costs	2,575,508		75,750	408,040	515,151	520,302	525,505	530,760
32	Security Deposit(s)(post to Cashflow ("CF Y1 Mo" t	$ -	Lump sum	-	-	-					
33	Initial Capital Outlay for Occupancy			-	-	-					
34	Depreciation-Capital Outlay			-	-	-	-	-	-	-	-
35	**Total cash cost to lease (FYI, not shown on Summary tab)**			**$12,994,216**	**$ -**	**$255,750**	**$2,011,240**	**$2,579,271**	**$2,646,346**	**$2,715,330**	**$2,786,280**
36	**Total lease book expense (shown on Summary tab)**				**$ -**	**$255,750**	**$2,011,240**	**$2,579,271**	**$2,646,346**	**$2,715,330**	**$2,786,280**
37	***Book Expense - Cash Cost***				$ -	$ -	$ -	$ -	$ -	$ -	$ -
38											
39	**Facility lease cost / Month**					$15,000	$133,600	$172,010	$177,170	$182,485	$187,960
40	Custodial (Non CAM)/mo					1,250	6,667	8,333	8,333	8,333	8,333
41	Utilities/mo					1,250	6,667	8,333	8,333	8,333	8,333
42	CAM /mo					1,250	6,667	8,333	8,333	8,333	8,333
43	Campus security					-	-	-	-	-	-
44											
45	If Lease, then facility type:	**Retail/shopping, office, industrial, school, church, other_____**									
46	**City/County sign off of improvement plans--all required work identified**										
47											
48	**PURCHASE OPTION**										
49	Square feet purchased	100,000.0 sf		Equity		-%	% of purchase price				
50	Purchase price per sq ft	$180.00	Per sq ft	Amount Financed		**$18,000,000**					
51	Purchase price	$18,000,000		Loan Term (years)		30.00					
52	Renovation cost per sq ft	$ -	Per sq ft	Bank Fees & Points		-					
53	Total renovation costs	$ -		Interest Rate		6.00%					
54	**Purchase price and renovation costs**	**$18,000,000**									
55	Monthly Debt Service		$ -								
56	Annual Debt Service		**$ -**			-	-	-	-	-	-
57	Estimated annual interest expense		**$ -**			-	-	-	-	-	-
58	(based on PV of all interest payments)										
59	Custodial Services	$1.00	Per sq ft			100,000	100,000	100,000	100,000	100,000	100,000
60	Utilities	$1.00	Per sq ft			100,000	100,000	100,000	100,000	100,000	100,000
61	Maintenance	$1.00	Per sq ft			100,000	100,000	100,000	100,000	100,000	100,000
62	Campus security	$1.00	Per year			1	1	1	1	1	1
63	Equity (down payment)					-					
64	Financing costs (6 months during planning year)										
65	**Total cash costs to purchase**					**300,001**	**300,001**	**300,001**	**300,001**	**300,001**	**300,001**
66	**Total purchase book expense**					**660,001**	**660,001**	**660,001**	**660,001**	**660,001**	**660,001**
67											
68	**TOTAL FACILITIES CASH COSTS**			$12,994,216	**$-**	**$255,750**	**$2,011,240**	**$2,579,271**	**$2,646,346**	**$2,715,330**	**$2,786,280**
69	**TOTAL FACILITIES Book Expense**			$12,994,216	**$-**	**$255,750**	**$2,011,240**	**$2,579,271**	**$2,646,346**	**$2,715,330**	**$2,786,280**
70	**Total lease book expense (shown on Summary tab)**			**$12,994,216**	**$-**	**$255,750**	**$2,011,240**	**$2,579,271**	**$2,646,346**	**$2,715,330**	**$2,786,280**
71	Difference				$-	$-	$-	$-	$-	$-	$-

Furnishings, Fixtures, Equipment & Technology (FFE&T)

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Pioneer Technology & Arts Academy Nevada

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			SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
			2021	2022	2023	2024	2025	2026	2027
			2022	2023	2024	2025	2026	2027	2028
ASSUMPTIONS									
Student enrollment				646	1,080	1,182	1,284	1,386	1,404
FTE Total (PT not incl)				37	59	67	76	79	79
Number of copiers needed				-	-	-	-	-	-
Annual copier lease				-	-	-	-	-	-
Copier - usage fee	$300.00	Per student		193,800	324,000	354,600	385,200	415,800	421,200
Computers - Faculty	$499.00	Per new laptop		18,463	10,978	3,992	4,491	1,497	-
Computers (Replacement) - Faculty	$499.00								
Computers - Students	$299.00			193,154	129,766	30,498	30,498	30,498	5,382
Computers (Replacement)- Students	$299.00								
Cart Costs	$200.00								
FTE Cell phone handsets	$ -	Per handset		-	-	-	-	-	-
FTE Cell phones	$ -	Per month		-	-	-	-	-	-
Internet setup									
Server									
Classroom technology, other	$5,000.00	Per classroom		129,200	50,800	17,000	17,000	17,000	3,000
Educational software/curriculum	$100.00	Per student		64,600	108,000	118,200	128,400	138,600	140,400
Technology Support Services	$1,000.00	Per month		12,000	12,000	12,000	12,000	12,000	12,000
Internet and phone monthly service	$2,000.00	Per month		24,000	24,000	24,000	24,000	24,000	24,000
Other Equipment (security system, Hardware costs, setup fees)				-	-	-	-	-	-
Other Equipment replacement	$5,000.00	Expected years		-	-	-	-	-	-
Monthly equipment cost	$1,000.00	Per month		12,000	12,000	12,000	12,000	12,000	12,000
Computer Hardware (Other)	$499.00	Per new FTE		18,463	10,978	3,992	4,491	1,497	-
Computer Software	$500.00	Per FTE		18,500	29,500	33,500	38,000	39,500	39,500
Faculty furniture	$500.00	Per new FTE		18,500	11,000	4,000	4,500	1,500	-
Student furniture	$250.00	Per new student		161,500	108,500	25,500	25,500	25,500	4,500
TOTAL FFE & T COSTS (book expense, e.g., full accrual)	**$4,402,438**		**$-**	**$864,180**	**$831,522**	**$639,282**	**$686,080**	**$719,392**	**$661,982**

Comments (Row #, you can include calculations in this workspace area; you can also insert Comments in cells above)

Insurance Coverage

Pioneer Technology & Arts Academy Nevada

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Check with your risk manager, insurance agent, or attorney as to what types of insurance you may need.

	Insurance types (Select appropriate coverages)	Minimum Coverage	Annual Cost	Totals 6 yr+0	Pre-Opening SYE 0 SYE 2022	SY 1 SYE 2023	SY 2 SYE 2024	SY 3 SYE 2025	SY 4 SYE 2026	SY 5 SYE 2027	SY 6 SYE 2028
					(You may overwrite the formulas below)						
10	**NAC 388A.190**										
11	(a) Industrial insurance coverage, if applicable	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
12	(b) General liability insurance minimum coverage of $1,000,000. Includes coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds:	$1,000,000	18,500	111,000	-	18,500	18,500	18,500	18,500	18,500	18,500
13	(c) Umbrella	3,000,000	9,000	54,000	-	9,000	9,000	9,000	9,000	9,000	9,000
14	(d) Educators' legal	1,000,000	6,000	36,000	-	6,000	6,000	6,000	6,000	6,000	6,000
15	(e) Employment practices	1,000,000	3,000	18,000	-	3,000	3,000	3,000	3,000	3,000	3,000
16	(f) Employment benefits	1,000,000	4,500	27,000	-	4,500	4,500	4,500	4,500	4,500	4,500
17	(g) Insurance covering errors and omissions of the sponsor and governing body of the charter school	1,000,000	3,000	18,000	-	3,000	3,000	3,000	3,000	3,000	3,000
18	(h) Motor vehicle, if applicable	1,000,000	-	-	-	-	-	-	-	-	-
19	(i) Sports and athletic participation, if applicable	1,000,000	3,000	18,000	-	3,000	3,000	3,000	3,000	3,000	3,000
20											
21	**NAC 388A.195**										
22	Legal services & expenses for due process complaints	Ck w/agent	-	$ -	-	-	-	-	-	-	-
23	OR describe NAC 388A.195 Reserve Fund plan in Application narrative										
24											
25	**Other (Check applicable requirements)**										
26	Abuse & Molestation		1,500	9,000	-	1,500	1,500	1,500	1,500	1,500	1,500
27	Accident Insurance - For volunteers or students due to accident at school.	-		-	-	-	-	-	-	-	-
28	Commercial Property/Campus Liability	-	6,000	36,000	-	6,000	6,000	6,000	6,000	6,000	6,000
29	Commercial Property/Campus Liability (type)	-		-	-	-	-	-	-	-	-
30	Cyber Liability	-	500	3,000	-	500	500	500	500	500	500
31	Employee Dishonesty/Crime	-	500	3,000	-	500	500	500	500	500	500
32	Employement Practices Liability	-	200	1,200	-	200	200	200	200	200	200
33	Errors and Omissions	-		-	-	-	-	-	-	-	-
34	Excess/Umbrella Liability	-	500	3,000	-	500	500	500	500	500	500
35	Personal and Advertising Injury	-	500	3,000	-	500	500	500	500	500	500
36	Products/Completed Operations Aggregate	-	-	-	-	-	-	-	-	-	-
37	Special Education Liability	-	500	3,000	-	500	500	500	500	500	500
38	Student Accident Liability per accident	-	500	3,000	-	500	500	500	500	500	500
39				-	-	-	-	-	-	-	-
40				-	-	-	-	-	-	-	-
41				-	-	-	-	-	-	-	-
42				-	-	-	-	-	-	-	-
43				-	-	-	-	-	-	-	-
44				-	-	-	-	-	-	-	-
45				-	-	-	-	-	-	-	-
46				-	-	-	-	-	-	-	-
47		-	-	-	-	-	-	-	-	-	-
48	Total Insurance Expense b4 Inflation				-	57,700	57,700	57,700	57,700	57,700	57,700
49	Inflation		2.0%		-	1,154	2,331	3,532	4,756	6,005	7,280
			$57,700	**$346,200**	**$ -**	**$58,854**	**$60,031**	**$61,232**	**$62,456**	**$63,705**	**$64,980**

Marketing & Recruiting Plan/Implementation

Pioneer Technology & Arts Academy

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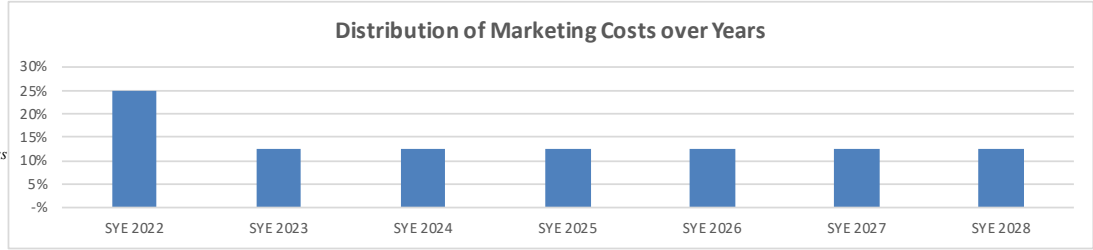

		Charter Contract Operations Term					
	SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	2021	2022	2023	2024	2025	2026	2027
	2022	2023	2024	2025	2026	2027	2028
ENROLLMENT							
Number of grade levels	-	9	10	11	12	13	13
Number of classrooms	-	26	36	39	43	46	47
K		68	115	115	115	115	115
1st		68	115	115	115	115	115
2nd		68	115	115	115	115	115
3rd		68	115	115	115	115	115
4th		68	115	115	115	115	115
5th		56	85	85	85	85	85
6th		88	115	115	115	115	115
7th		88	115	115	115	115	115
8th		74	106	112	112	112	112
9th		-	84	102	102	102	102
10th		-	-	78	102	102	102
11th		-	-	-	78	102	102
12th		-	-	-	-	78	96
Total Student Enrollment		**646**	**1,080**	**1,182**	**1,284**	**1,386**	**1,404**
Student / Classroom (w/o teachers)		25	30	30	30	30	30

STUDENT RECRUITMENT AND MARKETING			SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
Marketing/Recruitment Method	**Schedule estimate**	**Totals**	**SYE 2022**	**SYE 2023**	**SYE 2024**	**SYE 2025**	**SYE 2026**	**SYE 2027**	**SYE 2028**
Marketing complete	Sample two months prior to open enrollment	$200,000	$50,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
Total Cost		**$200,000**	**$50,000**	**$25,000**	**$25,000**	**$25,000**	**$25,000**	**$25,000**	**$25,000**
		100%	25%	13%	13%	13%	13%	13%	13%

Incubation Year Expenses

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Pioneer Technology & Arts Academy Nevada

Nevada State Public Charter School Authority

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		2021 2022
	Other (one time) Pre-Approval & Pre-Opening	
10	Sample items below (erase at will)	$ -
11	Research and Planning	-
12	Market Research	-
13	Public meeting with hosting	10,000
14	Curriculum Development	-
15	Application Costs Consultants:	-
16	Space Planners	-
17	Architects	-
18	Charter application	10,000
19		
20	Staff Recruitment/Hiring	-
21	Board Recruitment and Screening	-
22	Website Development	-
23	Brochures/Information	-
24	Nonprofit Incorporation	5,000
25	Admissions Lottery	
26		
27		-
28	**TOTAL USES THROUGH PRE-OPENING**	**$25,000**

29 Use this tab only for unique pre-opening plan/budget costs. Otherwise, use another expense sheet.

EMO-CMO Budget Worksheet

Pioneer Technology & Arts Academy Nevada

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Consider a cost plus model of hiring specific services you may need, such as accounting/payroll. But also consider the value of full service providers. There can be greater savings from exercising a service cost plus a margin for services providers specializing in specific areas. There can be more peace of mind from "one-stop" providers. Some schools may start with one model and shift to another. Make sure your contracts provide the flexibility you deserve.

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Education Management Organization (EMO)
Charter Management Organization (CMO)

School Year 1 (Fall Start)
SY Ending

		Total		SY 0 2021 2022	SY 1 2022 2023	SY 2 2023 2024	SY 3 2024 2025	SY 4 2025 2026	SY 5 2026 2027	SY 6 2027 2028
12	**Enrollment**				646 s	1,080 s	1,182 s	1,284 s	1,386 s	1,404 s
13	Total Revenue	$63,236,382			5,156,236	9,514,557	10,884,865	11,835,300	12,785,734	13,059,691
14	Total Expenses (w/o EMO/CMO Fees)	$51,775,815		$75,000	4,448,639	7,952,490	8,971,679	9,788,641	10,232,708	10,306,657
15	Do you plan to contract with a EMO/CMO during this term?	Y/N?								
16	EMO/CMO Services/Fee basis/Type (Check largest applicable)									
17	Per Pupil									
18	Total PCFP Revenue									
19	Other State & Local Revenue									
20	Total Federal, State & Local Revenue									
21	Total Federal, State & Local Revenue, Grants, other funds									
22										
23	**Estimated EMO, CMO, and/or BOSP Fees**									
24		$ -	$ -	-	-	-	-	-	-	-
25		$ -	$ -	-	-	-	-	-	-	-
26	**OR**			-	-	-	-	-	-	-
27	% fee per state & local funding per year (Years 1 & 2)	12%	$3,066,679	-	618,748	1,141,747	1,306,184			
28	% fee per "…" (Years 3-6)	10%	$3,768,072	-				1,183,530	1,278,573	1,305,969
29	**OR**			-	-	-	-	-	-	-
30	% fee per state, local, federal, donor funding per year (Years	-%	$ -	-	-	-	-	-	-	-
31	% fee per "…" (Years 3-6)	-%	$ -	-	-	-	-	-	-	-
32	**OR**			-	-	-	-	-	-	-
33	Cost plus (Years 1 & 2)	-%	$ -	-	-	-	-	-	-	-
34	Cost plus (Years 3-6)	-%	$ -	-	-	-	-	-	-	-
35	**OR**			-	-	-	-	-	-	-
36	Other fee structure (describe)			-	-	-	-	-	-	-
37	Other fee structure (describe)		$ -	-	-	-	-	-	-	-
38			**$6,834,751**	**$ -**	**$618,748**	**$1,141,747**	**$1,306,184**	**$1,183,530**	**$1,278,573**	**$1,305,969**

Check Fee Base

39 NAC 388A.580 Initial EMO contract terms cannot exceed 2 years. Renewal contracts cannot exceed the remaining term of the written charter or charter contract,
40 ESP (Education Services Provider) is not used here to reduce possible confusion with an EMO.
41
42
43

EMO or CMO | **BOSP**

					SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
					2021	2022	2023	2024	2025	2026	2027
		Total			2022	2023	2024	2025	2026	2027	2028
		Incl'd	Perform	Cost				Incl'd	Perform	Cost	
		in fee?	Service?	Pass Thru?				in fee?	Service?	Pass Thru?	
	EMO, CMO, BOSP services to charter school	Y/N	Y/N	Y/N				Y/N	Y/N	Y/N	
	"Back office" functions (Accounting, A/P, A/R, Payroll, Inventory, financial, compliance, reporting)	y	y	y							
	Accounting	n	y	y							
	Bond Financing,	y	y	y							
	Capital Loans,	n	y	y							
	Cash Advances For Startup Funds,	y	y	y							
	Computer/Other Leasing	n	n	n							
	Compliance Mgt	y	y	y							
	Contract Mgt	y	y	y							
	Curriculum	y	y	y							
	Development of Curriculum and Instruction,	y	y	y							
	Establishment of College Guidance & Counseling Program.	y	y	y							
	Facility Leasing,	n	n	n							
	Finance	n	y	y							
	Food Servicing	n	n	n							
	Furnishings, Fixtures,	n	y	y							
	Safety	n	y	y							
	HR Management	y	y	y							
	Internal Control Process Development	y	y	y							
	Manage or Operate aspects of a charter school	y	y	y							
	Professional Development and	y	y	y							
	Purchasing	y	y	y							
	Supervision of building Design & Remodeling,	y	y	y							
	Technology Contracting,	y	y	y							
	Textbooks, Other Transactions,	n	y	y							
	Transportation	n	n	n							
	Other (Describe)										
	Other (Describe)										
	Other (Describe)										
	Total EMO-CMO-ESP Planned Expenses										
	Does the EMO provide the service or do they help you choose the service which you will pay for--separate from the EMO fee?										

PCFP Rates

Pioneer Technology & Arts Academy Nevada

Mike Dang
702.486.8879

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For the SYE 22 & SYE 23 Biennium

PUPIL CENTERED FUNDING PLAN SYE 22 & SYE 23

NDE Adjustment Factor	0.9931

	SYE 22	SYE 23
Distance Ed SB 458.5.5 & 6.5	$6,980	$7,074
Distance Ed SB 458.5.5...w/Adj	$6,932	$7,025

In person

Final adjusted base PPR, SB 458.5-6

Charter	SYE 22	SYE 23	% Chg YOY
Carson City	$7,494	$7,594	1.33%
Churchill	8,093	8,197	1.29%
Clark	7,197	7,293	1.33%
Elko	7,715	7,818	1.34%
Washoe	6,980	7,074	1.35%
White Pine	10,367	10,501	1.29%

In person

Final adjusted base PPR, SB 458.5-6--w/NDE Adj Factor

Charter	SYE 22	SYE 23	% Chg YOY
Carson City	$7,442	$7,542	1.33%
Churchill	8,037	8,140	1.29%
Clark	7,147	7,243	1.33%
Elko	7,662	7,764	1.34%
Washoe	6,932	7,025	1.35%
White Pine	10,295	10,429	1.29%

Special Populations

Additional weighted PPR, SB 458.5-7

SpEd (TEST INPUT)	33%	33%	Placeholders for testing @ 33%
English learners	24%	23%	
At-risk pupils (FRL)	3%	3%	
Gifted and talented	12%	12%	

School Year Ending **SYE 23**

Adjusted w/NDE Adj' Factor

	IN PERSON	Area "y/n"	PPR	Full Base 500	Additional Funding				Total Funding
1	Carson City		$7,542	-	-	-	-	-	-
2	Churchill		8,140	-	-	-	-	-	-
3	Clark		7,243	-	-	-	-	-	-
4	Elko		7,764	-	-	-	-	-	-
5	Washoe		7,025	-	-	-	-	-	-
6	White Pine		$10,429	-	-	-	-	-	-
	Distance Education	y	**$7,025**	3,512,595	104,324	16,158	30,349	42,994	3,706,420
		ok		$3,512,595	$104,324	$16,158	$30,349	$42,994	**$3,706,420**

Baseline Information

Per Pupil Revenue (PPR)

$6,980 **Statewide base PPR (Charter School, Distance Ed) SB 458.5-5**

District Adj' base PPR, SB 458.5-4	
District	**PPR**
Carson City	$7,763
Churchill	8,093
Clark	7,264
Douglas	9,177
Elko	9,279
Esmeralda	22,360
Eureka	33,746
Humboldt	9,713
Lander	10,547
Lincoln	13,725
Lyon	8,532
Mineral	12,286
Nye	8,764
Pershing	11,794
Storey	23,274
Washoe	7,222
White Pine	$11,298

In person	
Statewide base PPR, SB 458.5-5	
Charter	**PPR**
Carson City	$6,980
Churchill	7,169
Clark	7,197
Douglas	6,980
Elko	7,169
Esmeralda	7,169
Eureka	7,169
Humboldt	7,169
Lander	7,169
Lincoln	7,169
Lyon	6,980
Mineral	7,169
Nye	7,169
Pershing	7,169
Storey	6,980
Washoe	6,980
White Pine	7,169

In person	
Final adjusted base PPR SYE 22, S	
Charter	**PPR**
Carson City	$7,494
Churchill	8,093
Clark	7,197
Elko	7,715
Washoe	6,980
White Pine	10,367
Distance Ed	$6,980

Additional weighted PPR, SB 458.5	
SpEd	Awtg
English learners	0.24
At-risk pupils	0.03
Gifted and talent	0.12

PUPIL CENTERED FUNDING PLAN SYE 23

Per Pupil Revenue (PPR)

$7,074	**Statewide base PPR (Charter School, Distance Ed) SB 458.6-5**		
		In person	**In person**
District Adj' base PPR, SB 458.6-4		**Statewide base PPR, SB 458.6-5**	**Final adjusted base PPR SYE 22, S**

	District	PPR
	Carson City	$7,753
	Churchill	8,197
	Clark	7,361
	Douglas	9,165
356	Elko	9,267
357	Esmeralda	22,331
358	Eureka	33,701
359	Humboldt	9,701
360	Lander	10,683
361	Lincoln	13,707
362	Lyon	8,644
363	Mineral	12,447
364	Nye	8,881
365	Pershing	11,779
366	Storey	23,243
367	Washoe	7,318
368	White Pine	$11,445
369		
370		
371		
372		

Charter	PPR
Carson City	$7,074
Churchill	7,265
Clark	7,293
Douglas	7,074
Elko	7,265
Esmeralda	7,265
Eureka	7,265
Humboldt	7,265
Lander	7,265
Lincoln	7,265
Lyon	7,074
Mineral	7,265
Nye	7,265
Pershing	7,265
Storey	7,074
Washoe	7,074
White Pine	7,265
Distance Ed	$7,074

Charter	PPR
Carson City	$7,594
Churchill	8,197
Clark	7,293
Elko	7,818
Washoe	7,074
White Pine	10,501
Distance Ed	$7,074

Additional weighted PPR, SB 458.5	
SpEd	Awtg
English learners	0.23
At-risk pupils	0.03
Gifted and talent	0.12

Facility Specifications - resource worksheet

Pioneer Technology & Arts Academy Nevada

Mike Dang
702.486.8879

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TOC

	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	2022	2023	2024	2025	2026	2027
	2023	**2024**	**2025**	**2026**	**2027**	**2028**
Enrolllment	646	1080	1182	1284	1386	1404
# Classrooms	26	36	39	43	46	47
Students/Classroom	25	30	30	30	30	30

This space planning worksheet may help determine facility needs and costs. You are not required to complete this.

Type of Space	Common Specifics	Low	High	Avg	Example 1		Example 2		Applicant yr1		Applicant yr3	
Enrollment	500 Students				500		400		646		1284	
Grade levels	9th-12th											
Students per CR	25:1				25		25		25		30	
Interior Space PS-full size	Classroom, circulation, other PS	55 sf	100 sf	78 sf	600 s	46,500	800 s	62,000	45000 s	3,487,500	700 s	54,250
Detailed Analysis												
Core classrooms SF	20 cls @ 850 SF each = 17,000 SF	750	1,000	850	20	17,000 sf	16	13,600 sf	26	21,964 sf	43	36,380 sf
Science labs SF	2 cls @ 1000 SF each	850	1,200	1,000	2	2,000	2	2,000	2.0	2,000	2.0	2,000
Computer labs / media centers	1 room @ 1000 SF	850	1,200	1,000	1	1,000	1	1,000	1.0	1,000	1.0	1,000
SPED Specialty offices / classrooms	SPED, counseling room(s) - 2 @ 400 SF each, 4 @ 100 SF each			400	2	800	2	800	2.0	800	2.0	800
ELL Specialty offices / classrooms	SPED, ELL, counseling rooms - 2 @ 400 SF each, 4 @ 100 SF each			100	4	400	4	400	4.0	400	4.0	400
Reception area / offices	Reception area @ 400 SF			400	1	400	1	400	0.3	100	1.0	400
Administrative offices	Four offices at 100 SF each	70	100	100	4	400	4	400	2.0	200	4.0	400
Conference room(s)	400 SF			400	1	400	1	400	1.0	400	1.0	400
Teacher lounge / work room	600 SF			600	1	600	1	600	-	-	1.0	600
Commons / lunch area	1,500 SF			1,500	1	1,500	1	1,500	1.0	1,500	1.0	1,500
Kitchen / prep room	200 SF (prep only)			200	1	200	1	200	0.5	100	1.0	200
Bathrooms (students)	Students - 2 @ 400 SF each			400	2	800	2	800	2.0	800	2.0	800
Bathrooms (staff)	Staff 3 @ 100 SF each			100	3	300	3	300	3.0	300	3.0	300
Multi-purpose room / gymnasium (A)	MPR / small gym @ 4,000 SF			4,000	1	4,000	0	-	-	-	-	-
" " (B)	OR--by sf/pupil	7	10	--->	-	-	7 sf/p	2,800	7 sf/p	4,522	7 sf/p	8,988
Elective classrooms	(1) music @1,000 SF			1,000	1	1,000	1	1,000	1.0	1,000	1.0	1,000
Storage closets	2 @ 300 SF each			300	2	600	2	600	1.0	300	2.0	600
Custodial closet	150 SF			150	1	150	1	150	0.2	30	1.0	150
Mechanical & IT closet	250 SF			250	1	250	1	250	0.2	50	1.0	250
Other (drama, media, parent room, health, etc.)	Parent room @ 200 SF			200	1	200	1	200	0.5	100	1.0	200
Space requirements pre circulation						32,000		27,400		35,566		56,368
Circulation (hallways)	@15%(up to 20%) total = 4,800			15%		4,800		4,110		5,335		8,455
Total estimated square feet	32,000 + 4,800 = 36,800					**36,800 sf**		**31,510 sf**		**40,901 sf**		**64,823 sf**
Total square feet per student	73.6 SF per student					74 sf/p		79 sf/p		63 sf/p		50 sf/p
			Lease Rate A/sf/mo	$1.20		$529,920 /yr		$453,744 /yr		$49,081		$77,788
			Lease Rate B/sf/mo	$1.50		$662,400 /yr		$567,180 /yr		$61,351		$97,235

Common specifics

Elementary (K-6) 25/classroom
Middle School (7-8) 27/classroom
High School (9-12) 27/classroom

TOC

Pioneer Technology & Arts Academy Nevada

Mike Dang, 702.486.8879

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		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2021	2022	2023	2024	2025	2026	2027
	Totals	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**
Total Enrollment	6,982		646	1,080	1,182	1,284	1,386	1,404
Total Revenue	$63,406,382	$170,000	$5,156,236	$9,514,557	$10,884,865	$11,835,300	$12,785,734	$13,059,691
Rev per student	$9,081		$7,982	$8,810	$9,209	$9,218	$9,225	$9,302
Total Personnel	$26,028,347	$ -	$2,414,168	$3,863,054	$4,406,540	$4,977,797	$5,181,334	$5,185,454
Personnel per Student	$3,728		$3,737	$3,577	$3,728	$3,877	$3,738	$3,693
Net Surplus after Personnel	$37,378,035	$170,000	$2,742,067	$5,651,503	$6,478,324	$6,857,502	$7,604,400	$7,874,237
Net Surplus after Personnel per student	$5,353		$4,245	$5,233	$5,481	$5,341	$5,487	$5,608
Total Gen Op	$7,754,555	$ -	$830,687	$1,161,643	$1,260,355	$1,390,962	$1,527,947	$1,582,962
Gen Op per Student	$1,111		$1,286	$1,076	$1,066	$1,083	$1,102	$1,127
Net Surplus after Gen Op	$55,651,827	$170,000	$4,325,549	$8,352,914	$9,624,510	$10,444,337	$11,257,788	$11,476,729
Net Surplus after Gen Op per Student	$7,971		$6,696	$7,734	$8,143	$8,134	$8,123	$8,174
Total Facilities	$12,994,216	$ -	$255,750	$2,011,240	$2,579,271	$2,646,346	$2,715,330	$2,786,280
Facilities per Student	$1,861		$396	$1,862	$2,182	$2,061	$1,959	$1,985
Net Surplus after Facilities	$50,412,166	$170,000	$4,900,486	$7,503,317	$8,305,594	$9,188,954	$10,070,404	$10,273,411
Net Surplus after Facilities per Student	$7,220		$7,586	$6,948	$7,027	$7,157	$7,266	$7,317
Total FFE&T	$4,402,438	$ -	$864,180	$831,522	$639,282	$686,080	$719,392	$661,982
FFE&T per Student	$631		$1,338	$770	$541	$534	$519	$471
Net Surplus after FFE&T	$59,003,944	$170,000	$4,292,056	$8,683,035	$10,245,583	$11,149,220	$12,066,342	$12,397,709
Net Surplus after FFE&T per Student	$8,451		$6,644	$8,040	$8,668	$8,683	$8,706	$8,830

		2021	2022	2023	2024	2025	2026	2027
	Totals	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**
Total Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Transportation per Student	$ -		$ -	$ -	$ -	$ -	$ -	$ -
Total Ins	$371,258	$ -	$58,854	$60,031	$61,232	$62,456	$63,705	$64,980
Ins per Student	$53		$91	$56	$52	$49	$46	$46
Total Marketing	$200,000	$50,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000
Marketing per Student	$29		$39	$23	$21	$19	$18	$18
Total Other Costs	$571,258	$50,000	$83,854	$85,031	$86,232	$87,456	$88,705	$89,980
Other Costs per Student	$82		$130	$79	$73	$68	$64	$64
Net Surplus after Other Costs	$62,835,124	$120,000	$5,072,382	$9,429,526	$10,798,633	$11,747,843	$12,697,029	$12,969,711
Net Surplus after Other Costs per Student	$9,000		$7,852	$8,731	$9,136	$9,149	$9,161	$9,238
Net Surplus/Deficit	$11,655,567	$120,000	$707,596	$1,562,067	$1,913,185	$2,046,658	$2,553,026	$2,753,034
Net Surplus/Deficit per student	$1,669		$1,095	$1,446	$1,619	$1,594	$1,842	$1,961

AGREEMENT
By and Between
Pioneer Technology & Arts Academy dba PTAA Nevada and
SSS Education Corp.
to Provide Charter Management and Educational Services

RECITALS

This Agreement (the "Agreement") is made and entered into as of July 1, 2021 (the "Effective Date") by and between **SSS Education Corp.** , a Colorado, Non Profit Corporation ("SSS Education"), qualified to do business in Nevada as a foreign nonprofit corporation ("Contractor"), and the governing body of **Pioneer Technology & Arts Academy dba PTAA Nevada** ("PTAAN"), a Nevada public charter school, (each a "Party" and, collectively, the "Parties"), to provide charter management and educational services.

WHEREAS, PTAAN has been granted a charter contract (the "PTAAN Charter Contract") by the Nevada State Public Charter School Authority (the "Sponsor") for the operation of a charter school. Pursuant to the PTAAN Charter Contract, and in accordance with the relevant Nevada statutes and regulations, PTAAN may enter into an agreement with a contractor to provide charter management and educational services;

WHEREAS, Contractor, a Colorado non profit corporation, that is qualified to do business in Nevada as a nonprofit corporation, is in the business of providing charter management and educational services to charter schools and has the ability to assist with acquiring property and obtaining necessary financing and/or bonds ;

WHEREAS, the Governing Body of PTAAN desires to contract with Contractor to provide charter management, educational services and assistance acquiring land and bond funding as allowed under Nevada law;

WHEREAS, Contractor's mission is to assist PTAAN, in the administration of their businesses in order to create greater efficiencies in their operations and to thereby effectively serve the ever-growing population of at-risk youth underserved by traditional public schools;

WHEREAS, Contractor and PTAAN share a common mission to inspire and engage students, especially underserved and unrepresented populations, through an inquiry-based STEM curriculum that emphasizes creativity, collaboration and innovation. PTAA Graduates will have the skills and knowledge to earn advance degrees, secure fulfilling positions in STEM professions, and become international leaders. PTAAN believes partnering with the SSS Education will maximize the efficient use of limited resources available for serving at-risk student populations;

WHEREAS, the governing body of the PTAAN (the "Governing Body") has final authority over policy and operational decisions for PTAAN;

WHEREAS, pursuant to NRS 388A.393(1)(a) and NAC 388A.525(8), it is understood between the Parties that although the Governing Body delegates certain responsibilities to Contractor, the Governing Body has not given direct control to the Contractor and the Governing Body still maintains overall control and is responsible for the operation of the Charter School pursuant to NRS 388A and NAC 388A;

WHEREAS, based on experiences of other charter schools across the country, the Governing Body believes that it is in the best interest of PTAAN to contract with Contractor to provide services that will maximize the performance and operational efficiency of PTAAN, and that same is prudent and in the best interests of the students who will be served by PTAAN;

WHEREAS, prior to entering into this Agreement the Committee to Form Pioneer Technology & Arts Academy and SSS Education entered into a Memorandum of Understanding by which SSS Education provided services prior to the opening of Pioneer Technology & Arts Academy dba PTAA Nevada (the "School") to ensure the School was ready for a successful launch in fall 2021 ("MOU"). A true and correct copy of the MOU is attached hereto as **Exhibit 1** and is incorporated by reference herein;

WHEREAS, the MOU contemplated that upon receiving approval for a charter to operate Pioneer Technology & Arts Academy in Nevada, that the School Board would enter into a charter management contract with SSS Education by which SSS Education would provide charter management and educational services to the School pursuant to compensation and terms to be further detailed and finalized in a separate agreement;

WHEREAS, SSS Education fully performed its role/responsibilities and provided the services contemplated by the MOU as detailed in Exhibit 1;

WHEREAS, it is the Parties' intention to build on a relationship already based on trust, common educational objectives, and will provide necessary resources for PTAAN to achieve clear accountability, through which they will work together to bring educational excellence to PTAAN, and because of the Parties' shared goals; and

WHEREAS, for and during the Term (as hereinafter defined in Section 9.a) of this Agreement, the Governing Body desires that Contractor provide certain services to PTAAN as set forth herein, and Contractor desires to provide such services to PTAAN in a manner that is fully consistent with the charter of PTAAN and applicable Nevada law.

AGREEMENT

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

a. "Sponsor" refers to the Nevada State Public Charter School Authority ("SPCSA") who has granted PTAAN a Charter Contract to operate the charter school.

b. "Charter School Law" means the laws permitting the creation of charter schools in Nevada and governing the development and operation of charter schools in Nevada including, but not limited to, NRS Chapter 388A and NAC Chapter 388A.

c. "Marks" means all trademarks, service marks, design marks, trade names, domain names, service names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to each Party.

d. "Regulatory Authority" means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body, including the Sponsor.

e. "Services" means all the services provided by Contractor to PTAAN pursuant to, and as described more fully in, this Agreement.

f. "State" means the State of NEVADA.

2. REPRESENTATIONS AND WARRANTIES

a. Representations and Warranties of Contractor.

Contractor represents and warrants as follows:

i. Organization Status. Contractor will be authorized to do business in Nevada. Contractor is, and at all times during the Term will be, duly organized under the laws of Nevada.

ii. Authority. Contractor has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of Contractor, enforceable against Contractor in accordance with its respective terms.

iii. Litigation. Except as otherwise disclosed by Contractor in a separate writing, there is no suit, claim, action or proceeding now pending or, to the knowledge of Contractor, threatened before any Regulatory Authority to which Contractor is a party or which may result in any judgment, order, decree, liability, award or other determination, which will, or may reasonably be expected to have an adverse effect upon Contractor. No such judgment, order, decree or award has been entered against Contractor which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of Contractor, threatened before any Regulatory Authority involving Contractor, which will, or may reasonably be expected to prevent or hamper the fulfillment of the obligations contemplated by this Agreement.

iv. Full Disclosure. No representation or warranty of Contractor herein and no statement, information or certificate furnished or to be furnished by Contractor pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

v. Conduct of Contractor. Contractor has complied, and at all times during the Term will comply, in all material respects, with all local, State, and federal laws and regulations that are applicable to Contractor, which include, but are not limited to, the Internal Revenue Code, as each may be amended, and is registered to do business in the State of Nevada as a foreign-entity and is in good standing with the State of Nevada. Contractor has maintained and will maintain adequate records of the activities and decisions of Contractor to ensure and document compliance with all such laws and regulations. Contractor agrees to provide PTAAN with copies of all such records, and to allow PTAAN, at PTAAN's reasonable discretion, to assist with the preparation and retention of such records.

vi. Contractor acknowledges that PTAAN must comply with the Nevada Public Records Act (NRS Chapter 239) and the Nevada Open Meeting Law (NRS Chapter 241), and Contractor agrees to maintain adequate records and provide necessary documents to PTAAN to ensure and document compliance with those laws.

vii. Contractor acknowledges that although the Governing Body has delegated certain responsibilities to Contractor, the Governing Body has not given direct control to the Contractor and the Governing Body still maintains overall control of the Charter School pursuant to NRS 388A.393(1)(a), NAC 388A.525(8), and other applicable local, State, and federal laws and regulations.

b. Representations and Warranties of PTAAN .

PTAAN represents and warrants as follows:

i. Organization and Tax-Exempt Status. **PTAAN** is authorized to do business in the ***State***. **PTAAN** is, and at all times during the ***Term,*** a public charter school authorized by the Clark County School District, a political subdivision of the State of Nevada and is duly organized under the laws of the ***State.*** **PTAAN** is in the process of seeking exemption from federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code. Should the Internal Revenue Service require changes to this ***Agreement*** in conjunction with the request for tax-exempt status of PTAAN, both ***Parties*** will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

ii. Authority. Subject to the approval of the Sponsor and the last two sentences of clause (i) above, PTAAN has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of PTAAN , enforceable against PTAAN in accordance with its respective terms.

iii. Litigation. Except as otherwise disclosed in a separate writing, there is no suit, claim, action or proceeding now pending or, to the knowledge of PTAAN , threatened before any Regulatory Authority to which PTAAN is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon PTAAN . No such judgment, order, decree or award has been entered against PTAAN which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of PTAAN threatened before any Regulatory Authority involving PTAAN which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

iv. Full Disclosure. No representation or warranty of PTAAN herein and no statement, information or certificate furnished or to be furnished by PTAAN pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

v. Conduct of PTAAN and the Governing Body. PTAAN has materially complied, and at all times during the Term will comply, in all material respects with all local, State and federal laws and regulations that are applicable to PTAAN , which include, but are not limited to, the Internal Revenue Code, the Nevada Public Records Act (NRS Chapter 239), the Nevada Open Meeting Law (NRS Chapter 241), and the Charter School Law, as each may be amended. PTAAN has maintained

and will maintain adequate records of the activities and decisions of PTAAN to ensure and document compliance with all such laws and regulations. PTAAN agrees to provide Contractor with copies of all such records, and to allow Contractor, at Contractor's reasonable discretion, to assist with the preparation and retention of such records.

vi. Due Authorization. PTAAN is authorized to organize and operate the PTAAN Charter Contract. PTAAN has been granted the PTAAN Charter Contract by the Sponsor to organize and operate a public charter school, together with the powers necessary or desirable for carrying out the educational program set forth in the PTAAN Charter Contract. PTAAN shall at all times retain all rights, responsibilities and obligations under the PTAAN Charter Contract and nothing in this Agreement is or shall be interpreted in a manner inconsistent with the PTAAN Charter Contract. PTAAN is authorized to contract with a private entity to provide charter management, educational services and land acquisition and/or bond financing provided that the service agreement shall comply with the PTAAN Charter Contract as well as Nevada statutes and regulations (including NRS 388A and NAC 388A).

vii. Insurance. PTAAN maintains in effect all insurance as required by PTAAN and the PTAAN Charter Contract. Subject to the requirements of the PTAAN Charter Contract, Contractor will assist PTAAN selecting and procuring necessary levels of insurance coverage as required by state regulators including workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. Initial coverage including minimum coverage limits are set forth in **Exhibit 2** hereto.

3. AUTHORITY

a. PTAAN's Fully Retained Duties and Authority. PTAAN hereby authorizes Contractor to undertake the functions specified in this Agreement in regard to Services, it being understood that, at all times, PTAAN remains accountable to the Sponsor and State authorities, as provided for in this Agreement, the PTAAN Charter Contract, and to applicable law. For the sake of clarity, the Parties agree that the Governing Body, and not Contractor, shall maintain the ultimate fiduciary responsibility for PTAAN and the PTAAN Charter Contract. Contractor shall not be required to provide any services to the extent provision thereof: (a) is or becomes impracticable, in any material respect, as a result of a cause or causes outside Contractor's reasonable control, or (b) would require Contractor to violate any law or other binding commitment of Contractor to any Regulatory Authority or as imposed by law.

b. Contractor Authority to Subcontract. Contractor may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge Contractor from any obligation or liability under this Agreement and provided that no such subcontract permitted hereunder shall constitute a majority of Contractor's duties under this Agreement. Nothing in this Section 3.b authorizes Contractor to subcontract in a manner that is not permitted by applicable law or any provisions of the PTAAN Charter Contract. All subcontractors that Contractor desires to perform work at or for PTAAN will first be presented to the Governing Body, and any subcontractor bid over $50,000.00 will require preliminary Governing Body approval.

c. SPCSA Authority. Nothing in this Agreement shall be construed in any way to limit the authority of the Sponsor, including, but not limited to, the authority to take and enforce action pursuant to the PTAAN Charter Contract or Charter School Law.

d. Conflict with Applicable Charter. To the extent there are any conflicts between the terms of the PTAAN Charter Contract and the terms of this Agreement, the terms of the PTAAN Charter Contract shall control.

4. RIGHTS, DUTIES AND OBLIGATIONS OF CONTRACTOR

In addition to the duties and obligations otherwise set forth in this Agreement, Contractor shall have the following rights, duties, and obligations:

a. General Administrative Services. In exchange for the Service Fee described in Section 6 and paid by PTAAN to Contractor, Contractor will provide the Services as and to the extent more specifically described in the balance of this Agreement. Contractor may perform functions off-site, except as prohibited by law or otherwise restricted by the Governing Body. Contractor may utilize web-based systems to provide support and services to PTAAN. Contractor shall provide reports indicating the services Contractor has provided to PTAAN, as contemplated by this Agreement, as and when the Governing Body shall reasonably request, but no less frequently than an annual year-end report. To the extent that PTAAN wishes to contract with a third party unrelated to Contractor for any administrative services not provided by Contractor, or provided by Contractor but that PTAAN reasonably deems would be more efficiently or effectively provided by the third party, it shall consult with Contractor before entering into any agreement to ensure compatibility with Contractor systems and to provide Contractor an opportunity to offer the same services in a more efficient manner (or even to contract with the third-party directly where it is in the best interest of PTAAN).

b. Public Relations and IP. Contractor shall provide public relations services to PTAAN , as determined by further mutual agreement of the Parties, in order to advance the shared mission of Contractor and PTAAN as set forth above in the recitals to this Agreement. PTAAN may provide Contractor a non- exclusive, limited license to use those Contractor Marks or any other Contractor intellectual property as may be owned or under license to PTAAN, as may be requested by Contractor from time to time, whether registered or unregistered, whether subject to application or not (the "Contractor IP"). Without limitation, and subject to consultation with PTAAN , Contractor shall act as PTAAN representative on all matters relating to public relations and public information, including, without limitation, preparing press releases on topics relating to the shared mission of Contractor and PTAANas set forth above in the recitals to this Agreement.

c. Financial Services (Accounting, Bookkeeping, Payroll, Procurement, and other Financial Functions). Subject to the terms of this Agreement and subject to approval by PTAAN's Governing Body, Contractor shall work in conjunction with the Financial Officer of PTAAN in carrying out all financial services and functions for the PTAAN and the Financial Officer will be trained to operate and run all financial management systems and software utilized by PTAAN and Contractor. Contractor shall be responsible and accountable for all financial functions in respect of PTAAN as approved by the Governing Body, including, without limitation:

i. Preparation and submission of financial reports including all required State financial reporting including but not limited to annual audited financial reports, annual budgets, 1st and 2nd Interims, unaudited actual reportings, and monthly financial statements to PTAAN ;

ii. Coordination and processing of payments of PTAAN' expenditures;

iii. Management of cash balances to cover PTAAN's payroll and payments to vendors;

iv. Coordination and processing of PTAAN's payroll and tax reporting and other filings in accordance with the specific procedures and guidelines as designated and updated from time to time by PTAAN personnel;

v. Coordination and management of the annual independent audit of PTAAN 's financial statements. The cost of the audit will be the sole expense of PTAAN;

vi. Assistance with Sponsor and Independent Auditor financial reviews, when applicable;

vii. Coordination and management of all equipment leasing;

viii. Assistance and monitoring of spending and general administration of grant funding in compliance with specific terms and conditions of said grants and participation in any audits related thereto; and

ix. Acquisition and management of external financing as needed.

x. Contractor acknowledges that pursuant to NRS 388A.393(1)(k) and NRS 388A.411, all money received by PTAAN from the State or the Sponsor must not be transferred to or deposited in a bank, credit union, or other financial institution outside of the State of Nevada, including money controlled by the Contractor.

d. Facilities. Contractor shall assist PTAAN and be responsible for the identification, location and acquisition of learning centers and other required space for PTAAN including without limitation, coordination of construction and planning associated with the development or redevelopment of learning centers and other facilities. Any leases or financings shall be in PTAAN's name and not tied in any way to this Agreement.

i. Contractor will coordinate with all city or local ordinances for the health and safety of PTAAN staff and students.

ii. Contractor will assist in meeting the state and local safety standards during initial acquisition and the day-to-day management of the safety and security of each PTAAN facility. Contractor will assist in the negotiation of all new and renewal facility leases.

e. Governing Body Facilitation. Contractor, in consultation with the Governing Body, shall coordinate the scheduling of and documentation of meetings of the Governing Body, including the preparation of agendas and preparation of minutes consistent with the provisions of NRS 241. Contractor will coordinate the annual Governing Body member training to include training in PTAAN protocols, best practices and legal updates and ensure trainers are Sponsor approved/certified. All training will be for the purpose of supporting PTAAN's education mission and other related official school business.

f. Strategic Planning and Implementation. Contractor will assist PTAAN in the development of key long term goals for PTAAN in meeting its academic, funding, reporting, accountability, growth requirements and in analyzing the political and legislative educational climate. Contractor will assist in setting priorities, focusing resources, strengthening operations, insuring that employees at all levels are working toward common goals, establishing consensuses around intended results, and assessing and adjusting the organizational direction in response to its changing environment for approval by the Governing Body.

g. PTAAN Policies. Contractor may make reasonable recommendations to PTAAN concerning its calendar, policies, rules, regulations, procedures, personnel, and budget, as appropriate and

consistent with the shared mission of the Parties as set forth in the above recitals. For the avoidance of doubt, PTAAN retains sole and complete control over the foregoing calendar, policies, rules, regulations, procedures, personnel, and budget.

h. Human Capital Management.

i. Contractor shall assist in recruiting, screening and recommending certificated and non- certificated individuals for employment by PTAAN. Notwithstanding, the Governing Body is responsible for the hiring and dismissal of an administrator or financial officer of the charter school or proposed charter school;

ii. Contractor shall also provide pre-employment screening services, verify, check and monitor credentials for certificated staff and conduct all state required fingerprinting and criminal background checks for PTAAN as required by state law (including NRS 388A.500 to 388A.524);

iii. Contractor shall coordinate and administer health, life and retirement benefits for PTAAN employees, including certificated and non-certificated staff. PTAAN shall be solely responsible for the costs of these benefits;

iv. Contractor will develop and provide new hire employee orientation, training; onboarding (at the time of hiring) and off-boarding (upon termination). Contractor will also provide all required State and federal mandated training to applicable PTAAN employees. Contractor and PTAAN shall comply with all applicable federal and State laws, concerning employee welfare, safety and health;

v. Contractor will administer and track leave of absence benefits and monitor employee work related injuries;

vi. Contractor will also assist PTAAN with its Sponsor's visits; and

vii. Contractor, on behalf of PTAAN, shall secure and maintain the insurance policies which shall be in the amounts that are no less than the minimum levels required by PTAAN applicable law or both. Liability, casualty, and property insurance for any facility leased directly and/or managed by PTAAN and any capital equipment or furniture leased directly and/or managed by PTAAN, as well as Directors and Officer's Insurance in the amount required by PTAAN or the Sponsor. All premiums and costs will be the responsibility of PTAAN .

i. Files and Records. Contractor shall supervise (for the joint benefit of PTAAN and Contractor) of all files and records relating to the Services. Contractor acknowledges that all records, data, communications, and other property of PTAAN entrusted to Contractor during the term of this Agreement are PTAAN 's property.

j. Operations Management. Contractor will provide day-to-day operational oversight for PTAAN in all administrative operational areas including without limitation: human capital, facilities (procurement and management), financial matters, and (as appropriate) legal representation. Contractor will work cooperatively with PTAAN on all recommendations and actions.

k. Reporting Requirements to the Governing Body. Contractor shall report to the Governing Body an annual year-end report and more frequently as the Governing Body shall reasonably request on all actions taken or proposed to be taken by Contractor under this Agreement.

l. Educational Program. Contractor will work in collaboration with PTAAN on development and implementation of the educational model provided to PTAAN. Contractor will work with PTAAN to effectuate any necessary change in the educational program, recognizing that an essential principle of this educational program is its flexibility, adaptability and capacity to change in the interest of continuous improvement of efficiency, provided that such changes shall be consistent with the Mission and Purpose of PTAAN .

m. Professional Development. Contractor will provide the resources and plans to the PTAAN staff to enhance their effectiveness to meet and exceed the educational standard established by the State of Nevada or otherwise required by PTAAN.

n. Testing and Assessments. Contractor will assist PTAAN in the administration of all State required testing and other State mandated assessments, including a series of assessments designed to gauge the Student's mastery of core concepts and readiness for the State of Nevada's standardize test or other State mandated testing.

o. Student Recruitment. Contractor shall be responsible for the recruitment of students subject to the provisions of the PTAAN Charter Contract and the policies adopted by the Governing Body. Students shall be selected in accordance with the procedures set forth in the PTAAN Charter Contract and in compliance with the State and other applicable law, including NRS 388A.453, NRS 388A.456, and NRS 388A.459. Contractor shall follow all applicable procedures regarding student recruitment, enrollment, and lottery management, and shall be responsible for publication of appropriate public notices and scheduling of open houses, as may be required.

p. Student Records Support. Contractor will provide maintenance of PTAAN Student Records including digitization of permanent records in accordance with state, local and federal requirements.

q. Technology. Contractor will provide a comprehensive Computer Technology and IT infrastructure solution to PTAAN learning centers, office space and employees which shall include procuring, imaging, delivering, repairing, replacing, warehousing and collection of such Computer Technology, as well as other related comprehensive logistical support services including overseeing school level technicians and other related support positions. PTAAN will pay directly or reimburse Contractor for all technology costs.

r. Services to Special Needs Students. Contractor will assist PTAAN in the development of Special Education, English Language Learner, School Counseling, Student Retention Support, and Student Mentor Protocols which Student services are provided including procuring related service providers to students qualifying as English Language Learners, Traditionally Underserved Students, or At-Risk students requiring counseling or interventions, and with special education needs PTAAN or any students who have, will have or require an Individualized Education Program ("IEP"). All service provider costs will be the sole responsibility of PTAAN; and will provide consultative support and management of the PTAAN day-to-day operations of Student services. Contractor will develop and oversee the academic counseling student support and other related services to the PTAAN students.

s. Instructional Materials. Contractor shall assist in developing curriculum and coordinate the purchase of the curriculum and instructional materials to be used by PTAAN in order to offer rigorous and relevant curricula for the purpose of allowing students to progress as quickly as their capabilities will allow. Materials shall be designed in a language and format that are readily accessible, and students will be allowed to complete course work at their own pace, as the program will be formulated based on an initial assessment of the student's skill levels in reading, math and other core courses. PTAAN

will be responsible for all curriculum and instructional material costs. Contractor shall retain all ownership and copyrights to any curricular material created by Contractor for the use by PTAAN.

t. Marketing/Branding. Contractor will provide PTAAN the design of all branded materials, including promo items, website design, collateral, wearables, print assets including tri-fold brochures, rack cards, newsletters, event fliers, graduation programs, and more subject to PTAAN Governing Body approval. Contractor will establish brand and communication strategies across all channels and promote the brand. Contractor will maintain the PTAAN public website that will contain any information required by PTAAN and applicable state law. Contractor will review and provide a report of all social media properties, which may include Facebook, Twitter, Instagram, and Linkedln and provide refinements to increase traffic. Contractor will coordinate and manage all third party vendors on behalf of PTAAN. PTAAN will be solely responsible for those third party vendor costs.

u. Community Partnerships. Contractor shall coordinate PTAAN's community relationships, including with local non-profits, governmental agencies, local businesses and higher education institutions.

v. Learning Center Furnishings. Contractor will procure and oversee the installation of all necessary furnishing and equipment for each PTAAN facility. PTAAN will be solely responsible for the cost of furniture and equipment.

w. Student Information. Contractor will serve as the liaison between PTAAN and the Student Information System Provider as well as various curricular, instructional and data warehousing/reporting software and resources; perform quality data tracking, including but not limited to student data such as attendance, performance, etc.; and, shall coordinate and manage school data as the technology system is developed and maintained. Contractor shall prepare and submit for approval by the Governing Body, all required State reporting regarding student enrollment, demographics, etc. Contractor will provide periodic reports on student performance, and assessments of whether educational goals and measurements are being achieved. Contractor will comply with the requirements of the Family Educational Rights and Privacy Act as set forth more fully in Section 10 of this Agreement.

x. Athletics Program Development. Contractor will assist in developing, implementing and monitoring an athletics program for PTAAN to assist in student retention and engagement and provide additional opportunities for student involvement, interaction and personal growth with PTAAN .

y. Operations Management. Contractor will provide day-to-day oversight for PTAAN in all educational operational areas including without limitation: special education, community relationships, instructional materials, marketing/branding, professional development, and technology. Contractor will work cooperatively with PTAAN on all recommendations and actions.

z. School Calendar. Contractor will develop the annual multi-track school calendar for approval by the Governing Body to be used by PTAAN .

5. DUTIES AND OBLIGATIONS OF PTAAN

In addition to the duties and obligations otherwise set forth in this Agreement, PTAAN shall have the following duties and obligations:

a. General Principle. To the extent not otherwise specified either as a duty of PTAAN or as a duty of Contractor, all duties applicable to the proper operation of PTAAN and maintenance of applicable academic standards shall remain the duty of PTAAN and the Governing Body.

b. Damage or Loss. PTAAN shall maintain adequate insurance, or otherwise hold Contractor harmless, for damage or loss to PTAAN's property unless such damage is caused by the gross negligence or willful misconduct of Contractor.

c. Annual Audit. PTAAN shall pay for an annual audit of PTAAN to be conducted in compliance with State law and regulations and showing the manner in which funds are spent at and on behalf of PTAAN. The annual audit shall be performed by a certified public accountant selected by the Governing Body. Contractor shall help to identify the certified public accountant.

d. Legal Services. While Contractor may make recommendations to the Governing Body regarding any arrangements for legal services for PTAAN , PTAAN and the Governing Body shall hire legal counsel as PTAAN may deem appropriate and necessary, and PTAAN shall pay for its own legal services out of its PTAAN Accounts (as defined in Section 5.e.).

e. Control of Funds. All funds of PTAAN shall be maintained in PTAAN deposit accounts, or in accounts, which are specifically restricted for the benefit of PTAAN (the "PTAAN Accounts"). ~~The PTAAN Accounts require dual signature authority. A Governing Body designee and a Contractor Officer designated by the Governing Body shall possess signatory authority over the PTAAN Accounts.~~ The Parties shall promulgate specific procedures and guidelines as necessary to further implement the creation, handling and investment of the funds and the PTAAN Accounts described in this Section 5.e, subject to approval by the Governing Body. Contractor recognizes that in the event there is a dispute regarding the Contractor's willingness to sign or approve an item in the PTAAN Accounts, it is the Governing Body that must maintain overall control of the finances of the PTAAN under NRS 388A.393(1)(a) and NAC 388A.525(8).

f. Reporting. PTAAN shall provide Contractor with all financial and other information and reporting that Contractor reasonably requests, within such times Contractor designates in order to enable Contractor to fulfill its duties and exercise its rights under this Agreement, including, without limitation, to ensure PTAAN alignment with the mission of the Parties as set forth in the recitals to this Agreement.

g. Power and Authority. PTAAN shall ensure that Contractor has the requisite power and authority necessary to carry out the duties of Contractor under this Agreement, subject in all respects to the provisions of Section 2.a.ii. of this Agreement, the PTAAN Charter Contract and the Charter School Law.

6. FINANCIAL ARRANGEMENTS

a. PTAAN 's Source of Funding. As set forth in NRS 388A.411, the major source of funding for PTAAN is the apportionments and allowances from the State Distributive School Account ("DSA") pursuant to NRS 387.121 to 387.1245. DSA payments are based upon the number of students enrolled in the PTAAN. PTAAN is also entitled to receive its proportionate share of any other money available from federal, state or local sources that the school or the students who are enrolled in the school are eligible to receive.

b. Funding Eligibility. PTAAN shall be responsible for compliance with applicable requirements for the purpose of receiving or maintaining eligibility to receive from the Sponsor the per pupil allowance to which PTAAN is entitled under applicable law. PTAAN shall apply for all State aid or other monies it is eligible to receive from the Sponsor. PTAAN shall permit Contractor to review any such applications and reports prior to their submission, and Contractor may assume control of the application and report process, if and to the extent PTAAN and its Governing Body reasonably deem appropriate.

c. Donations and Grants. Contractor may solicit and receive, on behalf of PTAAN, grants and donations consistent with the mission and tax-exempt purpose of PTAAN , provided however, that monies raised from such fund-raising activities, which are to create specific funding sources to and for PTAAN shall be deposited in the PTAAN Accounts and used for the benefit of PTAAN.

d. Service Fee and Third Party Costs.

i. Service Fee. As and for the Services provided by Contractor to PTAAN, for each fiscal year, PTAAN will pay to Contractor a service fee (the "Service Fee") in the amount of twelve percent (12 %) of the PTAAN's annual Revenues (the "Service Fee"). Beginning July 1, 2021, the Service Fee shall be paid by PTAAN to Contractor in twelve (12) monthly installments per year with each monthly payment being due no later than the tenth (10th) day of each month in which a payment is due. For purposes of the Service Fee calculation in this Section 6.c.i., the term Revenues shall only include the Revenues received by or on behalf of PTAAN from the State Distributive School Account ("DSA Funding") based on the State's per pupil funding plan. The amount of each monthly installment shall be based upon PTAAN's current school year budget Revenues as defined in this Section 6.c.i. In the event that the total amount of installment payments made by PTAAN for the subject year exceed the total amount due based upon PTAAN's actual Revenues as defined in this Section, Contractor shall refund the total amount of said overpayment to PTAAN within thirty (30) days of the end of the fiscal year. In the event that the total amount of installment payments made by PTAAN for the subject year is less than the total amount due based upon PTAAN's actual Revenues as defined in this Section, PTAAN shall pay the total amount of said underpayment to Contractor within thirty (30) days of the end of the fiscal year.

Pursuant to NRS 388A.393(1)(b), in no event shall any loan, advance, or other monetary charge (including the Service Fee) from the Contractor exceed 15 percent of the total expected funding received by PTAAN from the State Distributive School Account.

Pursuant to NRS 388A.393(1)(i), the Service Fee shall not include any indirect costs incurred by the Contractor. Pursuant to NRS 388A.393(1)(j), the Service Fee shall only include actual services outlined in this Agreement. The amount of the Service ***Fee*** is subject to reduction in a mutually agreeable amount by the Parties in any school year if extenuating circumstances make payment of the entire ***Service Fee*** inappropriate.

ii. Costs. In addition to the ***Service Fee*** provided for herein in Section 6.c.i., **PTAAN** shall also be responsible for all third party costs incurred by Contractor for the benefit of PTAAN, which may include, by way of example, and without limitation, marketing expenses, legal fees, personal property purchases (such as furniture and equipment). All third party costs incurred by Contractor, other than the monthly Service Fee, require prior approval of the Governing Body. All third party costs must be in compliance with the requirements of NRS 388A.393 and other applicable laws.

iii. The Governing Body may not apply to Contractor for financing under Nevada law, but may seek donations, grants and philanthropic support from Contractor. Contractor agrees to guarantee any lease, contract or financing of PTAAN if it is deemed to be in the best interest of students and may result in better terms for PTAAN .

iv. Contractor must seek the approval of PTAAN prior to soliciting any non-governmental grants, donations or contributions on behalf of PTAAN. Any such funds so received shall be used solely in accordance with the purpose(s) for which they were solicited, applicable terms and conditions or donor restrictions, as otherwise approved by the Governing Body. Upon reasonable advanced request, Contractor shall provide evidence to the Governing Body that PTAAN is in compliance with such requirements, and shall provide all reports, data and information reasonably necessary for PTAAN to meet any reporting requirements for such funding. Subject to applicable donor restrictions, the Governing Body shall determine the allocation of any funds subject to this Section 6.c.v. that remain unexpended following completion of the project or purpose for which the funds were originally received.

The Service Fee during any Renewal Term may be adjusted upon the mutual written agreement of the Parties. In the event that the Parties are unable to mutually agree upon the Service Fee payable to Contractor during any Renewal Term, then either Party shall have the ability to terminate this Agreement "for cause".

7. USE OF MARKS

a. Each Party shall use the other Party's Marks only in the manner and for the duration expressly permitted in writing by the other Party. Neither Party shall acquire any interest in the other Party's Marks. Neither Party shall utilize the other Party's Marks in any manner that would diminish their value or harm the reputation of the other Party.

b. Upon termination or expiration of this Agreement, neither Party shall have a right to make any use whatsoever of the Marks belonging to the other Party.

8. INDEMNIFICATION

a. Survival of Representations and Warranties. All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

b. Contractor Not Liable for Operation of the PTAAN Charter School. Contractor agrees to indemnify PTAAN to the extent more specifically described in the balance of this Section 8, provided however, Contractor shall not be liable for any matter applicable to the proper operation of PTAAN and applicable academic standards, which shall be the duty of PTAAN and the Governing Body, as set forth in Section 5.

c. The Parties both acknowledge that the duties of the Sponsor do not establish a private right of action against the Sponsor of PTAAN as set forth in NRS 388A.223(4). The Parties also acknowledge that pursuant to NRS 388A.366(1)(l), the PTAAN must hold harmless, indemnify and defend the Sponsor against any claim or liability arising from an act or omission by the Governing Body of PTAAN or an employee or officer of PTAAN. Further, an action at law may not be maintained against the Sponsor for any cause of action for which PTAAN has obtained liability insurance.

d. Indemnification of PTAAN. To the extent permitted by applicable law, Contractor shall hold PTAAN and its governing body members, officers, directors, successors, assigns, employees, and agents (the "PTAAN Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate as published in The Wall Street Journal, from time to time prevailing (collectively, the "Indemnified Claims"), incurred or to be incurred by any PTAAN Indemnified Persons resulting from or arising out of, directly or indirectly, any breach or violation of Contractor's representations, warranties, covenants, or agreements contained in this Agreement, or as a result of personal injury, criminal acts, property damage, civil penalties, or fines proximately caused, in whole or in part, by the acts or omissions of Contractor and/or its officers, directors, employees, or volunteers conducting activities authorized under or contemplated by this Agreement, except to the extent caused by the gross negligence or willful misconduct of any PTAAN Indemnified Persons.

e. Indemnification of Contractor. To the extent permitted by applicable law, PTAAN shall hold Contractor and its officers, directors, successors, assigns, and agents of each of them (the "Contractor Indemnified Persons"), harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of Contractor Indemnified Persons resulting from or arising out of, directly or indirectly, any breach or violation of PTAAN's representations, warranties, covenants or agreements contained in this Agreement, or as a result of personal injury, criminal acts, property damage, civil penalties, or fines proximately caused, in whole or in part, by the acts or omissions of Contractor and/or its officers, directors, employees, or volunteers conducting activities authorized under or contemplated by this Agreement, except to the extent caused by the gross negligence or willful misconduct of any Contractor Indemnified Persons.

f. Limited Liability and Indemnification following Stay or Termination for Specified Reasons. If the Parties become compelled by subpoena, court order, temporary restraining order, injunction, or other similar process to stay or terminate this Agreement, or any terms, obligations, or portions thereof, or the services to be provided by Contractor hereunder, or which requires that the services to be provided by Contractor be competitively bid pursuant to the requirements of NRS Chapter 332 or otherwise under Nevada law, then Contractor agrees to indemnify, defend, and hold PTAAN , its governing body members, employees, agents, and volunteers, and the Sponsor (the SPCSA), its Board Members, employees, agents, and volunteers harmless from and against any and all liability, loss, and costs arising from the challenge or lawsuit and agrees to terminate or stay this Agreement at the written request of PTAAN or the Sponsor.

g. Limitations on Damages and Warranties.

i. PTAAN EXPRESSLY UNDERSTANDS AND AGREES THAT CONTRACTOR MAKES NO WARRANTIES OF ANY KIND OR TYPE, INCLUDING WITHOUT LIMITATION ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. Notwithstanding anything in this Agreement to the contrary, in no event shall Contractor be liable in any way to PTAAN and the PTAAN Charter School for any Claims related in any way to the quality or the provision of the Services provided by Contractor to PTAAN pursuant to this Agreement, except as provided in Section 8(e)(ii) below.

ii. Notwithstanding anything in this Agreement to the contrary and regardless of the nature of any claim or the form of any action that PTAAN may bring against Contractor as a result of or arising out of actions, errors or omissions of Contractor in failing to provide Services

("Defective Service"), PTAAN's sole remedy shall be: (i) to demand that Contractor provide or arrange for providing the Services in accordance with this Agreement, or (ii) if Contractor cannot comply with (i) and the reason is not because of force majeure as described below, reimbursement of the relevant portion of the Service Fee that PTAAN paid to Contractor for such Defective Service; provided, that with respect to a School Year, in no event shall Contractor be required to reimburse PTAAN an amount in excess of the Service Fee for such School Year. For purposes of this Section 8(e)(ii) the "relevant portion of the Service Fee" shall equal the actual documented costs incurred by PTAAN to retain a third party to provide such Service during the applicable portion of the School Year for which such Service is required. Any reimbursement under this Section 8(e)(iii) must first be reduced by amounts that PTAAN owes to Contractor before the actions, errors or omission of Contractor giving rise to the claims. If PTAAN has not paid the Service Fee for the month the Defective Service occurs, PTAAN's obligation to pay the relevant portion of the Service Fee for the Defective Service shall be cancelled (at which time, the obligation of Contractor to provide such Services shall be cancelled).

iii. Any other term, covenant or condition of this Agreement to the contrary notwithstanding, each of PTAAN and Contractor, and their respective governing body members, officers, directors, employees and agents retain their statutory governmental, official and any other immunity provided pursuant to the laws of the State and do not waive the defenses of governmental and official immunity derived from such laws.

h. Indemnification of Third-Party Claims. The obligations and liabilities of any Party to indemnify the other under this Section 8 with respect to a Claim relating to or arising from third parties (a "Third Party Claim") shall be subject to all applicable law and to the following terms and conditions:

i. Notice and Defense. The Party to be indemnified (the "Indemnified Party") will give the Party from whom indemnification is sought (the "Indemnifying Party") prompt written notice of any such Third Party Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party's duty or obligations under this Section 8, except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Section 8.f with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Third Party Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Third Party Claim, and shall in other respects give reasonable cooperation in such defense.

ii. Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Third Party Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Third Party Claim and fails to defend such Third Party Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Third Party Claim or consent to the entry of a judgment with respect to such Third Party Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.

iii. Indemnified Party's Rights. Anything in this Section 8.f to the contrary notwithstanding, (i) if there is a reasonable probability that a Third Party Claim may materially and

adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Third Party Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Third Party Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Third Party Claim.

i. Payment.

i. With regard to Indemnified Claims between the Parties, Contractor shall promptly pay the PTAAN Indemnified Persons any amounts due under Section 8.c, and/or PTAAN shall promptly pay the Contractor Indemnified Persons any amounts due under Section 8.d. In the event that the Indemnified Claims between the Parties are disputed in whole or in part, then upon judgment, determination, and settlement or comprise of such Indemnified Claims, the Party from whom indemnification is sought shall promptly pay the Party to be indemnified, the amounts so determined by judgment, determination, settlement or compromise.

ii. With regard to a Third Party Claim, the Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Section 8. Upon judgment, determination, settlement or compromise of any Third Party Claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. In the event of any payment under this Agreement, the Indemnifying Party shall be subrogated to the extent of such payment to all of the rights of recovery of any Indemnified Party, who shall execute all papers required and take all action necessary to secure such rights, including execution of such documents as are necessary to enable the Indemnifying Party to bring suit to enforce such rights. The Indemnifying Party may not waive any such subrogation rights in settlement.

j. Adjustment of Liability. In the event an Indemnifying Party is required to make any payment under this Section 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

9. TERM AND TERMINATION

a. Term. This Agreement shall have an initial term commencing on July 1, 2022 (the "***Effective Date***") and ending on June 30, 2024 (the "***Expiration Date***") (collectively the "***Initial Term***"), and may be renewed for an additional renewal term consistent with the school's charter contract with the SPCSA upon the agreement of both Parties and a public meeting to be held by the Governing Body of PTAAN consistent with the provisions of NAC 388A.575.

b. Termination by PTAAN. **PTAAN** may terminate this ***Agreement*** in accordance with the following provisions:

i. Termination for Cause. Subject to the provisions of Section 9.b.ii below, ***PTAAN*** may terminate this ***Agreement*** for cause at any time during the ***Term***. For purposes of this Section 9.b, the term "***for cause***" shall mean:

(A) Contractor becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;

(B) Contractor violates any material provision of law with respect to PTAAN from which PTAAN was not specifically exempted;

(C) Contractor materially breaches any of the material terms and conditions of this Agreement;

(D) The Parties are unable to mutually agree upon the Service Fee payable to Contractor during any Renewal Term;

(E) Contractor's corporate status is revoked or its authorization to conduct business in Nevada is forfeited; or

(F) The enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of PTAAN in conformity with this Agreement or any PTAAN Charter with the Sponsor violates PTAAN's , the Sponsor's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

ii. Contractor Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 9.b.i, PTAAN shall give Contractor written notice of its basis for terminating this Agreement (a "Termination Notice"). If the termination is "for cause", the Termination Notice shall specify the section of this Agreement upon which PTAAN is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, Contractor shall have sixty (60) days to remedy the breach. If the breach is not corrected within the cure period, PTAAN may immediately terminate the Agreement.

c. Termination by Contractor. Contractor may terminate this Agreement in accordance with the following provisions:

i. Termination for Cause. Subject to the provisions of Section 9.c.ii below, Contractor may terminate this Agreement for cause at any time during the Term. For purposes of this Section 9.c.i, the term "for cause" shall mean that:

(A) PTAAN materially breaches any of the material terms and conditions of this Agreement;

(B) PTAAN fails to comply with its Bylaws and such failure materially and adversely affects the ability of PTAAN to operate as contemplated by this Agreement;

(C) PTAAN violates any material provision of law with respect to PTAAN from which PTAAN was not specifically exempted;

(D) PTAAN takes any action which materially interferes with the ability of Contractor to perform under this Agreement;

(E) The Sponsor notifies either Party of its intention to terminate, restart, or non-renew the PTAAN Charter Contract, or does so;

(F) The State notifies either Party of its intention to terminate, restart or non-renew the PTAAN Charter Contract between the Sponsor and PTAAN pursuant to State statute and rule, or does so;

(G) The Parties are unable to mutually agree upon the Service Fee payable to Contractor during any Renewal Term; or

(H) The enactment, repeal, promulgation, or withdrawal of any federal, State, or local law, regulation, or court or administrative decision, or order finding that this Agreement, the operation of PTAAN in conformity with this Agreement, or the PTAAN Charter Contract with the Sponsor, violates PTAAN's, the Sponsor's, or the State's responsibilities, duties, or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

ii. PTAAN Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 9.c.i, Contractor shall give PTAAN a Termination Notice specifying the section of this Agreement upon which Contractor is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, PTAAN shall have sixty (60) days to remedy the breach. If the breach is not corrected within the cure period, Contractor may immediately terminate this Agreement.

d. Termination Upon Agreement of the Parties. This Agreement may be terminated upon written agreement of the Parties.

e. Termination by Loss of Charter Contract. This Agreement shall automatically terminate in the event that the PTAAN no longer possesses the PTAAN Charter Contract to operate a public charter school, including, but not limited to, termination, restart, or non-renewal of the PTAAN Charter Contract by the Sponsor pursuant to NRS 388A.285, NRS 388A.300, or NRS 388A.330.

f. Termination by Reconstitution of Governing Body. This Agreement may be terminated by the PTAAN in the event that the Governing Body of PTAAN is reconstituted by the Sponsor under NRS 388A.330.

g. Avoidance of Disruptions to Students. Notwithstanding the foregoing provisions of this Section 9, each Party shall use its good faith best efforts to avoid a termination of this Agreement that becomes effective during the School Year because of the disruption to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances (including when termination, restart, non-renewal, or reconstitution of the PTAAN Charter Contract requires the Agreement to be terminated during the School Year), the termination will not become effective until the end of the School Year.

h. Payment of ***Service Fee***. Upon termination of this ***Agreement***, **PTAAN** shall pay Contractor any previously due and unpaid portion of the Service Fee for Services performed by Contractor until the time of termination.

i. Assistance Following Termination by Contractor. In the event of termination of this Agreement by Contractor, Contractor shall provide reasonable assistance to PTAAN for the shorter of the remainder of the current School Year or ninety (90) days after the effective date of termination of this Agreement (the "Termination Assistance Period"), to assist in the transition to another service provider. During the Termination Assistance Period, Contractor will be entitled to receive and PTAAN shall continue to pay Contractor's Service Fee and shall reimburse Contractor for all reasonable expenses incurred by PTAAN in providing such transition assistance.

j. Records upon Termination. Upon termination or expiration of this Agreement for any reason, Contractor shall give to PTAAN as soon as practicably possible all student, fiscal, and other PTAAN records.

k. Rights to Property upon Termination. Upon termination of this Agreement, anything purchased with DSA Funding (or other Charter School funds) shall remain the exclusive property of the PTAAN. Contractor shall have the right to reclaim any usable property or equipment (including, but not limited to, desks, computers, copying machines, fax machines, and telephones) that were purchased by Contractor with Contractor funds. Fixtures and building alterations or any kind are the sole property of the PTAAN. The above rights to property upon termination are subject to Nevada law including NRS 388A.306, NAC 388A.355, and NAC 388A.515.

10. PROTECTION OF STUDENT INFORMATION

The Parties each acknowledge that PTAAN is a Nevada public charter school subject to State and federal laws governing education. Contractor shall comply with all federal, state, and local laws, rules, regulations, and ordinances that are now or may in the future become applicable to Contractor with regard to the Services being provided by Contractor and regarding the protection of student records and other personally identifiable and/or confidential information, including but not limited to the federal Family Education Rights and Privacy Act ("FERPA") and the Children's Online Privacy and Protection Act ("COPPA"). As such the Parties agree to the following terms:

a. Contractor and PTAAN agree to protect student education records and other personally identifiable and/or confidential information in accordance with FERPA. 20 U.S.C. §1232g; 34 C.F.R. Part 99; NRS 392.029; NRS 388.272.

b. Ownership and Control of Education Records. The education records shall continue to be the property of and under the control of PTAAN .

c. "Personally identifiable information" or "PII" has the same meaning as defined under FERPA at C.F.R. § 99.3. For purposes of this Agreement, it includes any information that can be used on its own or with other information to (i) distinguish one person from another, or (ii) identify, contact, or locate a single person, or de-anonymize anonymous data.

d. "Education record" has the same meaning as defined under FERPA at C.F.R. § 99.3. For purposes of this Agreement, education record includes both any information directly related to a student that is maintained by PTAAN and information acquired directly from the student through the use of instructional software or applications assigned to the student by a Charter Authority or other PTAAN employee. Education record does not mean de-identified information, including aggregated de-identified information, used by Contractor (i) to improve educational products for adaptive learning purposes and for customizing student

learning, (ii) to demonstrate the effectiveness of Contractor's products in the marketing of those products, or (iii) for the development and improvement of educational sites, services or application.

e. "De-identified information" means information that cannot be used to identify an individual student.

f. "School official" has the same meaning as defined under FERPA at C.F.R. § 99.3(a)(1), and includes contractors, consultants, volunteers, or other parties to which an educational institution has outsourced institutional services or functions.

g. SSS Education Corp. (Contractor) is a contractor or outside service provider with whom PTAAN has outsourced institutional services or functions that it would otherwise use employees to perform, including, but not limited to, the provision of educational services and programs to the charter school and students. 20 U.S.C. § 1232g(b)(1); 34 C.F.R. § 99.31(a)(1). For purposes of FERPA, Contractor constitutes a school official with a legitimate educational interest in obtaining access to education records, and will only have access to those particular education records in which they have a legitimate educational interest. 20 U.S.C. §1232g(b)(1); 34 C.F.R. § 99.31(a)(1).

h. Contractor will be under the direct control of PTAAN with respect to the maintenance and use of personally identifiable information from education records provided under this Agreement. 34 C.F.R. § 99.31(a)(1).

i. Use of Student Records. Contractor shall not collect, use, or disclose any information in the student records for any purpose other than those required or specifically permitted by this Agreement.

j. Contractor is subject to the same conditions on the use and redisclosure of personally identifiable information from education records that govern other school officials, including, without limitation, 20 U.S.C. § 1232g, 34 C.F.R. § 99.31(a)(1), 34 C.F.R. § 99.33(a) and (b), and NRS 388.272.

k. Contractor will not (i) use student personally identifiable information for advertising purposes (including targeted marketing and advertising) (ii) use student personally identifiable information to amass a profile about a student except in furtherance of the services provided under this agreement; or (iii) sell student personally identifiable information.

l. Notwithstanding the foregoing, and consistent with FERPA, Contractor may use and disclose both aggregate and de-identified data; provided, however, that Contractor agrees not to attempt to re-identify the data and not to disclose such data to any third party unless that third party agrees not to attempt to re-identify the data.

m. Ownership and Control of Student-Generated Content. To the extent Services provided by Contractor contain any student-generated content from the students of the PTAAN Charter Schools, the students may retain possession and control of their own student-generated content, or may transfer student-generated content to a personal account. In such case, PTAAN shall promptly notify and forward a copy of any such student request to Contractor, and Contractor will process the written request and work with PTAAN to return the student-generated content in a format acceptable to PTAAN within five (5) business days after Contractor receives PTAAN's request. For purposes of this Agreement, "student-generated content" includes essays, research reports, portfolios, creative writing, music or other audio files, photographs and account information that enables ongoing ownership of student content but

does not include student responses to a standardized assessment where student possession and control would jeopardize the validity and reliability of that assessment.

n. Review of Student Records. A parent or legal guardian, or eligible student (meaning a student who has reached 18 years of age) may review personally identifiable information in the student's records and correct erroneous information by notifying either PTAAN's or Contractor's student services department in writing of such request. PTAAN will meet with the parent, legal guardian or eligible student to review and correct any information in the student's records that can be changed in accordance with PTAAN's policy. PTAAN will notify Contractor of the need to review student records and/or make corrections to any student records in writing. Corrections or changes to student records must follow PTAAN's policies. Contractor shall provide records and/or correct such errors within five (5) business days of receipt of written notice. Contractor shall cooperate with PTAAN to review and/or correct student records.

o. Contractor acknowledges that it provides training for its employees about FERPA and how to protect education records, and that it has appropriate disciplinary policies for employees that violate FERPA.

p. PTAAN has the right to conduct audits or other monitoring activities of the Contractor's procedures and systems, subject to Contractor's agreement for frequency and schedule, not to be unreasonably withheld. 34 C.F.R. § 99.31(a)(1).

q. Security and Confidentiality of Student Records. Contractor also acknowledges that it has a sound data security plan and data stewardship program. Contractor agrees to hold student records in strict confidence. Contractor shall not use or disclose student records received from or on behalf of PTAAN except as permitted or required by this Agreement, as required by law, or as otherwise authorized in writing by PTAAN. Contractor agrees that it will protect the student records it receives from or on behalf of PTAAN according to commercially acceptable standards and no less rigorously than it protects its own confidential information, but agrees that it will protect the student records at least to the level required by FERPA. Contractor will designate and train responsible individuals to ensure the security and confidentiality of student records. Contractor shall develop, implement, maintain, and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted student records received from or on behalf of PTAAN. Student records shall not be stored or transmitted outside of the United States.

r. Unauthorized Disclosure Notification Process. Contractor, within one (1) business day of discovery, shall report to PTAAN any use or disclosure of student records not authorized by this Agreement. Contractor's report shall identify (i) the nature of the unauthorized use or disclosure, (ii) the student records used or disclosed, (iii) who made or is believed to have made the unauthorized use or received the unauthorized disclosure, (iv) what Contractor has done or shall do mitigate any effect of the unauthorized use or disclosure, and (v) what corrective action Contractor has taken or shall take to prevent future similar unauthorized use or disclosure. Contractor shall provide to PTAAN such other information, including written reports as reasonably requested by PTAAN. If the nature of the breach reported to PTAAN involves an unauthorized disclosure of student records, the parties will work together to prepare and send, within five (5) business days, written notification to the parents, legal guardians or eligible student detailing the breach and the next steps to be taken to address the specific unauthorized disclosure. Compliance with these requirements shall not, in itself, absolve Contractor of liability, if any, in the event of an unauthorized disclosure of student records.

s. In the event that PTAAN is compelled by law to furnish information or records in the possession of Contractor, Contractor promptly shall furnish such information and records to PTAAN

and PTAAN shall have the right to release such information and records to the extent that the release is lawfully required.

t. Certification of Non-Retention and Destruction of Student Records. Contractor agrees that it will transfer to PTAAN all student records and personally identifiable information within its possession, custody, or control within sixty (60) days following: (a) the termination, cancellation, expiration or other conclusion of this Agreement; (b) the time that such information is no longer needed for the purposes for which this Agreement was conducted; or (c) upon notice from PTAAN. All records stored electronically must be provided to PTAAN in a format that is compatible with the information technology systems of PTAAN. After transfer of the student personally identifiable information to PTAAN, Contractor must destroy all remaining copies of that information within its possession, custody, or control. However, Contractor shall not destroy any student records without express prior written permission o PTAAN f . Contractor shall comply with all known litigation or orders to preserve student records. All student and school records of PTAAN shall be stored in Nevada and accessible to the Sponsor and charter school as required by Nevada law.

u. Pursuant to NRS 388.272, PTAAN may terminate this Agreement and seek payment of monetary damages for any intentional or grossly negligent noncompliance with the terms of Section 10 of this Agreement.

11. KEY PERFORMANCE INDICATORS

a. Metrics for Evaluation. PTAAN has established various elements to evaluate the performance of Contractor in the provision of its services to the PTAAN . To establish the proper foundation and framework for this evaluation, the following metrics will be considered by PTAAN in evaluating the performance of Contractor: (1) Student Count (the number of students enrolled as of the period of measurement); (2) MAP Growth (a framework and set of methods to individually and with greater period frequency measure the growth and performance of the student in multiple academic areas); (3) ELL Performance (English Language Learner measurement as determined by the WIDA framework; (4) Academic Staff Retention (measured by evaluating the number of returning teachers, coaches and academically specific staff); (5) Attendance (measured by the enrolled student' daily school attendance as of the period of membership; and (6) School Climate & Culture (measured by evaluating the mood and expectations of those interacting with the school on a regular basis).

b. Contractor desires to maximize student performance and achievement through the services, leadership and management it provides to PTAAN. Similarly, the Governing Body desires to see continued growth and achievement in its students through the support and efforts of Contractor. At the end of each academic year, the Governing Body will evaluate the performance of Contractor through an assessment of the six (6) performance metrics identified in Section 11.a. of this Agreement. Contractor agrees that if it does not show documented success as determined by the Governing Body in four (4) or more of the performance metrics identified in Section 11.a., Contractor will provide a Service Fee refund to **PTAAN** at the end of the fiscal year. If three (3) or fewer of the performance metrics are satisfied following Governing Body evaluation, Contractor agrees to provide a refund of 1% of its annual Service Fee to PTAAN at the close of the fiscal year. If two (2) or fewer of the performance metrics are satisfied following Governing Body evaluation, Contractor agrees to provide a refund of 2% of its annual Service Fee to PTAAN at the close of the fiscal year.

c. In addition to the evaluation criteria set forth above, the Governing Body shall, not later than 60 days after the end of the school year, review the performance of Contractor to determine whether Contractor is performing in a manner that satisfies the terms and conditions of the charter contract, including, without limitation, the satisfaction of the goals of the charter school. If the Contractor is not

performing in a satisfactory manner, the Governing Body shall require Contractor to prepare, in consultation with the Governing Body, a plan of corrective action for Contractor. The plan must include the steps which will be taken by Contractor to ensure that it performs in a manner which satisfies the terms and conditions of the charter contract, including, without limitation, the satisfaction of the goals of the charter school.

12. MISCELLANEOUS

a. Governing Law. This ***Agreement*** shall be governed by, construed, interpreted and enforced in accordance with the laws of the ***State of Nevada***, without giving effect to the principles of conflict of laws thereof. The ***Parties*** hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts of the ***State of Nevada*** and hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

b. Alternative Dispute Resolution.

Good Faith Negotiation of Disputes. The ***Parties*** agree to cooperate in good faith in all actions relating to this ***Agreement***, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute arises in connection with this ***Agreement***, either ***Party*** may give notice to the other ***Party*** of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or claim arising out of or relating to this ***Agreement*** or the relationship resulting in or from this ***Agreement*** (a "***Dispute***"), is unable to be resolved by the ***Parties*** (or if one of the ***Parties*** refuses to participate in such negotiations) within twenty (20) days from the notice of intent to negotiate, either ***Party*** may give written notice to the other (in accordance with Section 11.j) that the ***Dispute*** shall be submitted to mediation by a neutral mutually agreed-upon licensed Nevada attorney or retired judge. The ***Parties*** agree to split any mediation expenses. If the ***Parties*** do not agree to a third party neutral within 20 days of notice to the other side of the intent to mediate, either ***Party*** may submit a request to mediate to the Las Vegas, Nevada office of JAMS so that a mediator can be assigned. If mediation is not successful, the ***Parties*** agree to resolve the Dispute *via* arbitration by a neutral mutually agreed-upon licensed Nevada attorney or retired judge. If the ***Parties*** do not agree to a third party neutral within 20 days of notice to the other side of the intent to arbitrate, either ***Party*** may submit a request to arbitrate to the Las Vegas, Nevada office of JAMS so that an arbitrator can be assigned. The ***Parties*** agree to split any arbitration expenses.

i. Notices. All ***Notices*** (defined below), mediation, arbitration and/or dispute claims, responses, requests and documents will be sufficiently given or served if mailed or delivered in the manner described in the notice provision of this ***Agreement***.

ii. Excluded Claims. "***Excluded Claims"*** means (i) any claim by either ***Party*** relating to its intellectual property rights; (ii) any claim by either ***Party*** arising under or related to the ***Charter School Law***, or the Internal Revenue Code of 1986, as both may be amended, and (iii) any claim arising under or related to the protection of student information as detailed in Section 10.

c. Breach and Waiver. No failure on the part of any ***Party*** to enforce the provisions of this ***Agreement*** shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this ***Agreement*** shall (a) be effective unless it is in writing and executed by the ***Party*** charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a

breach of this ***Agreement*** shall constitute a waiver thereof. No waiver of any provision of this ***Agreement*** shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

d. No Third Party Beneficiary Rights. With the exception of the Sponsor, no third party, whether a constituent of PTAAN , a member of the community, a student or parent of a student of PTAAN or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, PTAAN or Contractor in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

e. Negligent, Wrongful or Unlawful Acts of a Party. Nothing in this Agreement shall affect or alter in any way responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's employees, agents or contractors. Nothing herein shall constitute a waiver of PTAAN's governmental and sovereign immunity under Nevada law (including the provisions of NRS Chapter 41).

f. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to Contractor any of the powers or authority of PTAAN or its Governing Body, which are not subject to delegation by PTAAN or the Governing Body under the Charter School Law, applicable State law or the PTAAN Charter Contract.

g. Compliance with Laws. Unless specifically waived by appropriate governmental authority, Contractor shall comply with all applicable laws, rules, regulations, ordinances, orders or other requirements of the State and any governmental authority relating to its delivery of the goods or services specified in this Agreement.

h. Incorporation of Recitals. The recitals to this Agreement are hereby incorporated herein as an integral part of this Agreement.

i. Inspection and Access to Records. Upon reasonable notice, the Parties shall make available to each other and to the Sponsor for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

j. Personnel. Pursuant to NRS 388A.393(1)(a), the Governing Body shall maintain the direct control over the hiring and/or dismissal of an administrator and financial officer of PTAAN. As part of its contracted services, Contractor shall train, coach, develop, and evaluate Charter School based personnel.

k. Sponsor Requirement. Pursuant to NAC 388A.570, Contractor shall inform each employee of its organization who may provide direct services to PTAAN that: (a) Contractor employees are not employees of the Governing Body; and (b) the provisions of NRS 388A.530, NRS 388A.533, NRS 388A.535, NRS 388A.538, NRS 388A.541, and NRS 388A.544 do not apply to an employee of Contractor or any person hired by Contractor to perform a service to PTAAN , including without limitation, the provision governing the status of employees of a charter school and their collective bargaining rights and benefits.

l. Notices. All notices, demands, consents or other communications ("Notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile,

on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

i. SSS Education Corp.
4532 Livingston Ave
Dallas TX 75205

ii. PTAAN :
1412 S Belt Line Rd
Mesquite TX 75149

Any ***Party*** may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a ***Party*** shall be deemed delivered when so received.

m. Defined Terms and Use of Terms. All defined terms used in this ***Agreement*** shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this ***Agreement***.

n. Section Headings. The headings in this ***Agreement*** are for the convenience of the parties only and shall have no effect on the construction or interpretation of this ***Agreement*** and are not part of this ***Agreement***.

o. Exhibits and Schedules. Each exhibit and each schedule to this ***Agreement*** to which reference is made in this ***Agreement*** is hereby incorporated in this ***Agreement*** as an integral part thereof. In the event of a conflict between the terms and provisions of this ***Agreement*** and the terms and provisions of any exhibits or schedules, the terms and provisions of this ***Agreement*** shall control.

p. Entire Agreement. This ***Agreement*** constitutes the entire agreement between the ***Parties*** with respect to the subject matter herein, as of the ***Effective Date***, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the ***Parties***, expressed or implied, written or oral, are superseded hereby.

q. Modifications and Amendments; No Parol Evidence. This ***Agreement*** (including any exhibits and schedules to this ***Agreement***) is the entire agreement between the ***Parties***, and may be altered, changed, added to, deleted from or modified only by agreement in writing by the ***Parties***.

r. Assignment. Subject to Contractor's right to subcontract for any of the Services as set forth in Section 3.b, this Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or involuntarily without the prior written consent of the other Party; provided, however, that with the prior written consent of PTAAN , Contractor may assign its rights and obligations under this Agreement to another nonprofit organization that is (1) related to Contractor by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall

be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

s. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same agreement.

t. No Partnership. This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

u. Further Assurances. The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents, including but not limited to a license in customary form, and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

v. Severability. In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

w. Force Majeure. Neither Party shall be liable to the other Party for any delay or failure of performance of this Agreement, other than the payment of any monies owed by one Party to the other (including the Service Fee), if the delay or failure is caused by an act of God, strike, lockout, or other labor dispute, epidemic, pandemic, weather conditions, earthquake, fire, flood, externally caused transmission interferences, satellite failure, war, riot, acts of terrorism, civil disturbance, or any other cause beyond the control of the non-performing Party. If a delay or failure of performance by a ***Party*** is caused by an event of force majeure, such ***Party*** shall notify the other ***Party*** and shall be released without any liability from its performance under this ***Agreement*** to the extent and for the period of time that such performance is prevented by the event of force majeure.

x. Negotiated Agreement. The provisions of this ***Agreement*** were negotiated by the Parties and this ***Agreement*** shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

SIGNATURES ON NEXT PAGE

IN WITNESS WHEREOF, the Parties have executed and delivered this ***Agreement*** as of the date first written above.

SSS Education Corp.

By:_____
Name:
Title:

Pioneer Technology & Arts Academy *dba* PTAA Nevada

By:_____
Name:
Title:

Exhibit 1
Memorandum of Understanding

Exhibit 2
Insurance Coverage

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

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

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

ABOVE SPACE IS FOR OFFICE USE ONLY

Formation - Nonprofit Corporation

☐ NRS 82 - Articles of Incorporation Nonprofit
☐ NRS 81.010 - Formation of Nonprofit Cooperative Corporation With or Without Stock
☐ NRS 81.170-81.270 - Articles of Cooperative Association
☒ NRS 80 - Foreign Nonprofit Corporation
☐ NRS 81.410 - Articles of Incorporation Nonprofit Cooperative Corporation Without Stock

TYPE OR PRINT - USE DARK INK ONLY - DO NOT HIGHLIGHT

1. Name of Entity: (If foreign, name in home jurisdiction)

SSS Education Corp.

2. Registered Agent for Service of Process: (Check only one box)

☒ Commercial Registered Agent (name only below) ☐ Noncommercial Registered Agent (name and address below) ☐ Office or Position with Entity (title and address below)

Capitol Corporate Services, Inc.
Name of Registered Agent **OR** Title of Office or Position with Entity

Street Address | City | Nevada | Zip Code

Mailing Address (if different from street address) | City | Nevada | Zip Code

2a. Certificate of Acceptance of Appointment of Registered Agent:

I hereby accept appointment as Registered Agent for the above named Entity. If the registered agent is unable to sign the Articles of Incorporation, submit a separate signed Registered Agent Acceptance form.

x Krista Abair, Asst. Secretary
Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity Date

3. Names and Addresses of the Board of Directors, Member, or Trustees

(NRS 81.410 must not be less than three members, see instructions)

1) Shubham Pandey — US
Name — Country
4532 Livingston Avenue — Dallas — TX — 75205
Street Address — City — State — Zip/Postal Code

2) Jyoti Pandey — US
Name — Country
4532 Livingston Avenue — Dallas — TX — 75205
Street Address — City — State — Zip/Postal Code

3) Deependra Chhabra — US
Name — Country
1412 S Belt Line Rd — Mesquite — TX — 75149
Street Address — City — State — Zip/Postal Code

4. Jurisdiction of Incorporation: (NRS 80 only)

4a. Jurisdiction of incorporation: Colorado

4b. I declare this entity is in good standing in the jurisdiction of its incorporation. ☒

5. Authorized Shares:
(Number of shares corporation is authorized to issue, N S 80 and N S 81.010)

Number of common shares with Par value: Par value: $
Number of preferred shares with Par value: Par value: $
Number of shares with no par value:

If a Nonprofit Entity: (NRS 80 only)
☐ This is a nonprofit entity *with* authorized stock, as listed above.
☒ This entity is a nonprofit, non-stock corporation.

This form must be accompanied by appropriate fees.

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Formation - Non-Profit Corporation

Continued, Page 2

6. Benefit Corporation: (For NRS 81.010, optional. See instructions.)

By selecting "Yes" you are indicating that the corporation is organized as a benefit corporation pursuant to NRS Chapter 78B with a purpose of creating a general or specific public benefit. The purpose for which the benefit corporation is created must be disclosed in the below purpose field.

Yes ☐

7. Purpose: (Required, see instructions.)

The Corporation is organized exclusively for charitable and educational purposes, specifically the purpose of holding title to real and/or personal property for, and to make the same available for use by, charter schools within and beyond the State of Colorado, including but not limited to, Pioneer Technology and Arts Academy of Colorado (collectively, the "Charter School"), a public charter school approved by El Paso County School District No. 49 ("District"), and to otherwise provide a public building, facilities, and equipment to the Charter School.

8. Member Property Rights: (NRS 81.010, see instructions)

The property rights and interest of each member are:

☐ Equal **OR** ☐ Unequal

9. Member Property Rights: (NRS 81.410, see instructions)

The voting power and the property rights and interest of each member are:

☐ Equal **OR** ☐ Unequal

10. Term: (NRS 81.010, 81.170-81.270, 81.410 may be perpetual)

Latest date upon which the corporation is to exist: (if existence is not perpetual)

11. Equal Interest Rights: (NRS 81.170-81.270)

The interest and right of each member therein is to be equal.

12. Membership Fee: (NRS 81.170-81.270, must be completed)

The membership fee is $ _____ per member.

Each member signing the articles has paid the fee and their interests and rights are equal.

13. Name, Address and Signature of:

NRS 80 Name, title and signature making the statement.

NRS 81.010 Name, address and signature of three or more of the original members, a majority of whom must be residents of this state.

NRS 81.410 and 82 Name, address and signature of the Incorporator(s).

NRS 81.170 Must be signed by the original associates or members.

I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.

Name	Country
Shubham Pandey, President	US

Address	City	State	Zip/Postal Code
4532 Livingston Avenue	Dallas	TX	75205

X _____

Name	Country

Address	City	State	Zip/Postal Code

X _____

Name	Country

Address	City	State	Zip/Postal Code

X _____ (attach additional page if necessary)

AN INITIAL LIST OF OFFICERS MUST ACCOMPANY THIS FILING

Please include any required or optional information in space below:
(attach additional page(s) if necessary)

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

Initial List and State Business License Application

Initial List of Officers, Managers, Members, General Partners, Managing Partners, or Trustees:

SSS Education Corp.

NAME OF ENTITY

TYPE OR PRINT ONLY - USE DARK INK ONLY - DO NOT HIGHLIGHT

IMPORTANT: *Read instructions before completing and returning this form.*

Please indicate the entity type (check only one):

☐ Corporation

☐ This corporation is publicly traded, the Central Index Key number is:

☒ Nonprofit Corporation (see nonprofit sections below)

☐ Limited-Liability Company

☐ Limited Partnership

☐ Limited-Liability Partnership

☐ Limited-Liability Limited Partnership (If formed at the same time as the Limited Partnership)

☐ Business Trust

Additional Officers, Managers, Members, General Partners, Managing Partners, Trustees or Subscribers, may be listed on a supplemental page.

CHECK ONLY IF APPLICABLE

Pursuant to NRS Chapter 76, this entity is exempt from the business license fee.

☐ 001 - Governmental Entity

☐ 006 - NRS 680B.020 Insurance Co, provide license or certificate of authority number

For nonprofit entities formed under NRS Chapter 80: entities without 501(c) nonprofit designation are required to maintain a state business license, the fee is $200.00. Those claiming an exemption under 501(c) designation must indicate by checking box below.

☒ Pursuant to NRS Chapter 76, this entity is a 501(c) nonprofit entity and is exempt from the business license fee.
Exemption code 002

For nonprofit entities formed under NRS Chapter 81: entities which are Unit-owners' association or Religious, charitable, fraternal or other organization that qualifies as a tax-exempt organization pursuant to 26 U.S.C. § 501(c) are excluded from the requirement to obtain a state business license. Please indicate below if this entity falls under one of these categories by marking the appropriate box. If the entity does not fall under either of these categories please submit $200.00 for the state business license.

☐ Unit-owners' Association

☐ Religious, charitable, fraternal or other organization that qualifies as a tax-exempt organization pursuant to 26 U.S.C. § 501(c)

For nonprofit entities formed under NRS Chapter 82 and 80: Charitable Solicitation Information - check applicable box
Does the Organization intend to solicit charitable or tax deductible contributions?

☒ No – no additional form is required

☐ Yes – the "Charitable Solicitation Registration Statement" is required.

☐ The Organization claims exemption pursuant to NRS 82A.210 - the "Exemption From Charitable Solicitation Registration Statement" is required

**** Failure to include the required statement form will result in rejection of the filing and could result in late fees.****

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Initial List and State Business License Application - Continued

Officers, Managers, Members, General Partners, Managing Partners or Trustees:

CORPORATION, INDICATE THE PRESIDENT, OR EQUIVALENT OF: Title: President

Name	Country
Shubham Pandey	US

Address	City	State	Zip/Postal Code
4532 Livingston Avenue	Dallas	TX	75205

CORPORATION, INDICATE THE SECRETARY, OR EQUIVALENT OF: Title: Secretary

Name	Country
Deependra Chhabra	

Address	City	State	Zip/Postal Code
1412 S Belt Line Rd	Mesuite	TX	75149

CORPORATION, INDICATE THE TREASURER, OR EQUIVALENT OF: Title: Treasurer

Name	Country
Jyoti Pandey	US

Address	City	State	Zip/Postal Code
4532 Livingston Avenue	Dallas	TX	75205

CORPORATION, INDICATE THE DIRECTOR:

Name	Country
Shubham Pandey	US

Address	City	State	Zip/Postal Code
4532 Livingston Avenue	Dallas	TX	75205

None of the officers or directors identified in the list of officers has been identified with the fraudulent intent of concealing the identity of any person or persons exercising the power or authority of an officer or director in furtherance of any unlawful conduct.

I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.

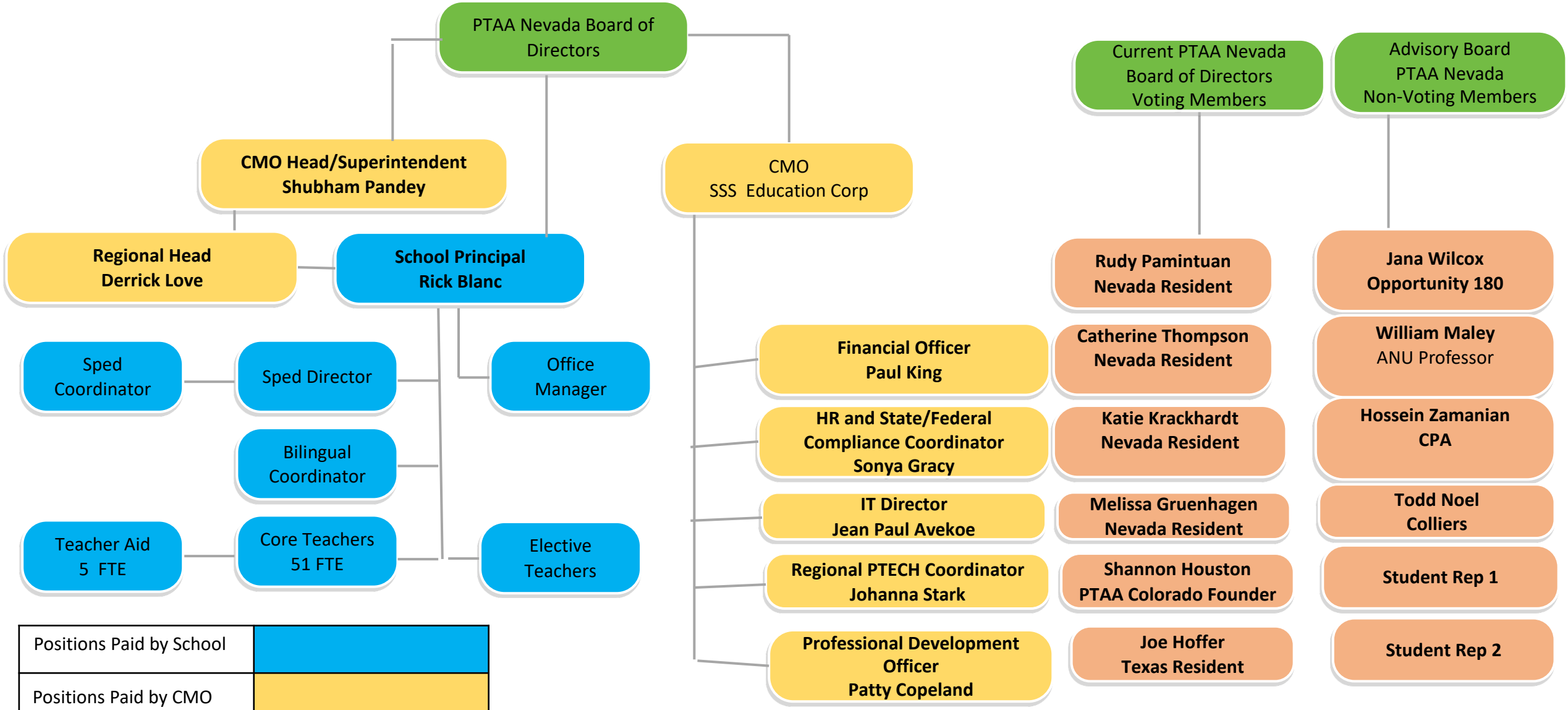
X _____

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.*

President
Title

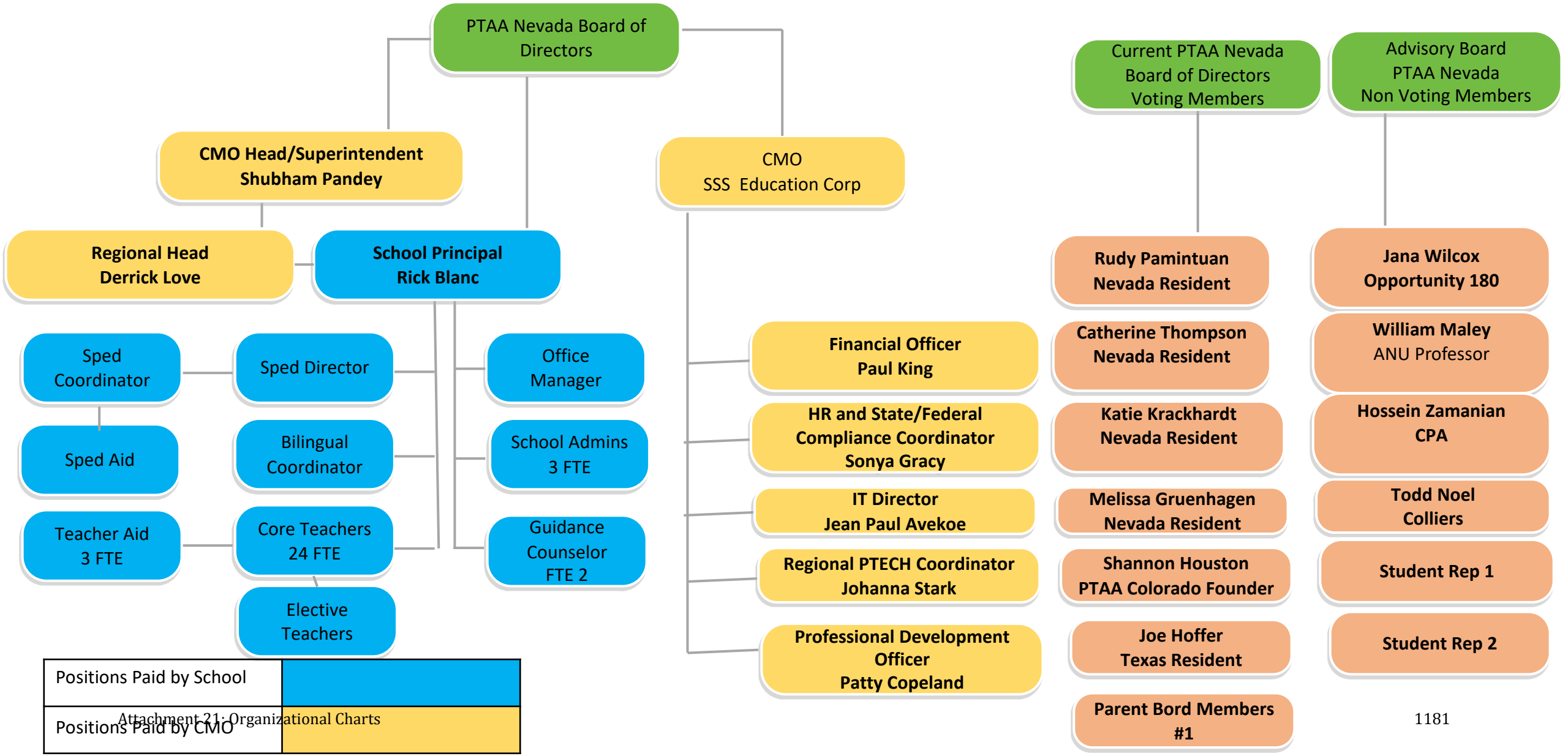
Date

PTAA Nevada Year 1 Organization Chart



Positions Paid by School	
Positions Paid by CMO	

PTAA Nevada Year 3-6 Organization Chart



Positions Paid by School	
Positions Paid by CMO	

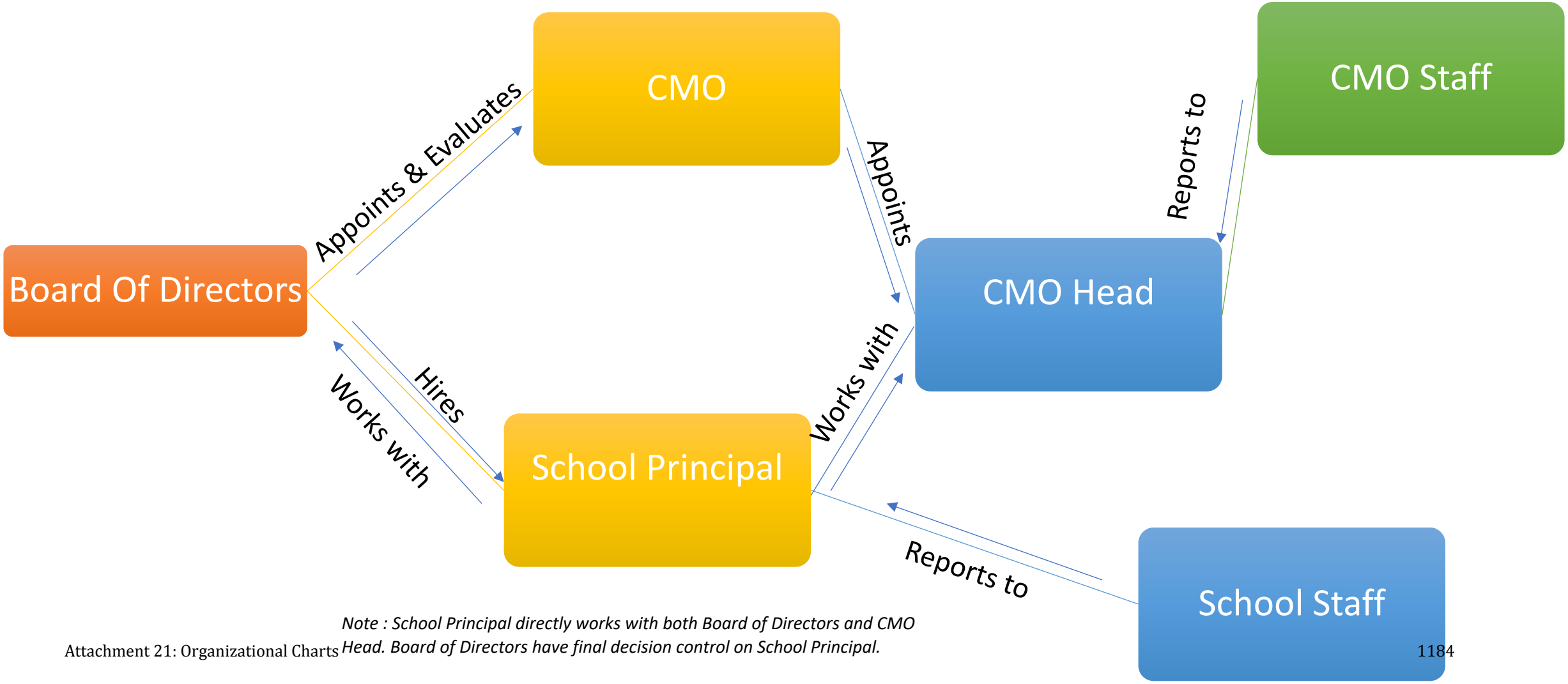
Organization Depth Chart with hierarchy

	Job Description
Shubham Pandey	• Proposed CMO Head, reports to the School Board. • Work with Principal, and CMO/School Staff.
Derrick Love	• CMO Regional Head. • Work with Principal, and staff on a daily basis.
Rick Blanc	• Reports to Head of the School. • Works with staff directly. • Responsible for Hiring all staff of the school.
Paul King	• Provides direction for the oversight of the school's record keeping and accounting policies. • Ensures the presentation of timely and meaningful financial reports to the board. • Ensures the development of annual budget and its submission to the Board for its approval. • Leads the monitoring of budget implementation. • Oversees development and board review of financial policies and procedures. • Leads the board in assuring compliance with federal, state and other financial reporting requirements.
Sonya Gracy	• Maintains the work structure by updating job requirements and job descriptions for all positions. • Supports organization staff by establishing a recruiting, testing, and interviewing program; conducting and analyzing exit interviews; and recommending changes. • Prepares employees for assignments by establishing and conducting orientation and training programs. • Ensures legal compliance by monitoring and implementing applicable human resource federal and state requirements, conducting investigations, maintaining records, and representing the organization at hearings. • Enforces management guidelines by preparing, updating, and recommending human resource policies and procedures and submitting to Board for approval.
Sonya Gracy	• Assists with the development of policies, protocols, guidelines, toolkits and professional development geared toward sharing best practices on compliance with these policies, and with the development of school and professional working environments that are in keeping with community norms as expressed in relevant policies. • Ensures school staff is in compliance from an operational standpoint and a legal standpoint. • Supports local school staff members in developing their practices in relation to community norms and policies, and in service of students, staff members and school culture. • Acts as an independent reviewer and evaluator to ensure that compliance issues within the organization are being appropriately monitored, evaluated, investigated and reported.

Organization Depth Chart with hierarchy

	Job Description
Jean Paul Avekoe	• Develops and implements the long-range district technology plan • Supervises and coordinates district technology operations and staff • Establishes standard procedures for evaluation, use, and support of technology, including hardware, operating software, and applications. • Oversees technology policy development for the district • Keeps current regarding innovations, trends, and standards in the area of technology.
Patty Copeland	• Use innovative practices to effectively create multiple opportunities for collaboration and extended levels of support • Design services for the purpose of implementing professional development program activities that address identified training needs. • Maintain a variety of manual and electronic files and/or records • Monitor professional development services (e.g. consultant's course outcomes, training staff, etc.) • Analyze student test data. Assess and discuss curriculum standards • Research trends in instructional methods and educational technology • Review and recommend textbooks and other educational materials • Observe work of teaching staff to evaluate performance • Develop procedures for teachers to implement curriculum • Train teachers and other instructional staff in new content or technology • Mentor or coach teachers in skill improvement • Plan, organize and conduct training conferences and workshops
Johanna Stark	▪ Coordinator is responsible for developing, coordinating, and teaching STEM afterschool programming. ▪ Primary responsibilities include program instruction, curriculum development and revision, and materials management. ▪ The STEM Coordinator also supervises, and mentors contract instructors who teach the program.

PTAA Nevada Decision Making Flow Chart



Note : School Principal directly works with both Board of Directors and CMO Head. Board of Directors have final decision control on School Principal.

MEMORANDUM OUTLINING RESPONSIBILITIES DURING INCUBATION PERIOD

This MEMORANDUM details services to be provided by SSS Education Corp. ("SSS Education") prior to the opening of Pioneer Technology & Arts Academy dba PTAA Nevada (the "School") to ensure the School is ready for a successful launch in fall 2021. It is intended that SSS Education will continue to have a role in the planning and development of the School subsequent to the application submittal prior to a formal management agreement or similar document being executed ("Incubation Period").

The categories of service to be provided by SSS Education during the Incubation Period, specific details regarding such services and the individuals responsible for the same are detailed in the table below. All of the individuals identified in the table are employees of SSS Education with the exception of Derrick Love. Dr. Love is the intended Head of School for one of the School campuses planned for Nevada.

Services to be Provided	**Expectations**	**Person responsible**
INSTRUCTION		
	1. Creating Scope and Sequence 2. Creating Pacing Calendars 3. Finalizing Curriculum Alignments 4. Finalizing Professional Development 5. STEM training Development 6. Procuring curriculum 7. Curriculum Distribution	Shubham Pandey Shannon Houston
TALENT		
	1. Hosting Job Fairs 2. Sourcing sister schools teachers 3. Hosting J1 Visa programs 4. Hosting College Fairs 5.	Derrick Love
OPERATIONS		
	1. Finalizing Facility 2. Applying for any zoning changes 3. Renovations 4. Applying for construction financing 5. Safety and security 6. Food and shared transportations 7. School Schedules 8. After school programs	Shubham Pandey
TECHNOLOGY		
	Server setup Cloud services	Jean Avekoe

	Domain controller setup AP setup Workstations setup LAN and WAN connections	
FINANCE		
	Software setup Procedure setup Bank setup Fiscal Guidance policy setup state and Federal	Paul King
PARENT & COMMUNITY ENGAGEMENT		
	Direct Mailers Online campaigns Open Houses Community seminars	Shubham Pandey
SCHOOL SYSTEMS & CULTURE		
	Student System Website Setup Student policy setup Open Houses Uniform tryouts	Sonya Gracy
OTHER		
	HR Policies HR setup Payroll Setup	Sonya Gracy

The Interstate School Leaders Licensure Consortium (ISLLC)

ISLLC's Standards for School Leaders:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Educational Leadership Constituent Council (ELCC)

Standards for Advanced Programs In Educational Leadership

Standard 1:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

1.1 Develop a Vision

a). Candidates develop a vision of learning for a school that promotes the success of all students.

b). Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision

a). Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.

b). Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

c). Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision

a). Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.

b). Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision

a). Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

b). Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

c). Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision

a). Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.

b). Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

Standard 2:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture

a). Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2 Provide Effective Instructional Program

a). Candidates demonstrate the ability to facilitate a. activities that apply principles of effective instruction to improve instructional practices and curricular materials.

b). Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.

c). Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Student Learning

a). Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.

b). Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.

c). Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

a). Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

b). Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult-learning strategies to form comprehensive

professional growth plans with teachers and other school personnel.
c). Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Standard 3:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization
a). Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.
b). Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
c). Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2 Manage Operations
a). Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
b). Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.
c). Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

3.3 Manage Resources
a). Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
b). Candidates creatively seek new resources to facilitate learning.
c). Candidates apply and assess current technologies for school management, business procedures, and scheduling.

Standard 4:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members

a). Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.

b). Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.

c). Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

d). Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision- making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.

e). Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.

f). Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.

g). Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

h). Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Respond to Community Interests and Needs

a). Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.

b). Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.

c). Candidates provide leadership to programs serving students with special and exceptional needs.

d). Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

4.3 Mobilize Community Resources

a). Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.

b). Candidates demonstrate how to use school resources and social service agencies to serve the community.
c). Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 5:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity
a). Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly
a). Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically
a). Candidates make and explain decisions based upon ethical and legal principles.

Standard 6:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
a). Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
b). Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
c). Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
d). Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.
e). Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

f). Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.
g). Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.
h). Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2 Respond to the Larger Context
a). Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence the Larger Context
a). Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
b). Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.
c). Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard 7:
Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
7.1 Substantial
7.2 Sustained
7.3 Standards-based
7.4 Real Settings
7.5 Planned and Guided Cooperatively
7.6 Credit

Southern Regional Education Board (SREB)

13 Critical Success Factors (CSFs) associated with principals who have improved student achievement in schools with traditionally "high risk" demographics.

Competency I: Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.

CSF 1. Focusing on student achievement: Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

CSF 2. Developing a culture of high expectations: Set high expectations for all students to learn higher-level content.

CSF 3. Designing a standards-based instructional system: Recognize and encourage good instructional practices that motivate students and increase their achievement.

Competency II: Effective principals have the ability to work with teachers and others to design and implement continuous student improvement.

CSF 4. Creating a caring environment: Develop a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 5. Implementing data-based improvement: Use data to initiate and continue improvement in school and classroom practices and in student achievement.

CSF 6. Communicating: Keep everyone informed and focused on student achievement.

CSF 7. Involving parents: Make parents partners in students' education and create a structure for parent and educator collaboration.

Competency III: Effective principals have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.

CSF 8. Initiating and managing change: Understand the change process and use leadership and facilitation skills to manage it effectively.

CSF 9.Providing professional development: Understand how adults learn and advance meaningful change through quality, sustained professional development that leads to increased student achievement.

CSF 10. Innovating: Use and organize time and resources in innovative ways to meet the goals and objectives of school improvement.

CSF 11. Maximizing resources: Acquire and use resources wisely.

CSF 12. Building external support: Obtain support from the central office and from community and parent leaders for the school improvement agenda.

CSF 13. Staying abreast of effective practices: Continuously learn from and seek out colleagues who keep abreast of new research and proven practices.

National Association of Elementary School Principals (NAESP)

NAESP's Leading Learning Communities standards is recognized as the performance guideline for principal practice. That is, these six standards define what principals should know and be able to:

Standard 1: Lead student and adult learning
Standard 2: Lead diverse communities
Standard 3: Lead 21st century learning
Standard 4: Lead continuous improvement
Standard 5: Lead using knowledge and data
Standard 6: Lead parent, family, and community engagement

National Association of Secondary School Principals (NASSP)

Skills identified as critical for success in the principalship. These include the skills to:

- Be an effective instructional leader (Setting Instructional Direction, Teamwork, Sensitivity)
- Resolve complex problems (Judgment, Results Orientation, Organizational Ability)
- Communicate effectively (Oral Communication, Written Communication)
- Develop self and others (Development of Others, Understanding Own Strengths and Weaknesses).

Board Leadership Assessment

Introduction:

One of the most reliable ways the PTAA board can strengthen its performance as a governing body is to periodically assess its own performance. In keeping with the theme of the charter school board as strategic thinkers and planners, the Assessment that follows this page focuses on competencies and characteristics which, when taken together, delineate the profile of an effective board of the future. The results of the assessment will be used to develop action plans to strengthen the visionary leadership capacity of PTAA board.

Based on past experiences with successful assessment, the PTAA offers the following suggestions for use of a tool like the Board Leadership Assessment:

- Give all board directors and the Administrator an opportunity to discuss the value of a self-assessment and to commit to the process. After discussion, adopt a formal resolution to conduct the assessment and utilize the results to strengthen the board's visionary leadership capacity.

- After adopting the resolution, designate a group to oversee the self-assessment process. The board can delegate this responsibility to the Executive Committee. In either case, the responsible group should be fully committed to the Assessment process.

- Distribute the Assessment to all board directors. Specify the date for return of the assessment forms. Compile the results.

- Schedule a special meeting of the board or a retreat session to review the results of the Assessment.

- Conduct the review session. Strive for consensus on 3-5 areas for improvement based on the assessment results. Identify specific plans of action to address the areas targeted for attention. Assign responsibility for implementation and agree on follow-up procedures the board will take to assure accountability.

Board Leadership Assessment

INTRODUCTION: This Board Visionary Leadership Assessment contains a list of 23 statements describing the characteristics and competencies of an effective board of the future. Rate the degree to which your board reflects each statement by circling the appropriate number in the rating scale to the right of the statement. "0" means your board is completely lacking in this quality; "5" means that your board strongly reflects the characteristic or competency.

1.	The board is a team of involved and committed individuals. There is clear understanding of the board's responsibility for leading and guiding the charter school into the future in contrast to a passive caretaker mentality.	0	1	2	3	4	5
2.	The relationship between the Administrator and the board is one of mutual trust and respect. The board feels fully informed.	0	1	2	3	4	5
3.	The board focuses on general policy and long-range goals. It is intimately involved in any basic changes in mission and vision. It monitors finances and reviews and approves the annual budget and plans.	0	1	2	3	4	5
4.	The board delegates the day-to-day management of the charter school to the Administrator. That individual is the only staff member reporting directly to the board.	0	1	2	3	4	5
5.	The position of the Board President is considered a post of responsibility to be occupied by an individual fully dedicated to the mission of the charter school and prepared to devote the required time and attention to the task while working closely with the Administrator.	0	1	2	3	4	5
6.	There exists a clearly articulated mission that serves as the focal point of commitment for board and staff and as the guidepost by which the charter school judges its success and evaluates the need for adjustments in course over time.	0	1	2	3	4	5

	0	1	2	3	4	5
7. The board is actively and regularly involved in a strategic planning process that helps it consider how the charter school should meet new opportunities and challenges.	0	1	2	3	4	5
8. The board keeps abreast of changes in the industry, field, or profession. The board discusses trends and forces that drive current and future changes in the charter school's marketplace.	0	1	2	3	4	5
9. There is within the board a spirit of responsible risk-taking. Members understand that even after careful analysis, the decision to act - to try something new - comes with some risk.	0	1	2	3	4	5
10. The board takes into account the charter school's vision, long-term goals and strategies as it considers issues, makes decisions and creates policy.	0	1	2	3	4	5
11. The charter school’s vision and strategies are continually reviewed and updated, based on changes in the business environment and customers' needs.	0	1	2	3	4	5
12. The board can rapidly respond to changing conditions. There is a sense of where the action of our times is and how to impact it.	0	1	2	3	4	5
13. The board has a bias in favor of forward thinking. The board thrusts the majority of its thinking into the future with the understanding that strategic leadership demands the long-term viewpoint.	0	1	2	3	4	5
14. The board is able to separate large issues from small ones. The board has a common way to discern the big items that should be the focus of its attention.	0	1	2	3	4	5
15. The board provides new board directors with a thorough orientation that includes board director responsibilities, program and administrative information so that new members are able to perform at the outset						

of their term of service.

16. The board is concerned with the character and diversity of its membership, its size and its self-renewal. It is responsive to changing circumstances and reflects these changes in ways that will best help the charter school achieve its mission. It is aware of its need for "new blood" not only as a source for new ideas, but as a means of renewing itself and of involving the optimal number of volunteers.	0	1	2	3	4	5
17. The board has a long-term plan for identifying and training people to become future board directors.	0	1	2	3	4	5
18. The board is effective in relating to its diverse constituencies within the broader community. The board is involved in building and maintaining relationships with government, business, and other not-for-profit youth and family serving agencies so that the charter school can leverage its resources - both monetary and human - for the benefit of its customers.	0	1	2	3	4	5
19. In approaching problems and issues, the board displays a propensity to think in terms of systems, root causes and relationships among parts rather than surface events and parts in isolation.	0	1	2	3	4	5
20. Innovation is encouraged in an environment of open, uninhibited communication among board directors in which new and especially unconventional ideas receive a supportive hearing.	0	1	2	3	4	5
21. The board is committed to the pursuit of service quality. In support of this commitment, the board relies on measurable outcomes as the centerpiece of an accountability system to assess the positive impact of the charter school's programs on children and the broader community.	0	1	2	3	4	5

22.	The board operates from a marketing orientation, viewing the charter school's clients and constituents as customers who choose to utilize the charter school's programs and services and their continued patronage is never a given in today's competitive marketplace.	0	1	2	3	4	5
23.	The board maintains effective communications with its members through a variety of means - phone, fax, mail, on-line, and face-to-face contact.	0	1	2	3	4	5

Sources: The following resources were used in the development of the Visionary Leadership Assessment:

Boards that Make a Difference by John Carver; Managing for Profit in the Nonprofit World by Paul B. Firstenberg; Self-Assessment for the Nonprofit Governing Boards by Larry H. Slesinger; Learning Organization Practices Profile by Michael O'Brien; Profiles in Nonprofit Excellence by INDEPENDENT SECTOR; and Katie Burnham, Executive Director of the Learning Institute for Nonprofit Organizations.

SECRETARY OF STATE

STATE OF NEVADA

DOMESTIC NONPROFIT CORPORATION (82) CHARTER

I, BARBARA K. CEGAVSKE, the duly qualified and elected Nevada Secretary of State, do hereby certify that **Pioneer Technology & Arts Academy** did, on 06/30/2020, file in this office the original ARTICLES OF INCORPORATION-NONPROFIT that said document is now on file and of record in the office of the Secretary of State of the State of Nevada, and further, that said document contains all the provisions required by the law of the State of Nevada.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on 07/01/2020.

Barbara K. Cegavske

BARBARA K. CEGAVSKE
Secretary of State

Certificate Number: B20200701897325
You may verify this certificate online at http://www.nvsos.gov

BARBARA K. CEGAVSKE
Secretary of State

KIMBERLEY PERONDI
Deputy Secretary for Commercial Recordings

STATE OF NEVADA

OFFICE OF THE SECRETARY OF STATE

Commercial Recordings Division
202 N. Carson Street
Carson City, NV 89701
Telephone (775) 684-5708
Fax (775) 684-7138

North Las Vegas City Hall
2250 Las Vegas Blvd North, Suite 400
North Las Vegas, NV 89030
Telephone (702) 486-2880
Fax (702) 486-2888

Business Entity - Filing Acknowledgement

07/01/2020

Work Order Item Number:	W2020070100395-670997
Filing Number:	20200759772
Filing Type:	Articles of Incorporation-Nonprofit
Filing Date/Time:	6/30/2020 4:49:00 PM
Filing Page(s):	7

Indexed Entity Information:

Entity ID: E7597732020-6

Entity Name: Pioneer Technology & Arts Academy

Entity Status: Active

Expiration Date: None

Commercial Registered Agent

CAPITOL CORPORATE SERVICES, INC.

202 SOUTH MINNESOTA STREET, Carson City, NV 89703, USA

The attached document(s) were filed with the Nevada Secretary of State, Commercial Recording Division. The filing date and time have been affixed to each document, indicating the date and time of filing. A filing number is also affixed and can be used to reference this document in the future.

Respectfully,

Barbara K. Cegavske

BARBARA K. CEGAVSKE
Secretary of State

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

Filed in the Office of	Business Number
Barbara K. Cegavske	E7597732020-6
Secretary of State	Filing Number
State Of Nevada	20200759772
	Filed On
	6/30/2020 4:49:00 PM
	Number of Pages
	7

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)

Pioneer Technology & Arts Academy

2. Registered Agent for Service of Process: (Check only one box)

☒ Commercial Registered Agent (name only below) ☐ Noncommercial Registered Agent (name and address below) ☐ Office or Position with Entity (title and address below)

Capitol Corporate Services, Inc.

Name of Registered Agent **OR** Title of Office or Position with Entity

Street Address | City | Nevada | Zip Code

Mailing Address (If different from street address) | City | Nevada | Zip Code

2a. Certificate of Acceptance of Appointment of Registered Agent:

I hereby accept appointment as Registered Agent for the above named Entity. If the registered agent is unable to sign the Articles of Incorporation, submit a separate signed Registered Agent Acceptance form.

x Stephanie Denny Asst Sec 6/30/2020

Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity | Date

3. Names and Addresses of the Board of Directors, Member, or Trustees

(NRS 81.410 must not be less than three members, see instructions)

1) Brent Parrott | US
Name | Country
8342 Southmeadow Circle | Dallas | TX | 75231
Street Address | City | State | Zip/Postal Code

2) Rudy Pamintuan | US
Name | Country
2415 Motif Court | Henderson | Nv | 89052
Street Address | City | State | Zip/Postal Code

3) Annie Black | US
Name | Country
575 Los Altos Circle | Mesquite | Nv | 89027
Street Address | City | State | Zip/Postal Code

4. Jurisdiction of Incorporation: (NRS 80 only)

4a. Jurisdiction of incorporation:

4b. I declare this entity is in good standing in the jurisdiction of its incorporation. ☐

5. Authorized Shares:
(Number of shares corporation is authorized to issue, NRS 80 and NRS 81.010)

Number of common shares with Par value: | Par value: $

Number of preferred shares with Par value: | Par value: $

Number of shares with no par value:

If a Nonprofit Entity: (NRS 80 only) ☐ This is a nonprofit entity *with* authorized stock, as listed above. ☐ This entity is a nonprofit, non-stock corporation.

This form must be accompanied by appropriate fees.

BARBARA K. CEGAVSKE
Secretary of State
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Carson City, Nevada 89701-4201
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www.nvsilverflume.gov

Formation - Non-Profit Corporation

Continued, Page 2

6. Benefit Corporation: (For NRS 81.010, optional. See instructions.)

By selecting "Yes" you are indicating that the corporation is organized as a benefit corporation pursuant to NRS Chapter 78B with a purpose of creating a general or specific public benefit. The purpose for which the benefit corporation is created must be disclosed in the below purpose field.

Yes ☐

7. Purpose: (Required, see instructions.)

To implement, manage and support the educational program of a public charter school in the state of Nevada, all in accordance with Chapter 388A of the Nevada Revised Statute ("NRS").

(See Attachment)

8. Member Property Rights: (NRS 81.010, see instructions)

The property rights and interest of each member are:

☐ Equal **OR** ☐ Unequal

9. Member Property Rights: (NRS 81.410, see instructions)

The voting power and the property rights and interest of each member are:

☐ Equal **OR** ☐ Unequal

10. Term: (NRS 81.010, 81.170-81.270, 81.410 may be perpetual)

Latest date upon which the corporation is to exist: (if existence is not perpetual)

11. Equal Interest Rights: (NRS 81.170-81.270)

The interest and right of each member therein is to be equal.

12. Membership Fee: (NRS 81.170-81.270, must be completed)

The membership fee is $ _____ per member.

Each member signing the articles has paid the fee and their interests and rights are equal.

13. Name, Address and Signature of:

NRS 80 Name, title and signature making the statement.

NRS 81.010 Name, address and signature of three or more of the original members, a majority of whom must be residents of this state.

NRS 81.410 and 82 Name, address and signature of the Incorporator(s).

NRS 81.170 Must be signed by the original associates or members.

I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.

Name	Country
Brent Parrott	US

Address	City	State	Zip/Postal Code
8342 Southmeadow Circle	Dallas	TX	75231

X Brent Parrott

Name	Country

Address	City	State	Zip/Postal Code

X _____

Name	Country

Address	City	State	Zip/Postal Code

X _____ (attach additional page if necessary)

AN INITIAL LIST OF OFFICERS MUST ACCOMPANY THIS FILING

Please include any required or optional information in space below:
(attach additional page(s) if necessary)

See Attachment

ARTICLES OF INCORPORATION
OF
PIONEER TECHNOLOGY & ARTS ACADEMY

ARTICLE I
NAME

The name of this corporation is the Pioneer Technology & Arts Academy, a Nevada non-profit corporation ("Corporation").

ARTICLE III
NAMES AND ADDRESSES OF THE BOARD OF DIRECTORS, MEMBERS, OR TRUSTEES
(Continued)

NAME AND ADDRESS	TITLE
Chasidy Kretzer 2500 N. Rainbow Boulevard Unit 2030 Las Vegas, Nevada 89108	Director
Shannon Houston 875 Piros Drive Colorado Springs, Colorado 80922	Director

ARTICLE VII
PURPOSE

The corporation is organized for the following purposes:

A. To implement, manage and support the educational program of a public charter school in the state of Nevada, all in accordance with Chapter 388A of the Nevada Revised Statute ("NRS").

B. To perform all other acts necessary or incidental to these purposes and to do whatever is deemed necessary, useful, advisable or conducive, directly or indirectly, to carry such purpose, as set forth in these Articles of Incorporation, including the exercise of all other power and authority enjoyed by corporations by virtue of the provisions of NRS Chapter 82, subject to the limitations of Section 501(c)(3) of the Internal Revenue Code of 1986 (as amended from time to time, and including the corresponding sections of any subsequent United States federal tax law, the "Code").

ARTICLE XIV
PROHIBITED ACTIVITIES

A. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on: (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2), 642(c), 2055 and 2522 of the Code. Nor shall the Corporation possess nor exercise any power or authority, whether expressly, by interpretation, or by operation of law, that will or might prevent it at any time from qualifying and continuing to qualify as a corporation described in Section 501(c)(3) of the Code. Specifically:

i. No part of the assets or net earnings of the Corporation shall ever be used, nor shall the Corporation ever be organized or operated, for purposes that are not exclusively charitable or educational within the meaning of Section 501(c)(3) of the Code.

ii. The Corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

iii. No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation to the extent such activities are prohibited by law; nor shall it to any degree, directly or indirectly, participate in political campaigns on behalf of any candidate for public office. Nothing contained, herein, however, shall prevent the corporation from supporting or participating in such activities as are authorized by NRS Chapter 388A, or any successor statutes, to assist the school in maintaining charter status and such conduct is not and shall not be deemed an attempt to carry on propaganda or to influence legislation.

iv. At no time shall the Corporation engage in any activities that are unlawful under the laws of the United States, Nevada, or any other jurisdiction where its activities are carried on, respecting discrimination against any individual on bases including, but not limited to, race, national origin, veterans status, religion, sex, sexual orientation, age, marital status, or disability.

v. No solicitation of contributions to the Corporation shall be made, and no gift, bequest, or devise to the Corporation shall be accepted, upon any condition or limitation that would cause the Corporation to lose federal income tax exemption.

vi. The Corporation shall issue no stock and no part of the income or principal of the Corporation shall inure to the benefit of or be distributed to any director or officer of the Corporation or any other private individual, but reimbursement for expenditures or the payment of reasonable compensation for services rendered shall not be deemed to be a distribution of income or principal. No compensation shall be paid to the directors or officers of the Corporation, as such, for serving as a director or officer.

vii. No loans may be made by the Corporation to directors or officers. Any director or officer who assents to or participates in making any such loan shall be liable to the Corporation for the amount of such loan until it is repaid.

B. It is anticipated that the Corporation shall be classified as other than a "private foundation" pursuant to Section 509(a)(1) of the Code. If, however, the Corporation is or becomes a private foundation (as defined in Section 509(a) of the Code), the Corporation shall be subject to the following requirements:

i. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the taxes on undistributed income imposed by Section 4942 of the Code.

ii. The Corporation shall not engage in any act of self-dealing that would subject any person to the taxes imposed on acts of self-dealing by Section 4941 of the Code.

iii. The Corporation shall not retain any excess business holdings which would subject it to the taxes on excess business holdings imposed by Section 4943 of the Code.

iv. The Corporation shall not make any investments in such a manner as to subject it to the taxes on investments that jeopardize charitable purposes imposed by Section 4944 of the Code.

v. The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Code.

ARTICLE XV
MEMBERS

The Corporation shall have no members and no seal.

ARTICLE XVI
AMENDMENTS

These Articles may be amended as provided in the bylaws of the Corporation.

ARTICLE XVII
DISSOLUTION

The property and assets of this Corporation are irrevocably dedicated to the purposes set forth in Article III. In the event of the dissolution or liquidation of the Corporation, after payment or provision for the payment of all liabilities of the Corporation, all assets shall be disposed of to one or more organizations with similar purposes which qualify for exemption from taxation under Section 501(c)(3) of the Code. Any such assets not so disposed of in this manner by the Corporation shall be disposed of in accordance with an order of a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, provided that such organizations shall have similar purposes and be exempt from taxation under the provisions of said Section 501(c)(3) of the Code.

ARTICLE XVIII
DIRECTORS

The Corporation shall have a number of directors as stated in its bylaws, to be appointed or elected as stated in its bylaws.

ARTICLE XIX
LIABILITY OF DIRECTORS AND OFFICERS

A director or officer of the Corporation shall not be personally liable to this Corporation for damages for breach of fiduciary duty as a director or officer, but this Article shall not eliminate or limit the liability of a director or officer for acts or omissions which involve intentional misconduct, fraud or a knowing violation of the law, the payment of distributions in violation of NRS 82.136 or an action or proceeding brought pursuant to NRS 82.536 or Chapter 35, Nevada Revised Statutes. Any repeal or modification of this Article by the directors of the Corporation shall be prospective only, and shall not adversely affect any limitation on the personal liability of a director or officer of the Corporation for acts or omissions prior to such repeal or modification.

The liability of directors and officers of the Corporation shall be eliminated or limited to the fullest extent permitted by the NRS. If any of the provisions of the NRS are amended to further eliminate or limit or authorize corporate action to further eliminate or limit the liability of directors or officers, the liability of directors and officers of the Corporation shall be eliminated or limited to the fullest extent permitted by the NRS, as so amended from time to time. In addition to any other rights of indemnification permitted by the laws of the State of Nevada or as may be provided for by the Corporation in its bylaws or by agreement, the expenses of directors and officers incurred in defending a civil or criminal action, suit or proceeding, involving alleged acts or omissions of such officer or director in his or her capacity as a director or officer of the Corporation, must be paid by the Corporation or through insurance purchased and maintained by the Corporation or through other financial arrangements made by the Corporation, as they are incurred and in advance of the final disposition of the action, suit or proceeding, upon receipt of an undertaking by or on behalf of the director or officer to repay the amount if it is ultimately determined by a court of competent jurisdiction

that he or she is not entitled to be indemnified by the Corporation. Any repeal or modification of this Article XIX approved by the directors of the Corporation shall be prospective only, and shall not adversely affect any limitation on the liability of a director or officer of the Corporation existing as of the time of such repeal or modification. In the event of any conflict between this Article XIX and any other provision of these Articles, the terms and provisions of this Article XIX shall control.

ARTICLE XX
INDEMNIFICATION

Every person who was or is a party to, or is threatened to be made a party to, or is involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of that fact that he, or a person of whom he is the legal representative, is or was a director or officer of the Corporation, or is or was serving at the request of the Corporation as a director or officer of another Corporation, or as its representative in a partnership, joint venture, trust or other enterprise, shall be indemnified and held harmless to the fullest extent legally permissible under the laws of the State of Nevada from time to time, against all expenses, liability and loss (including attorney fees, judgments, fines and amounts paid or to be paid in settlement) reasonably incurred or suffered by him in connection therewith. Such right of indemnification shall be a contract right which may be enforced in any manner desired by such person. Such right of indemnification shall not be exclusive of any other right which such directors, officers or representatives may have or hereafter acquire, and, without limiting the generality of such statement, they shall be entitled to their respective rights of indemnification under any bylaw, agreement, vote of members, provision of law, or otherwise, as well as their rights under this Article XX.

Without limiting the application of the foregoing, the directors may adopt bylaws from time to time with respect to indemnification, to provide at all times the fullest indemnification permitted by the laws of the State of Nevada, and may cause the Corporation to purchase and maintain insurance on behalf of any person who is or was a director or officer of the Corporation, or is or was serving at the request of the Corporation as director or officer of another corporation, or as its representative in a partnership, joint venture, trust or other enterprises against any ability asserted against such person and incurred in any such capacity or arising out of such status, whether or not the Corporation would have the power to indemnify such person.

The indemnification provided in this Article XX shall continue as to a person who has ceased to be a director, officer, employee or agent, and shall inure to the benefits of the heirs, executors and administrators of such person.

BARBARA K. CEGAVSKE
Secretary of State

KIMBERLEY PERONDI
Deputy Secretary for Commercial Recordings

STATE OF NEVADA

OFFICE OF THE SECRETARY OF STATE

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Business Entity - Filing Acknowledgement

07/01/2020

Work Order Item Number:	W2020070100395-670998
Filing Number:	20200759802
Filing Type:	Initial List
Filing Date/Time:	6/30/2020 4:49:00 PM
Filing Page(s):	3

Indexed Entity Information:

Entity ID: E7597732020-6

Entity Name: Pioneer Technology & Arts Academy

Entity Status: Active

Expiration Date: None

Commercial Registered Agent

CAPITOL CORPORATE SERVICES, INC.

202 SOUTH MINNESOTA STREET, Carson City, NV 89703, USA

The attached document(s) were filed with the Nevada Secretary of State, Commercial Recording Division. The filing date and time have been affixed to each document, indicating the date and time of filing. A filing number is also affixed and can be used to reference this document in the future.

Respectfully,

Barbara K. Cegavske

BARBARA K. CEGAVSKE
Secretary of State

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

Initial List and State Business License Application

Initial List of Officers, Managers, Members, General Partners, Managing Partners, or Trustees:

Pioneer Technology & Arts Academy

NAME OF ENTITY

TYPE OR PRINT ONLY - USE DARK INK ONLY - DO NOT HIGHLIGHT

IMPORTANT: *Read instructions before completing and returning this form.*

Please indicate the entity type (check only one):

☐ Corporation

☐ This corporation is publicly traded, the Central Index Key number is:

☒ Nonprofit Corporation (see nonprofit sections below)

☐ Limited-Liability Company

☐ Limited Partnership

☐ Limited-Liability Partnership

☐ Limited-Liability Limited Partnership (If formed at the same time as the Limited Partnership)

☐ Business Trust

Filed in the Office of	Business Number
Barbara K. Cegavske	**E7597732020-6**
	Filing Number
	20200759802
Secretary of State	Filed On
State Of Nevada	**6/30/2020 4:49:00 PM**
	Number of Pages
	3

Additional Officers, Managers, Members, General Partners, Managing Partners, Trustees or Subscribers, may be listed on a supplemental page.

CHECK ONLY IF APPLICABLE

Pursuant to NRS Chapter 76, this entity is exempt from the business license fee.

☐ 001 - Governmental Entity

☐ 006 - NRS 680B.020 Insurance Co, provide license or certificate of authority number

For nonprofit entities formed under NRS Chapter 80: entities without 501(c) nonprofit designation are required to maintain a state business license, the fee is $200.00. Those claiming an exemption under 501(c) designation must indicate by checking box below.

☐ Pursuant to NRS Chapter 76, this entity is a 501(c) nonprofit entity and is exempt from the business license fee. Exemption code 002

For nonprofit entities formed under NRS Chapter 81: entities which are Unit-owners' association or Religious, charitable, fraternal or other organization that qualifies as a tax-exempt organization pursuant to 26 U.S.C. § 501(c) are excluded from the requirement to obtain a state business license. Please indicate below if this entity falls under one of these categories by marking the appropriate box. If the entity does not fall under either of these categories please submit $200.00 for the state business license.

☐ Unit-owners' Association

☐ Religious, charitable, fraternal or other organization that qualifies as a tax-exempt organization pursuant to 26 U.S.C. § 501(c)

For nonprofit entities formed under NRS Chapter 82 and 80: Charitable Solicitation Information - check applicable box

Does the Organization intend to solicit charitable or tax deductible contributions?

☒ No – no additional form is required

☐ Yes – the "Charitable Solicitation Registration Statement" is required.

☐ The Organization claims exemption pursuant to NRS 82A.210 - the "Exemption From Charitable Solicitation Registration Statement" is required

**** Failure to include the required statement form will result in rejection of the filing and could result in late fees.****

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

Initial List and State Business License Application - Continued

Officers, Managers, Members, General Partners, Managing Partners or Trustees:

CORPORATION, INDICATE THE PRESIDENT, OR EQUIVALENT OF: Title: President

Name	Country
Brent Parrott	US

Address	City	State	Zip/Postal Code
8342 Southmeadow Circle	Dallas	TX	75231

CORPORATION, INDICATE THE SECRETARY, OR EQUIVALENT OF: Title: Secretary

Name	Country
Rudy Pamintuan	

Address	City	State	Zip/Postal Code
2415 Motif	Henderson	Nv	89052

CORPORATION, INDICATE THE TREASURER, OR EQUIVALENT OF: Title: Treasurer

Name	Country
Shannon Houston	

Address	City	State	Zip/Postal Code
875 Piros Drive	Colorado Springs	Co	80922

CORPORATION, INDICATE THE DIRECTOR:

Name	Country
Brent Parrott	US

Address	City	State	Zip/Postal Code
8342 Southmeadow Circle	Dallas	TX	75231

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 Brent Parrott

Signature of Officer, Manager, Managing Member, General Partner, Managing Partner, Trustee, Member, Owner of Business, Partner or Authorized Signer *FORM WILL BE RETURNED IF UNSIGNED.*

President
Title

6/30/20
Date

ADDENDUM TO THE 2020 ANNUAL LIST
AND
STATE BUSINESS LICENSE APPLICATION
PIONEER TECHNOLOGY & ARTS ACADEMY
NV_____

ADDITIONAL DIRECTORS

Name: Chasidy Kretzer
Address: 2500 N. Rainbow Blvd., Unit 2030, Las Vegas, NV 89108, USA

Name: Shannon Houston
Address: 875 Piros Drive, Colorado Springs, CO 80922, USA

[*End*]

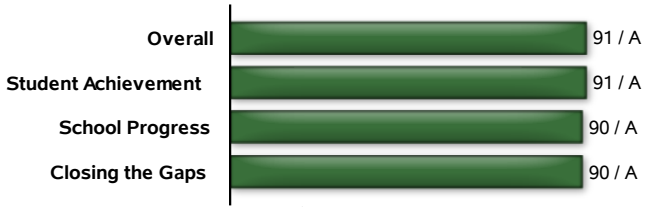
Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) GREENVIL (057850002)

Accountability Rating

A

PIONEER TECHNOLOGY (PTAA) GREENVIL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) GREENVIL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Elementary/Secondary
Total Students: 230
Grade Span: KG - 10

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **ELA/Reading**
- ✓ **Mathematics**
- ✓ **Science**
- ✓ **Social Studies**
- ✓ **Comparative Academic Growth**
- ✓ **Comparative Closing the Gaps**
- ✓ **Postsecondary Readiness**

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) GREENVIL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.3%	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	6.5%	11.5%	12.6%
Hispanic	33.0%	51.3%	52.6%
White	52.2%	31.4%	27.4%
American Indian	1.3%	0.5%	0.4%
Asian	3.0%	1.6%	4.5%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	3.9%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	47.0%	59.9%	60.6%
English Learners	7.8%	20.4%	19.5%
Special Education	5.2%	5.0%	9.6%
Mobility Rate (2017-18)	21.8%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	7.0	7.0	18.9
Grade 1	13.8	13.8	18.8
Grade 2	17.0	17.0	18.7
Grade 3	10.2	10.2	18.9
Grade 4	11.6	11.6	19.2
Grade 5	15.0	15.0	21.2
Grade 6	7.2	15.4	20.4
Secondary			
English/Language Arts	8.6	13.2	16.6
Foreign Languages	7.1	8.1	18.9
Mathematics	8.4	12.2	17.8
Science	8.6	13.3	18.9
Social Studies	8.6	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$9,845	$11,356	$9,844
Instruction	$5,871	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$680	$347	$576

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) GREENVIL (057850002)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**96%**	95%	93%	97%	100%	90%	-	100%	96%
	2018	77%	87%	**99%**	100%	98%	99%	100%	*	-	100%	99%
ELA/Reading	2019	75%	93%	**98%**	93%	98%	99%	*	*	-	100%	99%
	2018	74%	88%	**100%**	*	100%	100%	*	*	-	100%	100%
Mathematics	2019	82%	96%	**96%**	100%	92%	99%	*	*	-	100%	96%
	2018	81%	91%	**100%**	*	100%	100%	*	*	-	100%	100%
Writing	2019	68%	91%	**87%**	80%	80%	92%	-	*	-	*	84%
	2018	66%	79%	**93%**	-	89%	93%	*	-	-	*	93%
Science	2019	81%	95%	**95%**	100%	89%	96%	*	*	-	100%	96%
	2018	80%	86%	**100%**	*	100%	100%	*	-	-	*	100%
Social Studies	2019	81%	87%	**96%**	-	100%	88%	*	*	-	*	100%
	2018	78%	79%	**100%**	*	*	100%	*	-	-	*	100%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**67%**	51%	57%	75%	100%	70%	-	73%	63%
	2018	48%	52%	**73%**	100%	76%	66%	100%	*	-	81%	76%
ELA/Reading	2019	48%	63%	**70%**	60%	63%	74%	*	*	-	86%	72%
	2018	46%	60%	**80%**	*	85%	74%	*	*	-	86%	84%
Mathematics	2019	52%	61%	**66%**	43%	55%	76%	*	*	-	67%	60%
	2018	50%	48%	**71%**	*	70%	64%	*	*	-	86%	76%
Writing	2019	38%	60%	**55%**	40%	53%	54%	-	*	-	*	36%
	2018	41%	47%	**63%**	-	67%	53%	*	-	-	*	71%
Science	2019	54%	64%	**78%**	60%	56%	93%	*	*	-	80%	81%
	2018	51%	55%	**76%**	*	83%	72%	*	-	-	*	71%
Social Studies	2019	55%	47%	**57%**	-	50%	75%	*	*	-	*	33%
	2018	53%	39%	**60%**	*	*	46%	*	-	-	*	60%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**29%**	26%	20%	36%	29%	20%	-	36%	25%
	2018	22%	20%	**32%**	50%	22%	31%	50%	*	-	43%	31%
ELA/Reading	2019	21%	28%	**30%**	20%	24%	37%	*	*	-	14%	27%
	2018	19%	31%	**41%**	*	30%	39%	*	*	-	57%	39%
Mathematics	2019	26%	23%	**26%**	29%	16%	33%	*	*	-	33%	21%
	2018	24%	13%	**27%**	*	20%	29%	*	*	-	29%	24%
Writing	2019	14%	13%	**15%**	0%	7%	21%	-	*	-	*	16%
	2018	13%	7%	**10%**	-	11%	0%	*	-	-	*	14%
Science	2019	25%	26%	**46%**	60%	28%	54%	*	*	-	80%	41%
	2018	23%	19%	**34%**	*	33%	33%	*	-	-	*	36%
Social Studies	2019	33%	18%	**30%**	-	20%	50%	*	*	-	*	11%
	2018	31%	21%	**40%**	*	*	38%	*	-	-	*	40%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**75**	67	79	75	*	*	-	68	73
	2018	69	81	**91**	100	97	87	100	*	-	88	93
ELA/Reading	2019	68	81	**84**	75	89	82	*	*	-	60	86
	2018	69	90	**93**	*	100	89	*	*	-	92	97
Mathematics	2019	70	75	**67**	61	68	69	*	*	-	75	62
	2018	70	72	**88**	*	95	86	*	*	-	86	89

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
***** Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) GREENVIL (057850002)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	64%	**86%**	*	80%	-	-	-	-	-	-
2018	38%	56%	**100%**	-	*	*	-	-	-	-	*
Mathematics											
2019	45%	62%	**67%**	*	*	-	-	-	-	-	-
2018	47%	76%	*	-	*	*	-	-	-	-	-
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	100%	**100%**	*	100%	100%	-	-	-	-	-
STAAR Cumulative Met Standard											
2019	86%	100%	**100%**	*	100%	100%	-	-	-	-	-
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	100%	**100%**	*	100%	100%	-	-	-	-	-
STAAR Cumulative Met Standard											
2019	90%	100%	**100%**	*	100%	100%	-	-	-	-	-
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	**100%**	-	100%	100%	*	*	-	*	*
STAAR Cumulative Met Standard											
2019	85%	95%	**100%**	-	100%	100%	*	*	-	*	*
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	**100%**	-	100%	100%	-	-	-	*	*
STAAR Cumulative Met Standard											
2019	88%	97%	**100%**	-	100%	100%	-	-	-	*	*

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***** Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) GREENVIL (057850002)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%
2016-17	1.9%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.3%	-	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	89.7%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	-	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	91.6%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
Class of 2015											
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	-	-	-	-	-	-	-	-	-	-
2016-17	73.5%	-	-	-	-	-	-	-	-	-	-
Average SAT Score ***											
2017-18	1036	-	-	-	-	-	-	-	-	-	-
Average ACT Score ***											
2017-18	20.6	-	-	-	-	-	-	-	-	-	-

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.
*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

Accountability Rating

B

PIONEER TECHNOLOGY (PTAA) MESQUITE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) MESQUITE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Elementary/Secondary
Total Students: 345
Grade Span: 06 - 10

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **Comparative Academic Growth**
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) MESQUITE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.6%	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	14.5%	11.5%	12.6%
Hispanic	67.5%	51.3%	52.6%
White	14.5%	31.4%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	0.9%	1.6%	4.5%
Pacific Islander	0.3%	0.2%	0.2%
Two or More Races	2.3%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	73.3%	59.9%	60.6%
English Learners	30.7%	20.4%	19.5%
Special Education	4.6%	5.0%	9.6%
Mobility Rate (2017-18)	22.4%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	18.3	15.4	20.4
Secondary			
English/Language Arts	17.8	13.2	16.6
Foreign Languages	8.7	8.1	18.9
Mathematics	16.6	12.2	17.8
Science	17.9	13.3	18.9
Social Studies	16.9	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$8,854	$11,356	$9,844
Instruction	$4,639	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$213	$347	$576

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**92%**	92%	91%	96%	-	100%	-	94%	92%
	2018	77%	87%	**82%**	84%	82%	82%	-	100%	*	64%	81%
ELA/Reading	2019	75%	93%	**90%**	95%	88%	95%	-	*	-	83%	89%
	2018	74%	88%	**83%**	78%	83%	89%	-	*	*	*	83%
Mathematics	2019	82%	96%	**95%**	90%	96%	97%	-	*	-	100%	96%
	2018	81%	91%	**88%**	96%	89%	76%	-	*	*	*	89%
Writing	2019	68%	91%	**91%**	100%	88%	100%	-	-	-	*	89%
	2018	66%	79%	**73%**	67%	72%	75%	-	*	*	*	73%
Science	2019	81%	95%	**95%**	85%	95%	100%	-	*	-	*	95%
	2018	80%	86%	**78%**	91%	72%	90%	-	-	-	*	71%
Social Studies	2019	81%	87%	**84%**	71%	84%	85%	-	*	-	*	82%
	2018	78%	79%	**67%**	67%	67%	80%	-	-	-	*	67%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**57%**	60%	56%	56%	-	80%	-	78%	56%
	2018	48%	52%	**43%**	38%	41%	54%	-	100%	*	27%	42%
ELA/Reading	2019	48%	63%	**60%**	60%	60%	52%	-	*	-	83%	58%
	2018	46%	60%	**52%**	48%	49%	64%	-	*	*	*	51%
Mathematics	2019	52%	61%	**58%**	56%	59%	53%	-	*	-	60%	59%
	2018	50%	48%	**38%**	30%	39%	38%	-	*	*	*	41%
Writing	2019	38%	60%	**62%**	82%	54%	71%	-	-	-	*	61%
	2018	41%	47%	**39%**	44%	35%	42%	-	*	*	*	36%
Science	2019	54%	64%	**55%**	54%	50%	65%	-	*	-	*	55%
	2018	51%	55%	**44%**	36%	38%	80%	-	-	-	*	38%
Social Studies	2019	55%	47%	**43%**	43%	35%	54%	-	*	-	*	33%
	2018	53%	39%	**28%**	17%	25%	60%	-	-	-	*	22%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**21%**	22%	19%	23%	-	60%	-	33%	19%
	2018	22%	20%	**14%**	10%	14%	19%	-	67%	*	9%	14%
ELA/Reading	2019	21%	28%	**27%**	30%	26%	29%	-	*	-	33%	25%
	2018	19%	31%	**26%**	11%	26%	39%	-	*	*	*	25%
Mathematics	2019	26%	23%	**20%**	20%	19%	18%	-	*	-	40%	19%
	2018	24%	13%	**7%**	7%	7%	3%	-	*	*	*	7%
Writing	2019	14%	13%	**12%**	24%	9%	14%	-	-	-	*	13%
	2018	13%	7%	**6%**	11%	4%	8%	-	*	*	*	5%
Science	2019	25%	26%	**15%**	8%	14%	24%	-	*	-	*	14%
	2018	23%	19%	**11%**	18%	9%	10%	-	-	-	*	15%
Social Studies	2019	33%	18%	**13%**	14%	5%	23%	-	*	-	*	6%
	2018	31%	21%	**11%**	0%	8%	40%	-	-	-	*	7%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**79**	81	77	82	-	83	-	86	77
	2018	69	81	**76**	74	77	71	-	*	*	67	79
ELA/Reading	2019	68	81	**80**	89	79	76	-	*	-	83	78
	2018	69	90	**89**	88	90	82	-	*	*	*	90
Mathematics	2019	70	75	**78**	74	76	89	-	*	-	90	77
	2018	70	72	**66**	64	67	61	-	*	*	*	69

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Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	64%	**58%**	67%	50%	83%	-	-	-	-	*
2018	38%	56%	**50%**	*	53%	*	-	-	-	*	*
Mathematics											
2019	45%	62%	**58%**	*	60%	*	-	-	-	-	*
2018	47%	76%	**74%**	*	76%	*	-	-	-	*	71%
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	**91%**	86%	88%	100%	-	*	-	*	*
Students Requiring Accelerated Instruction											
2019	22%	6%	**9%**	14%	12%	0%	-	*	-	*	*
STAAR Cumulative Met Standard											
2019	85%	95%	**93%**	86%	91%	100%	-	*	-	*	*
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	**94%**	90%	93%	100%	-	-	-	-	*
Students Requiring Accelerated Instruction											
2019	18%	5%	**6%**	10%	7%	0%	-	-	-	-	*
STAAR Cumulative Met Standard											
2019	88%	97%	**96%**	90%	96%	100%	-	-	-	-	*

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Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%
2016-17	1.9%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.3%	-	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	89.7%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	-	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	91.6%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
Class of 2015											
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	-	-	-	-	-	-	-	-	-	-
2016-17	73.5%	-	-	-	-	-	-	-	-	-	-
Average SAT Score ***											
2017-18	1036	-	-	-	-	-	-	-	-	-	-
Average ACT Score ***											
2017-18	20.6	-	-	-	-	-	-	-	-	-	-

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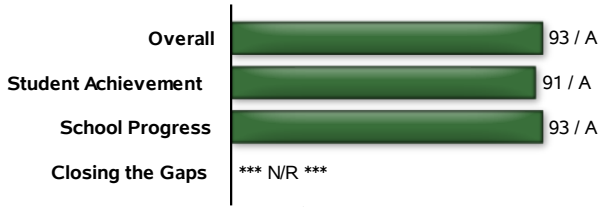
n/a Indicates data reporting is not applicable for this group.
*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

Accountability Rating

PIONEER TECHNOLOGY (PTAA) FATE earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) FATE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Middle School
Total Students: 43
Grade Span: 06 - 08

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✓ **Mathematics**
✓ **Comparative Academic Growth**
✓ **Postsecondary Readiness**
✗ **ELA/Reading**

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) FATE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	-	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	14.0%	11.5%	12.6%
Hispanic	18.6%	51.3%	52.6%
White	55.8%	31.4%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	0.0%	1.6%	4.5%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	11.6%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	20.9%	59.9%	60.6%
English Learners	4.7%	20.4%	19.5%
Special Education	7.0%	5.0%	9.6%
Mobility Rate (2017-18)	0.0%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	15.0	15.4	20.4
Secondary			
English/Language Arts	6.5	13.2	16.6
Foreign Languages	6.5	8.1	18.9
Mathematics	4.3	12.2	17.8
Science	6.5	13.3	18.9
Social Studies	6.5	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$0	$11,356	$9,844
Instruction	$0	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$0	$347	$576

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**99%**	100%	100%	98%	-	-	-	100%	100%
ELA/Reading	2019	75%	93%	**97%**	100%	100%	95%	-	-	-	100%	100%
Mathematics	2019	82%	96%	**100%**	100%	100%	100%	-	-	-	100%	100%
Writing	2019	68%	91%	**100%**	*	*	*	-	-	-	-	*
Science	2019	81%	95%	*	-	-	*	-	-	-	*	*
Social Studies	2019	81%	87%	*	-	-	*	-	-	-	*	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**69%**	53%	94%	70%	-	-	-	50%	79%
ELA/Reading	2019	48%	63%	**64%**	67%	86%	67%	-	-	-	20%	70%
Mathematics	2019	52%	61%	**69%**	50%	100%	67%	-	-	-	60%	90%
Writing	2019	38%	60%	**78%**	*	*	*	-	-	-	-	*
Science	2019	54%	64%	*	-	-	*	-	-	-	*	*
Social Studies	2019	55%	47%	*	-	-	*	-	-	-	*	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**28%**	13%	25%	40%	-	-	-	0%	32%
ELA/Reading	2019	21%	28%	**28%**	33%	14%	38%	-	-	-	0%	40%
Mathematics	2019	26%	23%	**31%**	0%	43%	43%	-	-	-	0%	30%
Writing	2019	14%	13%	**11%**	*	*	*	-	-	-	-	*
Science	2019	25%	26%	*	-	-	*	-	-	-	*	*
Social Studies	2019	33%	18%	*	-	-	*	-	-	-	*	*
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**86**	88	80	86	-	-	-	*	82
	2018	69	81	**-**	-	-	-	-	-	-	-	-
ELA/Reading	2019	68	81	**87**	*	90	83	-	-	-	*	79
	2018	69	90	**-**	-	-	-	-	-	-	-	-
Mathematics	2019	70	75	**84**	*	70	89	-	-	-	*	86
	2018	70	72	**-**	-	-	-	-	-	-	-	-

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Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
2018	38%	56%	-	-	-	-	-	-	-	-	-
2018	47%	76%	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8											
Reading											
2019	41%	64%	*	*	-	-	-	-	-	-	*
Mathematics											
2019	45%	62%	*	*	-	-	-	-	-	-	*
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	*	-	-	*	-	-	-	*	-
Students Requiring Accelerated Instruction											
2019	22%	6%	*	-	-	*	-	-	-	*	-
STAAR Cumulative Met Standard											
2019	85%	95%	*	-	-	*	-	-	-	*	-
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	*	-	-	*	-	-	-	*	-
Students Requiring Accelerated Instruction											
2019	18%	5%	*	-	-	*	-	-	-	*	-
STAAR Cumulative Met Standard											
2019	88%	97%	*	-	-	*	-	-	-	*	-

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Attachment 23
Memo

No 2019-20 assessment data is available due to the suspension of STAAR testing requirements. https://tea.texas.gov/sites/default/files/covid/Governor%20Abbott%20Waives%20STAAR%20Testing%20Requirements.pdf

GOVERNOR GREG ABBOTT

For Immediate Distribution | March 16, 2020 | (512) 463-1826

Governor Abbott Waives STAAR Testing Requirements

Is Requesting Suspension Of Federal Testing Requirements For 2019-2020 School Year

AUSTIN - Governor Greg Abbott today announced that he has waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. Additionally, Governor Abbott is requesting that the Department of Education (DOE) waive federal testing requirements for the 2019-2020 school year.

Governor Abbott is working closely with the Texas Education Agency (TEA) to ensure that schools continue to deliver instruction to students while students are absent or while schools are closed due to COVID-19. This includes tailoring instruction for students with special needs so that they have access to the same education as other students in the district. Governor Abbott will continue to work with the TEA on developing additional methods to ensure that students are learning and ready to succeed at the next grade-level. These discussions are ongoing and more information will be provided as it develops.

"Your health and safety are top priorities, and the state of Texas will give school districts flexibility to protect and ensure the health of students, faculty, and their families," said Governor Abbott. "We will empower schools to make the best decisions to protect their communities from COVID-19."

The move to waive testing requirements reflects the Governor's emphasis on public health over all other priorities at this time. In normal times, Texas' assessment system provides educators and parents with reliable information on whether or not their students have mastered grade-level content. The Governor remains committed to ensuring parents, students, and school districts have access to this information in future years.

Superintendents should continue to prioritize the health and safety of students, faculty, and their families. Their leadership is an important part of our statewide efforts to mitigate the impact of COVID-19 and protect public health.

###

Charter FIRST
Financial Integrity Rating System of Texas

User: Public
User Role: Public

Rating Year: 2018-2019 **CDN:** 057850

Select An Option | Help | Home | Exit

2018-2019 Ratings Based on Fiscal Year 2018 Data - Charter School Status Detail

Charter School Status Detail | Indicator Detail Summary | Determination of Ratings

Size-Dependent Indicators

Name: **PIONEER TECHNOLOGY & ARTS ACADEMY(057850)**

Status: **PASSED**

Rating: A - Superior

Charter School Score: 90

Passing Score: 60

Publication Level 0: 7/19/2019 1:08:01 PM

Publication Level 1: 8/7/2019 3:35:24 PM

Publication Level 2: 8/8/2019 2:05:56 PM

Last Updated: 8/8/2019 2:05:56 PM

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Charter FIRST
Financial Integrity Rating System of Texas

User: Public
User Role: Public

Rating Year: 2018-2019 **CDN:** 057850

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2018-2019 Ratings Based on Fiscal Year 2018 Data - Charter School Status Detail

Charter School Status Detail | Indicator Detail Summary | Determination of Ratings

Size-Dependent Indicators

Name: **PIONEER TECHNOLOGY & ARTS ACADEMY(057850)**

Status: **PASSED**

Rating: A - Superior

Charter School Score: 90

Passing Score: 60

Publication Level 0: 7/19/2019 1:08:01 PM

Publication Level 1: 8/7/2019 3:35:24 PM

Publication Level 2: 8/8/2019 2:05:56 PM

Last Updated: 8/8/2019 2:05:56 PM

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charterfirst 3.0.3.19

2020 - 2021 Budgeted Financial Data
Totals for PIONEER TECHNOLOGY & ARTS ACADEMY (057850)
Total Enrolled Membership: 1,709

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	$0	0.00%	$0	$0	0.00%	$0
State Operating Funds	$16,967,000	99.81%	$9,928	$16,967,000	99.81%	$9,928
Federal Funds	$0	0.00%	$0	$0	0.00%	$0
Other Local	$31,613	0.19%	$18	$31,613	0.19%	$18
Total Operating Revenue	$16,998,613	100.00%	$9,947	$16,998,613	100.00%	$9,947
Other Revenue						
Local Property Tax from I&S	$0	0.00%	$0	$0	0.00%	$0
State Assistance for Debt Service	$0	0.00%	$0	$0	0.00%	$0
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0
Total Other Revenue	$0	0.00%	$0	$0	0.00%	$0
Subtotal: Operating and Other Revenue	$16,998,613	100.00%	$9,947	$16,998,613	100.00%	$9,947
Recapture Revenue						
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0
Subtotal: Operating, Other and Recaptured Revenue	$16,998,613	100.00%	$9,947	$16,998,613	100.00%	$9,947
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0
Estimated State TRS Contributions	$0	0.00%	$0	$0	0.00%	$0
Subtotal: Debt Service Financing and TRS Estimate Revenue	$0	0.00%	$0	$0	0.00%	$0
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$16,998,613	100.00%	$9,947	$16,998,613	100.00%	$9,947
Expenditures						
Operating Expenditures by Object (61xx-64xx only)						
Payroll Expenditures (Object 61xx)	$9,090,788	53.70%	$5,319	$9,090,788	53.70%	$5,319
Professional & Contracted Services (Object 62xx)	$5,674,172	33.52%	$3,320	$5,674,172	33.52%	$3,320
Supplies & Materials (Object 63xx)	$1,107,208	6.54%	$648	$1,107,208	6.54%	$648

2020 - 2021 Budgeted Financial Data
Totals for PIONEER TECHNOLOGY & ARTS ACADEMY (057850)
Total Enrolled Membership: 1,709

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	$1,055,281	6.23%	$617	$1,055,281	6.23%	$617
Total Operating Expenditures by Object	$16,927,449	100.00%	$9,905	$16,927,449	100.00%	$9,905
Non-Operating Expenditures by Object						
Debt Services(Object 65xx)	$2,500	100.00%	$1	$2,500	100.00%	$1
Capital Outlay(Object 66xx)	$0	0.00%	$0	$0	0.00%	$0
Total Non-Operating Expenditures by Object	$2,500	100.00%	$1	$2,500	100.00%	$1
Grand Total: Operating and Non-Operating Expenditures by Object	$16,929,949	100.00%	$9,906	$16,929,949	100.00%	$9,906
Operating Expenditures by Function (61xx-64xx only)						
Instruction(Function 11,95)	$7,940,238	46.91%	$4,646	$7,940,238	46.91%	$4,646
Instructional Resources & Media Services (Function 12)	$0	0.00%	$0	$0	0.00%	$0
Curriculum & Staff Development (Function 13)	$299,792	1.77%	$175	$299,792	1.77%	$175
Instructional Leadership (Function 21)	$300,845	1.78%	$176	$300,845	1.78%	$176
School Leadership (Function 23)	$647,020	3.82%	$379	$647,020	3.82%	$379
Guidance Counseling Services (Function 31)	$175,802	1.04%	$103	$175,802	1.04%	$103
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0
Health Services (Function 33)	$55,916	0.33%	$33	$55,916	0.33%	$33
Transportation (Function 34)	$27,127	0.16%	$16	$27,127	0.16%	$16
Food Services (Function 35)	$113,601	0.67%	$66	$113,601	0.67%	$66
Extracurricular (Function 36)	$217,115	1.28%	$127	$217,115	1.28%	$127
General Administration (Function 41,92)	$757,825	4.48%	$443	$757,825	4.48%	$443
Facilities Maintenance & Operations (Function 51)	$5,695,294	33.65%	$3,333	$5,695,294	33.65%	$3,333
Security & Monitoring Services (Function 52)	$85,338	0.50%	$50	$85,338	0.50%	$50
Data Processing Services (Function 53)	$425,062	2.51%	$249	$425,062	2.51%	$249
Community Services (Function 61)	$186,474	1.10%	$109	$186,474	1.10%	$109
Total Operating Expenditures by Function	$16,927,449	100.00%	$9,905	$16,927,449	100.00%	$9,905
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (1x-9x) (65xx)	$2,500	100.00%	$1	$2,500	100.00%	$1
Non-Operating Expenditures by Function (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0

2020 - 2021 Budgeted Financial Data
Totals for PIONEER TECHNOLOGY & ARTS ACADEMY (057850)
Total Enrolled Membership: 1,709

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Function	$2,500	100.00%	$1	$2,500	100.00%	$1
Grand Total: Operating and Non-Operating Expenditures by Function	$16,929,949	100.00%	$9,906	$16,929,949	100.00%	$9,906
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	$8,606,388	50.84%	$5,036	$8,606,388	50.84%	$5,036
Gifted and Talented (PIC 21)	$0	0.00%	$0	$0	0.00%	$0
Career and Technical (PIC 22)	$289,857	1.71%	$170	$289,857	1.71%	$170
Students with Disabilities (PICs 23,33)	$379,729	2.24%	$222	$379,729	2.24%	$222
State Compensatory Education (PICs 24,26,28,29,30,34)	$136,414	0.81%	$80	$136,414	0.81%	$80
Bilingual (PICs 25,35)	$0	0.00%	$0	$0	0.00%	$0
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0
PreKindergarten (PIC 32)	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment (PIC 36)	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Services (PIC 37)	$7,225	0.04%	$4	$7,225	0.04%	$4
College, Career, and Military Readiness (CCMR) (PIC 38)	$0	0.00%	$0	$0	0.00%	$0
Athletics/Related Activities (PIC 91)	$217,115	1.28%	$127	$217,115	1.28%	$127
Un-Allocated (PIC 99)	$7,290,721	43.07%	$4,266	$7,290,721	43.07%	$4,266
Total Operating Expenditures by Program Intent Code (PIC)	$16,927,449	100.00%	$9,905	$16,927,449	100.00%	$9,905
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$2,500	100.00%	$1	$2,500	100.00%	$1
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0
Total Non-Operating Expenditures by Program Intent Code (PIC)	$2,500	100.00%	$1	$2,500	100.00%	$1
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$16,929,949	100.00%	$9,906	$16,929,949	100.00%	$9,906
Disbursements **Total Disbursements**						
Operating Expenditures	$16,927,449	99.99%	$9,905	$16,927,449	99.99%	$9,905
Recapture	$0	0.00%	$0	$0	0.00%	$0

2020 - 2021 Budgeted Financial Data
Totals for PIONEER TECHNOLOGY & ARTS ACADEMY (057850)
Total Enrolled Membership: 1,709

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0
Intergovernmental Charge	$0	0.00%	$0	$0	0.00%	$0
Debt Service (Object 6500)	$2,500	0.01%	$1	$2,500	0.01%	$1
Capital Projects (Object 6600)	$0	0.00%	$0	$0	0.00%	$0
Total Disbursements	$16,929,949	100.00%	$9,906	$16,929,949	100.00%	$9,906

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2019

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2019

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and _____approved _____ disapproved for the year ended August 31, 2019, at a meeting of the governing body of said charter school on the 27 day of January, 2020.

_____ _____
Signature of Board Secretary Signature of Board President

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS
5177 RICHMOND AVE. SUITE 1100
HOUSTON, TX 77056
TEL: (713) 666-5900
FAX: (713) 666-1049
http://www.gomezandco.com

INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

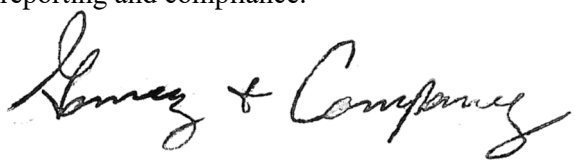
Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 24, 2020, on our consideration of MOEF 's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MOEF's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
January 24, 2020

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2019

ASSETS		
CURRENT ASSETS		
Cash	$	854,743
Grants Receivable		1,492,466
TOTAL CURRENT ASSETS		2,347,209
PROPERTY AND EQUIPMENT		
Building and Improvements		196,339
Furniture and Equipment		1,208,471
Vehicles		73,909
		1,478,719
Less: Accumulated Depreciation		(217,194)
		1,261,525
TOTAL ASSETS	$	3,608,734
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts Payable	$	788,133
Accrued Payroll Liabilities		431,896
Other Liabilities		388,265
Current Portion Notes Payable		743,633
TOTAL CURRENT LIABILITIES		2,351,927
NONCURRENT LIABILITIES		
Noncurrent portion of Notes Payable		110,296
TOTAL NONCURRENT LIABILITIES		110,296
TOTAL LIABILITIES		2,462,223
NET ASSETS		
Without Donor Restrictions		184,783
With Donor Restrictions		961,728
TOTAL NET ASSETS		1,146,511
TOTAL LIABILITIES AND NET ASSETS	$	3,608,734

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEARS ENDED AUGUST 31, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local Support:			
Revenues from local sources	$ 123,055	$ 52,285	$ 175,340
	123,055	52,285	175,340
State Program Revenues		6,105,556	6,105,556
Total State Program Revenues		6,105,556	6,105,556
Federal Program Revenues		991,550	991,550
Total Federal Program Revenues		991,550	991,550
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	6,187,663	(6,187,663)	
Total Revenues	6,310,718	961,728	7,272,446
EXPENSES			
Program Services			
Instruction and Instructional-Related Services	3,282,697		3,282,697
Instructional and School Leadership	186,653		186,653
Ancillary Services	25,993		25,993
Support Services- Student (Pupil)	376,381		376,381
Total Program Services	3,871,724		3,871,724
Support Services			
Administrative Support Services	194,756		194,756
Support Services- Non-Student Based	2,100,402		2,100,402
Debt Service	17,173		17,173
Total Support Services	2,312,331		2,312,331
Total Expenses	6,184,055		6,184,055
CHANGE IN NET ASSETS	126,663	961,728	1,088,391
NET ASSETS, beginning of year	58,120		58,120
NET ASSETS, end of year	$ 184,783	$ 961,728	$ 1,146,511

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2019

	Program Expense	Management and General	Total
Expenses			
Salaries	$ 2,732,750	$ 96,294	$ 2,829,044
Employee benefits	188,253	2,253	190,506
Payroll taxes	44,076	1,396	45,472
Professional fees	433,011	337,184	770,195
Utilities		140,563	140,563
Occupancy		1,319,460	1,319,460
Travel	50,798	11,884	62,682
Interest expense		17,879	17,879
Insurance		47,793	47,793
Depreciation and amortization		123,811	123,811
Supplies	386,752	182,977	569,729
Equipment Lease and maintenance	50		50
Miscellaneous expenses	34,285	10,068	44,353
Repairs and Maintenance	1,749	20,769	22,518
	$ 3,871,724	$ 2,312,331	$ 6,184,055

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENTS OF CASH FLOWS

FOR THE YEARS ENDED AUGUST 31, 2019

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	$ 1,088,391
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation and amortization expense	123,811
Grants receivables	(1,052,285)
Accounts payable	511,690
Accrued payroll liabilities	156,081
Other liabilities	388,265
Total Adjustments	127,562
CASH PROVIDED BY OPERATING ACTIVITIES	1,215,953
CASH FLOWS FROM INVESTING ACTIVITIES	
Cash paid for purchases of fixed assets	(779,327)
CASH PROVIDED BY (USED FOR) INVESTING ACTIVITIES	(779,327)
CASH FLOWS FROM FINANCING ACTIVITIES	
Loan proceeds from related parties	375,000
Principal payments on notes payable	(620,510)
CASH PROVIDED BY (USED FOR) FINANCING ACTIVITIES	(245,510)
NET INCREASE (DECREASE) IN CASH	191,116
CASH AT BEGINNING OF YEAR	663,627
CASH AT END OF YEAR	$ 854,743
Supplemental Disclosures	
CASH PAID DURING THE YEAR FOR:	
INTEREST	$ 17,879

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2019

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

The accompanying general-purpose financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles.

NEW ACCOUNTING PRONOUNCEMENT

In August 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. ASU 2016-14 requires significant changes to the financial reporting model of organizations who follow the not-for-profit reporting model. The changes include reducing the classes of net assets from three classes to two – net assets with donor restrictions and net assets without donor restrictions. The ASU also requires changes in the way certain information is aggregated and reported by MOEF, including required disclosures about liquidity and availability of resources, and increased disclosures on functional expenses. The new standard is effective beginning with MOEF's fiscal year ended August 31, 2019 and must be applied on a retrospective basis. MOEF adopted the ASU effective August 31, 2019. Adoption of the ASU did not result in any reclassifications or restatements to net assets or changes in net assets.

B. Summary of Significant Accounting Policies: (Continued)

CLASSIFICATION OF NET ASSETS

Net assets of MOEF are classified based on the presence or absence of donor-imposed restrictions. Net assets are comprised of two groups as follows:

Net Assets Without Donor Restrictions – Amounts that are not subject to usage restrictions based on donor-imposed requirements. This class also includes assets previously restricted where restrictions have expired or been met.

Net Assets with Donor Restrictions – Assets subject to usage limitations based on donor-imposed or grantor restrictions. These restrictions may be temporary or may be based on a particular use. Restrictions may be met by the passage of time or by actions of MOEF. Certain restrictions may need to be maintained in perpetuity.

Earnings related to restricted net assets will be included in net assets without donor-restrictions unless otherwise specifically required to be included in donor-restricted net assets by the donor or by applicable state law.

On occasion, the governing board may designate a portion of net assets without donor restrictions for a specific purpose. Designated net assets are not governed by donor-imposed restrictions and may be reversed by the governing board at any time.

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as with donor restrictions and without donor restrictions support depending on the existence or nature of any donor restrictions.

B. Summary of Significant Accounting Policies: (Continued)

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 or acquired under budgeted capital asset line items within grant applications are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the assets. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. Donations of assets are recorded as direct additions to net assets at fair value at the date of donation, which is then treated as cost.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest-bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2019, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

B. Summary of Significant Accounting Policies: (Continued)

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF's management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the charter school's multiple functional expenditures.

C. Pension Plan Obligations:

Plan Description

MOEF contributes to the Teacher Retirement System of Texas ("TRS"), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public-school systems of Texas.

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2019 provided the following information (ABO refers to the accumulated benefit obligation):

C. Pension Plan Obligations: (Continued)

Pension Fund	Total Plan Assets 2019	ABO 2019	Percent Funded
TRS	$ 181,800,159,000	$ 209,961,325,000	76.40%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2019, and a state contribution rate of 6.8% for fiscal year 2019. The charter school's employee contributions to the system for the year ended August 31, 2019 were $213,780, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 6.8% totaling $10,509 for the year ended August 31, 2019. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. MOEF's surcharge contribution was $6,119.

D. Liquidity and Availability of Financial Assets:

The following reflects MOEF's financial assets as of the balance sheet date, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year of the balance sheet date:

Financial assets at year-end:	
Cash and cash equivalents	$ 854,743
Grants and other receivables	1,492,466
Total financial assets	2,347,209
Less those unavailable for general expenditures within one year, due to:	
Donor-imposed restrictions as to time or use	-
Financial assets available to meet cash needs for general expenditures within one year	$ 2,347,209

MOEF manages its liquid assets conservatively within standard depository bank accounts at national banks. Cash is managed to provide sufficient funds for meeting program expenditures of the charter school. Excess cash is invested in short-term investments such as certificates of deposit that have maturity dates of less than three months.

E. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

F. Commitments and Contingencies:

MOEF receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. MOEF is economically dependent on these charter school funds.

G. Health Care Coverage:

During the year ended August 31, 2019, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

H. Related Parties:

MOEF has established business relationships with Meadow Oaks Academy ("MOA"), a private educational organization in which MOEF's Superintendent serves as School Administrator, and PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas. MOEF's Superintendent retains equity financial interests in both MOA and PNC.

MOA has allowed MOEF to use a revolving line of credit held by MOA with a bank. MOEF has agreed to repay amounts drawn on the credit facility in accordance with the terms of the line of credit agreement and as described in Note I. The balance on the line of credit at August 31, 2019 was $185,187. MOEF was also indebted to the Superintendent for $375,000 at August 31, 2019.

PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2019, MOEF was indebted to PNC in the amount of $609,051. PNC also serves as a lessor in three properties leased by MOEF as educational facilities. In the year ended August 31, 2019, MOEF incurred expenses related to education expenses leased from PNC totaling $1,319,460.

H. Related Parties: (Continued)

In an effort to finance new construction for the establishment of a third campus located in Fate, Texas, MOEF has supported – through the contracting of legal counsel and other professionals – the establishment of a 501 (c)(3) organization to facilitate charter school campus development projects. The 501(c)(3) is organized in Texas as SSS Education Foundation. MOEF's Superintendent serves on the board of directors of SSS Education Foundation until the permanent board can be appointed.

I. Note Payable:

MOEF's obligations under notes payable consist of the following:

Credit facility structured as a note payable to Meadow Oaks Academy ("MOA"). The note is dated May 10, 2016, and allows MOEF to draw up to $200,000 on an existing line of credit arrangement between MOA and a bank. The terms of the note payable are to follow the terms of the line of credit, a variable interest rate between 4.0% and 4.75%, payable on demand or in equal monthly installments beginning October 1, 2016 and through August 31, 2019. The note is unsecured.	$185,187
Note payable to lessor in the amount of $48,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	48,000
Note payable to lessor in the amount of $84,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due for a second campus. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	84,000
Note payable to limited partnership organization. The note is dated May 6, 2016, and is intended to provide start-up capital. The note payable does not carry a rate of interest, and is payable in equal monthly installments of $5,000 beginning September 1, 2018 with a final lump sum payment $47,051. The date of maturity is August 31, 2019. The note is unsecured.	102,051
Note payable to equipment finance organization. The note is dated August 6, 2018. The note payable carries a rate of interest of 7.98%, and is payable in 54 equal monthly installments of $1,634 beginning September 6, 2018. The date of maturity is December 6, 2022. The note is secured by two transport vehicles.	59,691

I. Note Payable: (Continued)

Note payable to Superintendent. The note is dated August 29, 2019, and is intended to provide operating cash. The note payable does not carry a rate of interest , and is payable in full in a single sum of $375,000 on or before September 30, 2019.	375,000
The balance at August 31, 2019 is	853,929
Less: Current portion of notes payable	(743,633)
Notes payables, net of current portion	$ 110,296

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2020	$ 743,633	$ 14,394	$ 758,027
2021	82,669	2,934	85,603
2022	18,049	1,554	19,603
2023	9,578	224	9,802
2024	-	-	-
Thereafter	-	-	-
Total	$ 853,929	$ 19,106	$ 873,035

J. Net Assets with Donor Restrictions:

Net assets with donor restrictions at August 31, 2019 are restricted as follows:

Subject to expenditure for specified purposes:

State-financed general charter school activities	$ 961,728
Total restricted funds	$ 961,728

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$ 991,550
Texas Education Agency-State	5,196,113
Total restrictions released	$ 6,187,663

K. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending August 31,	Amount
2020	$ 2,693,861
2021	2,134,663
2022	2,161,606
2023	2,201,590
2024	2,229,624
Total	$ 11,421,344

Operating lease expense amounted to $1,319,460 for the year ended August 31, 2019.

L. Evaluation of Subsequent Events:

MOEF has evaluated subsequent events through January 24, 2020, the date which the financial statements were available to be issued.

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INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2019, and our report thereon dated January 24, 2020, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 17 to 20 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
January 24, 2020

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEARS ENDED AUGUST 31, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 123,055	$ 111	$ 123,166
5750 Revenue from Cocurricular Activities		52,174	52,174
Total Local Support	123,055	52,285	175,340
State Program Revenues:			
5810 Foundation School Program Act Revenues		5,826,395	5,826,395
5820 State Program Revenues Distributed by Texas Education Agency		279,161	279,161
Total State Program Revenues		6,105,556	6,105,556
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Department of Education		991,550	991,550
Total Federal Program Revenues		991,550	991,550
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	6,187,663	(6,187,663)	
Total Revenues	6,310,718	961,728	7,272,446
EXPENSES			
11 Instruction	3,082,352		3,082,352
13 Curriculum Development and Instructional Staff Development	200,345		200,345
21 Instructional Leadership	58,656		58,656
23 School Leadership	127,997		127,997
31 Guidance, Counseling and Evaluating Services	99,493		99,493
33 Health Services	2,633		2,633
34 Student (Pupil) Transportation	1,020		1,020
35 Food Services	241,013		241,013
36 Cocurricular/Extracurricular Activities	32,222		32,222
41 General Administration	194,756		194,756
51 Plant Maintenance and Operations	1,997,176		1,997,176
52 Security and Monitoring Services	7,857		7,857
53 Data Processing Services	95,369		95,369
61 Community Services	25,993		25,993
71 Debt Service	17,173		17,173
Total Expenses	6,184,055		6,184,055
CHANGE IN NET ASSETS	126,663	961,728	1,088,391
NET ASSETS, beginning of year	58,120		58,120
NET ASSETS, end of year	$ 184,783	$ 961,728	$ 1,146,511

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

AUGUST 31, 2019

EXPENSES		
6100 Payroll Costs	$	3,065,022
6200 Professional and Contracted Services		2,252,786
6300 Supplies and Materials		569,729
6400 Other Operating Costs		278,639
6500 Debt		17,879
Total Expenses	$	6,184,055

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

AUGUST 31, 2019

	Ownership Interest		
	Local	State	Federal
1110 Cash	$	$ 854,743	$
1520 Building and Improvements		178,873	17,466
1531 Vehicles		73,909	
1539 Furniture and Equipment		126,149	1,082,322
Total Capital Assets	$	$ 1,233,674	$ 1,099,788

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEARS ENDED AUGUST 31, 2019

	Budgeted Amounts		Actual	Variance from
	Original	Final	Amounts	Final Budget
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 8,468	$ 541,468	$ 123,166	$ (418,302)
5750 Revenue from Cocurricular Activities			52,174	52,174
Total Local Support	8,468	541,468	175,340	(366,128)
State Program Revenues:				
5810 Foundation School Program Act Revenues	6,375,000	5,913,483	5,826,395	(87,088)
5820 State Program Revenues Distributed by Texas Education Agency			279,161	279,161
Total State Program Revenues	6,375,000	5,913,483	6,105,556	192,073
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Department of Education	600,000	1,365,368	991,550	(373,818)
Total Federal Program Revenues	600,000	1,365,368	991,550	(373,818)
Total Revenues	6,983,468	7,820,319	7,272,446	(547,873)
EXPENSES				
11 Instruction	3,000,000	3,580,485	3,082,352	498,133
13 Curriculum Development and Instructional Staff Development	320,835	466,210	200,345	(200,345)
21 Instructional Leadership	311,950	58,854	58,656	198
23 School Leadership	483,184	128,084	127,997	87
31 Guidance, Counseling and Evaluating Servic	102,592	210,545	99,493	111,052
32 Social Work Services	49,979			
33 Health Services	21,304	2,704	2,633	71
34 Student (Pupil) Transportation		1,100	1,020	80
35 Food Services	43,554	263,900	241,013	22,887
36 Cocurricular/Extracurricular Activities	103,334	34,134	32,222	1,912
41 General Administration	341,692	263,992	194,756	69,236
51 Plant Maintenance and Operations	1,375,600	2,021,781	1,997,176	24,605
52 Security and Monitoring Services	9,220	18,300	7,857	10,443
53 Data Processing Services	489,520	369,800	95,369	274,431
61 Community Services	97,218	26,200	25,993	207
71 Debt Service	81,159	31,159	17,173	13,986
Total Expenses	6,831,141	7,477,248	6,184,055	826,983
CHANGE IN NET ASSETS	152,327	343,071	1,088,391	(745,320)
NET ASSETS, beginning of year	58,120	58,120	58,120	
NET ASSETS, end of year	$ 210,447	$ 401,191	$1,146,511	$ 745,320

See accompanying notes to the financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 24, 2020.

Internal Control over Financial Reporting
In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

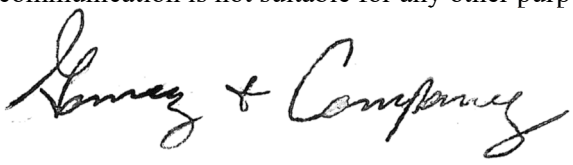
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
January 24, 2020

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on Compliance for Each Major Federal Program

We have audited Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of MOEF's major federal programs for the year ended August 31, 2019. MOEF's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of MOEF's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about MOEF's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of MOEF's compliance.

Opinion on Each Major Federal Program

In our opinion, MOEF complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2019.

Report on Internal Control over Compliance

Management of MOEF is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered MOEF's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Houston, TX
January 24, 2020

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2019

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. No significant deficiencies or material weaknesses on internal control over financial statements.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. No significant deficiencies or material weaknesses on internal control over major federal award programs.

5. The auditor's report on compliance for the major federal award programs expresses an unmodified opinion on all major federal programs.

6. The audit did not disclose any audit findings which are required to be reported in accordance with 2 CFR section 200.516(a).

7. Major programs:

   U.S. Department of Education
   Passed – Through Texas Education Agency
   Charter Schools — CFDA Number 84.282

8. The threshold used for distinguishing between Type A and Type B programs was $750,000.

9. Meadow Oaks Education Foundation does not qualify as a low-risk auditee.

Current Year Findings	Questioned Cost
No audit findings were noted as per governmental auditing standards and 2 CFR section 200.516 (a).	$-0-

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2019

Findings Relating to the Financial Statements

No prior year audit findings have been noted as per governmental auditing standards for the year ended August 31, 2018.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2019

Federal Grantor/ Pass - Through Grantor/ Program Title	Federal CFDA Number	Pass - Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed - Through Texas Education Agency:			
Idea - B Formula	84.027A	196600010578166000	$ 39,668
Title I, Part A, School Improvement	84.010A	19610101057850	54,421
Charter School	84.282	185901057110012	279,883
Charter School	84.282	1859010571110010	279,052
Supporting Effective Instruction State Grants	84.367A	19694501057850	9,501
Tittle III, Part A, English Language Acquisitions and Language Enhancement	84.365A		6,061
Title IV, Part A, Subpart 1	84.424A	19680101057850	10,000
Total U.S. Department of Education			678,586
U.S. Department of Agriculture			
Passed - Through Texas Education Agency:			
Federal Food Service Reimbursement			
School Breakfast	10.553	71401801	2,121
School Breakfast	10.553	71401901	19,121
National School Lunch	10.555	71301801	14,504
National School Lunch	10.555	71301901	123,524
Total U.S. Department of Agriculture			159,270
U.S. Department of Labor			
Passed - Through Texas Education Agency:			
WIOA Adult Program	17.258	183925027110010	59,913
WIOA Adult Program	17.258	183925017110013	25,000
WIOA Adult Program	17.258	183925027110011	68,781
Total U.S. Department of Labor			153,694
Total Expenditures of Federal Awards			$ 991,550

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2019

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes federal award activity of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") under programs of the federal government for the year ended August 31, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operation of MOEF, it is not intended to and does not present the financial position, changes in net assets, or cash flows of MOEF.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Pass-through entity identifying numbers are presented where available.

Indirect Cost Rate

MOEF has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Subrecipients

MOEF did not provide federal awards to subrecipients.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2018

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2018

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and ___approved___ disapproved for the year ended August 31, 2018, at a meeting of the governing body of said charter school on the 14 day of January, 2019.

Signature of Board Secretary

Signature of Board President

GOMEZ & COMPANY

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INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

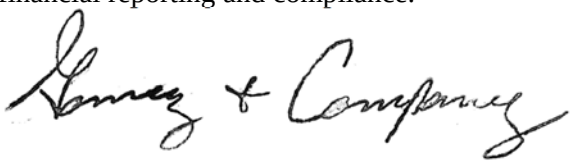
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 21, 2018, on our consideration of MOEF's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MOEF's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
December 21, 2018

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2018

ASSETS		
Current Assets:		
Cash	$	663,629
Grants receivable		440,181
Total Current Assets:		1,103,810
Property, Plant & Equipment		
Vehicles		73,909
Equipment and furniture		625,483
Less: Accumulated depreciation		(93,384)
Total Property, Plant & Equipment		606,008
Total Assets	$	1,709,818
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts payable	$	274,915
Accrued payroll liabilities		277,342
Current portion of long-term debt		907,750
Total Current Liabilities		1,460,007
Long-term Liabilities:		
Notes payable, net of current portion		191,691
Total Liabilities		1,651,698
Net Assets:		
Unrestricted		58,120
Total Liabilities and Net Assets	$	1,709,818

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2018

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 85,604	$	$ 85,604
5750 Revenues from Cocurricular Activities	20,031		20,031
Total Local Support	105,635		105,635
State Program Revenues			
5810 Foundation School Program Act Revenues		2,835,590	2,835,590
5820 State Program Revenue		30,982	30,982
Total State Program Revenues		2,866,572	2,866,572
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		581,815	581,815
Total Federal Program Revenues		581,815	581,815
Net assets released from restrictions:			
Restrictions satisfied by payments	3,452,396	(3,452,396)	
Total Revenues	3,558,031	(4,009)	3,554,022
EXPENSES			
11 Instruction	1,509,136		1,509,136
13 Curriculum Development and Instructional Staff Development	67,313		67,313
23 School Leadership	100,254		100,254
31 Guidance, Counseling, and Evaluation	70,227		70,227
33 Health Services	4,735		4,735
35 Food Services	113,188		113,188
36 Cocurricular/Extracurricular Activities	16,813		16,813
41 General Administration	282,631		282,631
51 Plant Maintenance and Operations	988,902		988,902
52 Security and Monitoring Services	5,564		5,564
53 Data Processing Services	87,766		87,766
61 Community Services	35,350		35,350
71 Debt Services	9,959		9,959
Total Expenses	3,291,838		3,291,838
Total Change in Net Assets	266,193	(4,009)	262,184
Net Assets, Beginning of Year	(208,073)	4,009	(204,064)
Net Assets, End of Year	$ 58,120	$	$ 58,120

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2018

Cash Flows from Operating Activities		
Increase (Decrease) in Net Assets	$	262,184
Adjustments to Reconcile Increase (Decrease) in Net Assets to Net Cash Provided (Used) by Operating Activities		
Depreciation and Amortization		79,575
(Increase) Decrease in Grants Receivables		(356,793)
(Increase) Decrease in Other Receivables		1,500
Increase (Decrease) in Accounts Payable		234,565
Increase (Decrease) in Accrued Payroll Liabilities		196,056
Total Adjustments		154,903
Net Cash Provided (Used) by Operating Activities		417,087
Net Cash Provided (Used) by Investing Activities		
Purchase of Fixed Assets		(474,767)
Net Cash Provided (Used) by Investing Activities		(474,767)
Net Cash Provided (Used) by Financing Activities		
Proceeds from Debt		673,909
Repayment of Debt		(286,607)
Net Cash Provided (Used) by Financing Activities		387,302
NET INCREASE (DECREASE) IN CASH		329,622
CASH AT BEGINNING OF YEAR		334,007
CASH AT END OF YEAR	$	663,629
Cash Paid During the Year For:		
Interest	$	9,959

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2018

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

MOEF reports its financial information based on the *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 205 Presentation of Financial Statements*. Under *FASB ASC 958-205*, an organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted net assets
Unrestricted net assets include unrestricted resources which represent the portion of funds that are available for the operating objectives of MOEF. Board-designated net assets represent amounts MOEF has set aside for a specific purpose.

Temporarily restricted net assets
Temporarily restricted net assets consist of donor restricted contributions and grants. Amounts restricted by donors for a specific purpose are deemed to be earned and reported as temporarily restricted revenue, when received, and such unexpended amounts are reported as temporarily restricted net assets at year-end. When the donor restriction expires, that is, when a stipulated time or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "net assets released from restrictions."

Permanently restricted net assets
Permanently restricted net assets consist of donor restricted contributions, which are required to be held in perpetuity. Income from the assets held is available for either general operations or specific purposes, in accordance with donor stipulations.

B. Summary of Significant Accounting Policies: (Continued)

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 or acquired under budgeted capital asset line items within grant applications are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the assets. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

B. Summary of Significant Accounting Policies: (Continued)

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest-bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2018, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF's management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Pension Plan Obligations:

Plan Description

The charter school contributes to the Teacher Retirement System of Texas ("TRS"), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public-school systems of Texas.

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

C. Pension Plan Obligations: (Continued)

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2018 provided the following information (ABO refers to the accumulated benefit obligation):

Pension Fund	Total Plan Assets 2018	ABO 2018	Percent Funded
TRS	$ 176,942,454,000	$ 209,611,329,000	73.74%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2018, and a state contribution rate of 6.8% for fiscal year 2018. The charter school's employee contributions to the system for the year ended August 31, 2018 were $133,499, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 6.8% totaling $1,574 for the year ended August 31, 2018. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. The charter school was not assessed a surcharge.

D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

E. Commitments and Contingencies:

The charter school receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. The school is economically dependent on these charter school funds.

F. Health Care Coverage:

During the year ended August 31, 2018, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

G. Related Parties:

MOEF has established business relationships with Meadow Oaks Academy ("MOA"), a private educational organization in which MOEF's Superintendent serves as School Administrator, and PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas. MOEF's Superintendent retains equity financial interests in both MOA and PNC.

MOA has allowed MOEF to use a revolving line of credit held by MOA with a bank. MOEF has agreed to repay amounts drawn on the credit facility in accordance with the terms of the line of credit agreement and as described in Note H. The balance on the line of credit at August 31, 2018 was $191,481.

PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2018, MOEF was indebted to PNC in the amount of $834,751. PNC also serves as a lessor in three properties leased by MOEF as educational facilities. In the year ended August 31, 2018, MOEF incurred expenses related to education expenses leased from PNC totaling $489,783.

In an effort to finance new construction for the establishment of a third campus located in Fate, Texas, MOEF has supported – through the contracting of legal counsel and other professionals – the establishment of a 501 (c)(3) organization to facilitate charter school campus development projects. The 501(c)(3) is organized in Texas as SSS Education Foundation. MOEF's Superintendent serves on the board of directors of SSS Education Foundation until the permanent board can be appointed. MOEF contributed approximately $8,000 in the form of legal fees paid toward the establishment of SSS Education Foundation.

H. Note Payable:

MOEF's obligations under notes payable consist of the following:

Credit facility structured as a note payable to Meadow Oaks Academy ("MOA"). The note is dated May 10, 2016, and allows MOEF to draw up to $200,000 on an existing line of credit arrangement between MOA and a bank. The terms of the note payable are to follow the terms of the line of credit, a variable interest rate between 4.0% and 4.75%, payable on demand or in equal monthly installments beginning October 1, 2016 and through August 31, 2019. The note is unsecured.	$ 191,481
Note payable to lessor in the amount of $48,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	48,000
Note payable to lessor in the amount of $84,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due for a second campus. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	84,000
Note payable to limited partnership organization. The note is dated August 15, 2018, and is intended to provide operating cash. The note payable does not carry a rate of interest, and is payable in full in a single sum of $600,000 on or before September 30, 2018. The note is unsecured.	600,000
Note payable to limited partnership organization. The note is dated May 6, 2016, and is intended to provide start-up capital. The note payable does not carry a rate of interest, and is payable in equal monthly installments of $5,000 beginning September 1, 2018 with a final lump sum payment $47,051. The date of maturity is August 31, 2019. The note is unsecured.	102,051
Note payable to equipment finance organization. The note is dated August 6, 2018. The note payable carries a rate of interest of 7.98%, and is payable in 54 equal monthly installments of $1,634 beginning September 6, 2018. The date of maturity is December 6, 2022. The note is secured by two transport vehicles.	73,909
The balance at August 31, 2018 is	$ 1,099,441
Less: Current portion of notes payable	(907,750)
Notes payables, net of current portion	$ 191,691

H. Note Payable: (Continued)

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2019	$ 907,750	$ 15,425	$ 923,175
2020	81,395	4,208	85,603
2021	82,669	2,934	85,603
2022	18,049	1,554	19,603
2023	9,578	224	9,802
Thereafter	-	-	-
Total	$ 1,099,441	$ 24,345	$ 1,123,786

I. Temporarily Restricted Net Assets:

Temporarily restricted net assets at August 31, 2018, are available for the following periods:

Periods after August 31, 2018	$ -
Total temporarily restricted	$ -

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$ 585,824
Texas Education Agency-State	2,866,572
Total restrictions released	$ 3,452,396

J. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending June 30,	Amount
2019	$ 1,308,000
2020	1,347,528
2021	1,374,522
2022	1,398,764
2023	1,423,491
Total	$ 6,852,305

Operating lease expense amounted to $489,985 for the year ended August 31, 2018.

K. Evaluation of Subsequent Events:

The Organization has evaluated subsequent events through December 21, 2018, the date which the financial statements were available to be issued.

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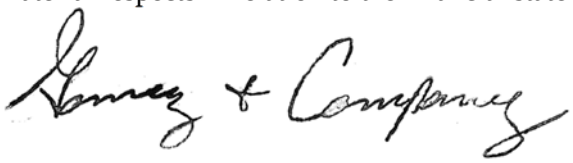
INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2018, and our report thereon dated December 21, 2018, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 14 to 16 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
December 21, 2018

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2018

Expenses	
6100 Payroll Costs	$ 1,660,494
6200 Professional and Contracted Services	1,157,434
6300 Supplies and Materials	240,313
6400 Other Operating Costs	223,638
6500 Debt Service	9,959
Total Expenses	$ 3,291,838

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2018

	Ownership Interest		
	Local	State	Federal
1110 Cash and Temporary Investments	$	$ 663,629	$
1531 Vehicles		73,909	
1539 Furniture and Equipment		79,471	546,012
Total Property and Equipment	$	$ 817,009	$ 546,012

See accomanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2018

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 19,211	$ 105,600	$ 85,604	$ (19,996)
5750 Revenues from Cocurricular Activities			20,031	20,031
Total Local Support	19,211	105,600	105,635	35
State Program Revenues:				
5810 Foundation School Program Act Revenues	2,495,928	2,869,600	2,835,590	(34,010)
5820 State Program Revenues Distributed by Texas Education Agency			30,982	30,982
Total State Program Revenues	2,495,928	2,869,600	2,866,572	(3,028)
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	474,358	575,700	581,815	6,115
Total Federal Program Revenues	474,358	575,700	581,815	6,115
Total Revenues	2,989,497	3,550,900	3,554,022	3,123
EXPENSES				
11 Instruction	1,384,816	1,605,000	1,509,136	95,864
13 Curriculum Development and Instructional Staff Development	35,426	68,000	67,313	687
23 School Leadership	89,400	101,000	100,254	746
31 Guidance, Counseling, and Evaluation Services	57,470	71,000	70,227	773
33 Health Services	9,000	5,000	4,735	265
35 Food Service	88,090	104,000	113,188	(9,188)
36 Cocurricular/Extracurricular Activities	7,700	17,000	16,813	187
41 General Administration	240,290	265,000	282,631	(17,631)
51 Plant Maintenance and Operations	785,175	845,000	988,902	(143,902)
52 Security and Monitoring Services	14,450	6,000	5,564	436
53 Data Processing Services	216,850	88,000	87,766	234
61 Community Services	24,000	36,000	35,350	650
71 Debt Services	36,830	10,000	9,959	41
Total Expenses	2,989,497	3,221,000	3,291,838	(70,838)
Change in Net Assets		329,900	262,184	(67,716)
Net Assets, Beginning of Year	(204,064)	(204,064)	(204,064)	
Net Assets, End of Year	$ (204,064)	$ 125,836	$ 58,120	$ (67,716)

See accompanying notes to financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 21, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

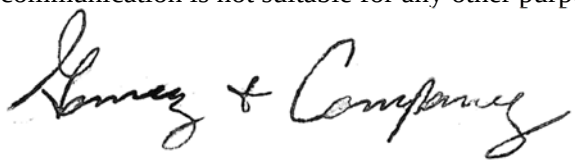
Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
December 21, 2018

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2018

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. No significant deficiencies or material weaknesses on internal control over financial statements.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. An audit of major programs was not required because expenditures of federal awards were less than $750,000.

Findings Relating to the Financial Statements

No audit findings were noted as per governmental auditing standards.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2018

Findings Relating to the Financial Statements

No prior year audit findings have been noted as per governmental auditing standards for the year ended August 31, 2017.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2017

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2017

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and ✓ approved _____ disapproved for the year ended August 31, 2017, at a meeting of the governing body of said charter school on the 16 day of January, 2018.

_____
Signature of Board Secretary

_____
Signature of Board President

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS
5177 RICHMOND AVE. SUITE 1100
HOUSTON, TX 77056
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INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

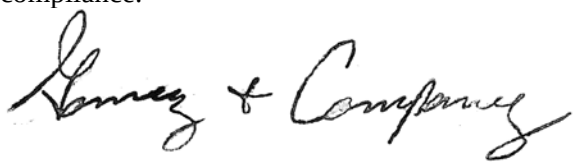
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 22, 2017, on our consideration of MOEF's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
December 22, 2017

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2017

ASSETS		
Current Assets:		
Cash	$	334,007
Grants receivable		83,388
Other receivables		1,500
Total Current Assets:		418,895
Property, Plant & Equipment		
Equipment and furniture		224,625
Less: Accumulated depreciation		(13,809)
Total Property, Plant & Equipment		210,816
Total Assets	$	629,711
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts payable	$	40,350
Accrued payroll liabilities		81,286
Current portion of long-term debt		544,089
Total Current Liabilities		665,725
Long-term Liabilities:		
Notes payable, net of current portion		168,050
Total Liabilities		833,775
Net Assets:		
Unrestricted		(208,073)
Temporarily Restricted		4,009
Total Net Assets		(204,064)
Total Liabilities and Net Assets	$	629,711

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2017

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 33,984	$	$ 33,984
5750 Revenues from Cocurricular Activities	4,712		4,712
Total Local Support	38,696		38,696
State Program Revenues			
5810 Foundation School Program Act Revenues		944,409	944,409
Total State Program Revenues		944,409	944,409
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		457,521	457,521
Total Federal Program Revenues		457,521	457,521
Net assets released from restrictions:			
Restrictions satisfied by payments	1,411,865	(1,411,865)	
Total Revenues	1,450,561	(9,935)	1,440,626
EXPENSES			
11 Instruction	771,791		771,791
13 Curriculum Development and Instructional Staff Development	27,312		27,312
23 School Leadership	107,961		107,961
31 Guidance, Counseling, and Evaluation	42,520		42,520
33 Health Services	2,130		2,130
35 Food Services	17,441		17,441
36 Cocurricular/Extracurricular Activities	825		825
41 General Administration	166,368		166,368
51 Plant Maintenance and Operations	357,742		357,742
52 Security and Monitoring Services	1,444		1,444
53 Data Processing Services	13,999		13,999
61 Community Services	9,424		9,424
71 Debt Services	8,590		8,590
Total Expenses	1,527,547		1,527,547
Total Change in Net Assets	(76,986)	(9,935)	(86,921)
Net Assets, Beginning of Year	(131,087)	13,944	(117,143)
Net Assets, End of Year	$ (208,073)	$ 4,009	$ (204,064)

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2017

Cash Flows from Operating Activities		
Increase (Decrease) in Net Assets	$	(86,921)
Adjustments to Reconcile Increase (Decrease) in Net Assets to Net Cash Provided (Used) by Operating Activities		
Depreciation and Amortization		13,809
(Increase) Decrease in Other Receivables		(84,888)
Increase (Decrease) in Accounts Payable		33,354
Increase (Decrease) in Accrued Payroll Liabilities		81,286
Total Adjustments		43,561
Net Cash Provided (Used) by Operating Activities		(43,360)
Net Cash Provided (Used) by Investing Activities		
Purchase of Fixed Assets		(224,625)
Net Cash Provided (Used) by Investing Activities		(224,625)
Net Cash Provided (Used) by Financing Activities		
Proceeds from Debt		600,462
Repayment of Debt		(11,137)
Net Cash Provided (Used) by Financing Activities		589,325
NET INCREASE (DECREASE) IN CASH		321,340
CASH AT BEGINNING OF YEAR		12,667
CASH AT END OF YEAR	$	334,007

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2017

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

MOEF reports its financial information based on the *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 205 Presentation of Financial Statements*. Under *FASB ASC 958-205*, an organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted net assets
Unrestricted net assets include unrestricted resources which represent the portion of funds that are available for the operating objectives of MOEF. Board-designated net assets represent amounts MOEF has set aside for a specific purpose.

Temporarily restricted net assets
Temporarily restricted net assets consist of donor restricted contributions and grants. Amounts restricted by donors for a specific purpose are deemed to be earned and reported as temporarily restricted revenue, when received, and such unexpended amounts are reported as temporarily restricted net assets at year-end. When the donor restriction expires, that is, when a stipulated time or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "net assets released from restrictions."

Permanently restricted net assets
Permanently restricted net assets consist of donor restricted contributions, which are required to be held in perpetuity. Income from the assets held is available for either general operations or specific purposes, in accordance with donor stipulations.

B. Summary of Significant Accounting Policies: (continued)

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the asset. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

B. Summary of Significant Accounting Policies: (continued)

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2017, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF's management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Pension Plan Obligations:

Plan Description

The charter school contributes to the Teacher Retirement System of Texas ("TRS"), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas.

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

C. Pension Plan Obligations: (continued)

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2017 provided the following information (ABO refers to the accumulated benefit obligation):

Pension Fund	Total Plan Assets 2017	ABO 2017	Percent Funded
TRS	$ 165,379,342,000	$ 179,336,535,000	82.17%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2017, and a state contribution rate of 6.8% for fiscal year 2017. The charter school's employee contributions to the system for the year ended August 31, 2017 were $56,636, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 6.8% totaling $3,211 for the year ended August 31, 2017. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. The charter school was not assessed a surcharge.

D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

E. Commitments and Contingencies:

The charter school receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. The school is economically dependent on these charter school funds.

F. Health Care Coverage:

During the year ended August 31, 2017, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

G. Related Parties:

MOEF has established business relationships with Meadow Oaks Academy ("MOA"), a private educational organization in which MOEF's Superintendent serves as School Administrator, and PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas. MOEF's Superintendent retains equity financial interests in both MOA and PNC.

MOA has allowed MOEF to use a revolving line of credit held by MOA with a bank. MOEF has agreed to repay amounts drawn on the credit facility in accordance with the terms of the line of credit agreement and as described in Note H. The balance on the line of credit at August 31, 2017 was $199,522.

PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2017, MOEF was indebted to PNC in the amount of $513,318. PNC also serves as a lessor in the two properties leased by MOEF as educational facilities. In the year ended August 31, 2017, MOEF paid PNC $180,700 for the leasing of these educational facilities.

H. Note Payable:

MOEF's obligations under notes payable consist of the following:

Credit facility structured as a note payable to Meadow Oaks Academy ("MOA"). The note is dated May 10, 2016, and allows MOEF to draw up to $200,000 on an existing line of credit arrangement between MOA and a bank. The terms of the note payable are to follow the terms of the line of credit, a variable interest rate between 4.0% and 4.75%, payable on demand or in equal monthly installments beginning October 1, 2016 and through August 31, 2019. The note is unsecured.	$ 199,522
Note payable to lessor in the amount of $48,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2017. The date of maturity is August 31, 2019. The note is unsecured.	48,000
Note payable to lessor in the amount of $84,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due for a second campus. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2017. The date of maturity is August 31, 2019. The note is unsecured.	84,000
Note payable to limited partnership organization. The note is dated August 15, 2017, and is intended to provide operating cash. The note payable does not carry a rate of interest, and is payable in full in a single sum of $278,567 on or before September 30, 2017. The note is unsecured.	278,567
Note payable to limited partnership organization. The note is dated May 6, 2016, and is intended to provide start-up capital. The note payable does not carry a rate of interest, and is payable in equal monthly installments of $5,000 beginning September 1, 2018 with a final lump sum payment $47,051. The date of maturity is August 31, 2019. The note is unsecured.	102,050
The balance at August 31, 2017 is	$ 712,139
Less: Current portion of notes payable	(544,089)
Notes payables, net of current portion	$ 168,050

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2018	$ 544,089	$ 9,477	$ 553,566
2019	168,050	-	168,050
Thereafter	-	-	-
Total	$ 712,139	$ 9,477	$ 721,616

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2017

I. Temporarily Restricted Net Assets:

Temporarily restricted net assets at August 31, 2017, are available for the following periods:

Periods after August 31, 2017	$	4,009
Total temporarily restricted	$	4,009

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$	457,521
Texas Education Agency-State		954,344
Total restrictions released	$	1,411,865

J. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending June 30,		Amount
2018	$	476,783
2019		506,513
2020		532,596
2021		541,308
2022		550,194
Total	$	2,607,394

Operating lease expense amounted to $185,366 for the year ended August 31, 2017.

K. Evaluation of Subsequent Events:

The Organization has evaluated subsequent events through December 22, 2017, the date which the financial statements were available to be issued.

GOMEZ & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
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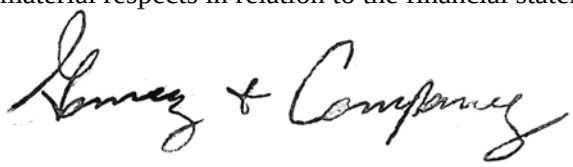
INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2017, and our report thereon dated December 22, 2017, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 14 to 16 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
December 22, 2017

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2017

Expenses	
6100 Payroll Costs	$ 889,372
6200 Professional and Contracted Services	497,893
6300 Supplies and Materials	74,511
6400 Other Operating Costs	54,109
6500 Debt Service	11,662
Total Expenses	$ 1,527,547

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2017

	Ownership Interest		
	Local	State	Federal
1110 Cash and Temporary Investments	$	$ 334,007	$
1539 Furniture and Equipment			224,625
Total Property and Equipment	$	$ 334,007	$ 224,625

See accomanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2017

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 2,000	$ 21,312	$ 33,984	$ 12,672
5750 Revenues from Cocurricular Activities			4,712	4,712
Total Local Support	2,000	21,312	38,696	17,384
State Program Revenues:				
5810 Foundation School Program Act Revenues	875,935	897,095	944,409	47,314
Total State Program Revenues	875,935	897,095	944,409	47,314
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	842,902	847,753	457,521	(390,232)
Total Federal Program Revenues	842,902	847,753	457,521	(390,232)
Total Revenues	1,720,837	1,766,160	1,440,626	(325,534)
EXPENSES				
11 Instruction	1,165,078	1,171,762	771,791	399,971
13 Curriculum Development and Instructional Staff Development	36,425	25,937	27,312	(1,375)
23 School Leadership	126,226	119,541	107,961	11,580
31 Guidance, Counseling, and Evaluation Services	38,500	42,520	42,520	
33 Health Services	1,000	2,130	2,130	
35 Food Service	8,000	17,441	17,441	
36 Cocurricular/Extracurricular Activities	1,500	1,625	825	800
41 General Administration	147,732	212,835	166,368	46,467
51 Plant Maintenance and Operations	352,481	404,546	357,742	46,804
52 Security and Monitoring Services	1,200	1,549	1,444	105
53 Data Processing Services	108,120	114,713	13,999	100,714
61 Community Services		9,424	9,424	
71 Debt Services		10,000	8,590	1,410
Total Expenses	1,986,262	2,134,023	1,527,547	606,476
Change in Net Assets	(265,425)	(367,863)	(86,921)	280,942
Net Assets, Beginning of Year	(117,143)	(117,143)	(117,143)	
Net Assets, End of Year	$ (382,568)	$ (485,006)	$ (204,064)	$ 280,942

See accompanying notes to financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 22, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

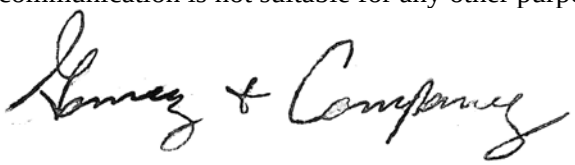
Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
December 22, 2017

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2017

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. No significant deficiencies or material weaknesses on internal control over financial statements.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. An audit of major programs was not required because expenditures of federal awards were less than $750,000.

Findings Relating to the Financial Statements

No audit findings were noted as per governmental auditing standards.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2017

Findings Relating to the Financial Statements

No prior year audit findings have been noted as this is an initial audit year.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2020

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2020

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and ✓ approved disapproved for the year ended August 31, 2020, at a meeting of the governing body of said charter school on the 28 day of January, 2021

Signature of Board Secretary

Brent Parrott

Signature of Board President

GOMEZ & COMPANY

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

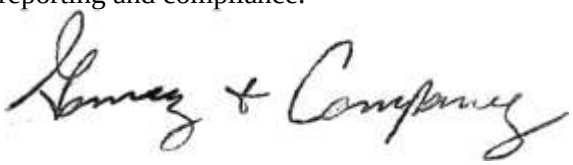
Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 28, 2021, on our consideration of MOEF's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MOEF's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
January 28, 2021

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2020

ASSETS		
CURRENT ASSETS		
Cash	$	2,299,337
Grants Receivable		1,232,620
Other Receivables		29,669
TOTAL CURRENT ASSETS		3,561,626
PROPERTY AND EQUIPMENT		
Building and Improvements		852,300
Furniture and Equipment		2,324,844
Vehicles		246,415
		3,423,559
Less: Accumulated Depreciation		(537,640)
		2,885,919
TOTAL ASSETS	$	6,447,545
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts Payable	$	892,984
Accrued Payroll Liabilities		1,065,077
Other Liabilities		124,190
Current Portion Notes Payable		555,327
TOTAL CURRENT LIABILITIES		2,637,578
NONCURRENT LIABILITIES		
Noncurrent portion of Notes Payable		442,664
TOTAL NONCURRENT LIABILITIES		442,664
TOTAL LIABILITIES		3,080,242
NET ASSETS		
Without Donor Restrictions		1,640,433
With Donor Restrictions		1,726,870
TOTAL NET ASSETS		3,367,303
TOTAL LIABILITIES AND NET ASSETS	$	6,447,545

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local Support:			
Revenues from local sources	$ 54,079	$ 86,117	$ 140,196
	54,079	86,117	140,196
State Program Revenues		12,517,887	12,517,887
Total State Program Revenues		12,517,887	12,517,887
Federal Program Revenues		1,688,041	1,688,041
Total Federal Program Revenues		1,688,041	1,688,041
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	13,526,903	(13,526,903)	
Total Revenues	13,580,982	765,142	14,346,124
EXPENSES			
Program Services			
Instruction and Instructional-Related Services	6,856,472		6,856,472
Instructional and School Leadership	577,308		577,308
Ancillary Services	119,530		119,530
Support Services- Student (Pupil)	591,181		591,181
Total Program Services	8,144,491		8,144,491
Support Services			
Administrative Support Services	365,411		365,411
Support Services- Non-Student Based	3,606,527		3,606,527
Debt Service	8,903		8,903
Total Support Services	3,980,841		3,980,841
Total Expenses	12,125,332		12,125,332
CHANGE IN NET ASSETS	1,455,650	765,142	2,220,792
NET ASSETS, beginning of year	184,783	961,728	1,146,511
NET ASSETS, end of year	$ 1,640,433	$ 1,726,870	$ 3,367,303

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2020

	Program Expense	Management and General	Total
Expenses			
Salaries	$ 5,965,301	$ 231,740	$ 6,197,041
Employee benefits	538,005	8,711	546,716
Payroll taxes	91,055	2,740	93,795
Professional fees	549,960	639,167	1,189,127
Utilities		432,440	432,440
Occupancy		1,716,116	1,716,116
Travel	85,606	9,506	95,112
Interest expense		9,111	9,111
Insurance		107,981	107,981
Depreciation and amortization		320,445	320,445
Supplies	846,044	412,667	1,258,711
Miscellaneous expenses	57,074	38,229	95,303
Repairs and Maintenance	11,446	51,988	63,434
	$ 8,144,491	$ 3,980,841	$ 12,125,332

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENTS OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2020

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	$ 2,220,792
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation and amortization expense	320,445
(Increase) decrease in grants receivable	259,846
(Increase) decrease in other receivables	(29,669)
Increase (decrease) in accounts payable	104,851
Increase (decrease) accrued payroll liabilities	757,370
Increase (decrease) other liabilities	(388,265)
Total Adjustments	1,024,578
CASH PROVIDED BY OPERATING ACTIVITIES	3,245,370
CASH FLOWS FROM INVESTING ACTIVITIES	
Cash paid for purchases of fixed assets	(1,944,839)
CASH PROVIDED BY (USED FOR) INVESTING ACTIVITIES	(1,944,839)
CASH FLOWS FROM FINANCING ACTIVITIES	
Loan payments to related parties	(375,000)
Principal payments on notes payable	519,063
CASH PROVIDED BY (USED FOR) FINANCING ACTIVITIES	144,063
NET INCREASE (DECREASE) IN CASH	1,444,594
CASH AT BEGINNING OF YEAR	854,743
CASH AT END OF YEAR	$ 2,299,337
Supplemental Disclosures	
CASH PAID DURING THE YEAR FOR:	
INTEREST	$ 9,111

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2020

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

The accompanying general-purpose financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles.

CLASSIFICATION OF NET ASSETS

Net assets of MOEF are classified based on the presence or absence of donor-imposed restrictions. Net assets are comprised of two groups as follows:

Net Assets without Donor Restrictions – Amounts that are not subject to usage restrictions based on donor-imposed requirements. This class also includes assets previously restricted where restrictions have expired or been met.

Net Assets with Donor Restrictions – Assets subject to usage limitations based on donor-imposed or grantor restrictions. These restrictions may be temporary or may be based on a particular use. Restrictions may be met by the passage of time or by actions of MOEF. Certain restrictions may need to be maintained in perpetuity.

Earnings related to restricted net assets will be included in net assets without donor-restrictions unless otherwise specifically required to be included in donor-restricted net assets by the donor or by applicable state law.

On occasion, the governing board may designate a portion of net assets without donor restrictions for a specific purpose. Designated net assets are not governed by donor-imposed restrictions and may be reversed by the governing board at any time.

B. Summary of Significant Accounting Policies: (Continued)

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as with donor restrictions and without donor restrictions support depending on the existence or nature of any donor restrictions. MOEF's policy is to report donor-restricted support that is satisfied in the year of receipt as donor-restricted and then fully released in the same year.

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 or acquired under budgeted capital asset line items within grant applications are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the assets. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. Donations of assets are recorded as direct additions to net assets at fair value at the date of donation, which is then treated as cost.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

B. Summary of Significant Accounting Policies: (Continued)

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest-bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2020, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF’s management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the charter school’s multiple functional expenditures.

C. Pension Plan Obligations:

Plan Description

MOEF contributes to the Teacher Retirement System of Texas (“TRS”), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public-school systems of Texas.

C. Pension Plan Obligations: (Continued)

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800-223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2020 provided the following information:

Pension Fund	Total Plan Assets 2020	Total Pension Liability 2020	Percent Funded
TRS	$ 184,361,871,000	$ 218,974,205,000	75.54%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2020, and a state contribution rate of 7.5% for fiscal year 2020. The charter school's employee contributions to the system for the year ended August 31, 2020 were $420,153, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 7.5% totaling $14,643 for the year ended August 31, 2020. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. MOEF's surcharge contribution was $15,869.

D. Liquidity and Availability of Financial Assets:

The following reflects MOEF's financial assets as of the balance sheet date, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year of the balance sheet date:

Financial assets at year-end:	
Cash and cash equivalents	$ 2,299,337
Grants and other receivables	1,262,289
Total financial assets	3,561,626
Less those unavailable for general expenditures within one year, due to:	
Donor-imposed restrictions as to time or use	-
Financial assets available to meet cash needs for general expenditures within one year	$ 3,561,626

MOEF manages its liquid assets conservatively within standard depository bank accounts at national banks. Cash is managed to provide sufficient funds for meeting program expenditures of the charter school. Excess cash is invested in short-term investments such as certificates of deposit that have maturity dates of less than three months.

E. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

F. Commitments and Contingencies:

MOEF receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. MOEF is economically dependent on these charter school funds.

G. Health Care Coverage:

During the year ended August 31, 2020, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

H. Related Parties:

MOEF has established business relationships with PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas, and SSS Education Foundation ("SSS"), a non-profit corporation organized in the state of Texas for purposes of supporting educational organizations in the acquisition of affordable educational facilities. MOEF's Superintendent retains an equity financial interest in PNC and sits on the board of SSS. A second member of MOEF's board also sits on the board of SSS.

Historically, PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2020, MOEF was no longer indebted to PNC. PNC also serves as a lessor in several properties leased by MOEF as educational facilities. In the year ended August 31, 2020, MOEF incurred expenses related to education expenses leased from PNC totaling $1,716,116.

MOEF was also indebted to the Superintendent for $2,000 at August 31, 2020.

I. Note Payable:

MOEF's obligations under notes payable consist of the following:

Note payable to the U.S. Small Business Administration in the amount of $150,000. The note is dated June 13, 2020. The note payable carries a rate of interest of 2.75%, and is payable in 348 equal installments of $641 beginning June 13, 2021. The date of maturity is June 13, 2049. The note is secured by all assets.	$ 150,000
Note payable to equipment finance organization. The note is dated August 19, 2019. The note payable carries a rate of interest of 7.5% and is payable in 42 equal monthly installments of $4,683 beginning September 19, 2019. The date of maturity is February 19, 2023. The note is secured by transport vehicles.	131,595
Note payable to equipment finance organization. The note is dated August 6, 2018. The note payable carries a rate of interest of 7.98%, and is payable in 54 equal monthly installments of $1,634 beginning September 6, 2018. The date of maturity is December 6, 2022. The note is secured by transport vehicles.	44,296
Note payable to major bank under the Paycheck Protection Program (see footnote J for additional details).	670,100
Note payable to Superintendent. The note is dated August 29, 2019, and is intended to provide operating cash. The note payable does not carry a rate of interest, and is payable in full in a single sum of $375,000 on or before September 30, 2019.	2,000
The balance at August 31, 2020 is	997,991
Less: Current portion of notes payable	(442,664)
Notes payables, net of current portion	$ 555,327

I. Note Payable: (Continued)

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2021	$ 442,664	$ 20,470	$ 463,134
2022	372,559	12,313	384,872
2023	40,620	6,121	46,741
2024	3,648	4,087	7,735
2025	3,750	3,762	7,512
Thereafter	134,750	52,089	186,839
Total	$ 997,991	$ 98,842	$ 1,096,833

J. Paycheck Protection Program (PPP) Loan:

MOEF was approved for and received a loan under the Paycheck Protection Program established by the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act"). The loan is dated April 17, 2020 and may be forgiven to the extent proceeds of the loan are used for eligible expenditures that consist primarily of payroll, as well as other expenses described under the legislation. No determination has been made as to whether, or to what extent, MOEF will be eligible for forgiveness and the loan is currently accounted for in accordance with ASC 470. The loan bears interest at a rate of 1.00% and is deferred for the first six months of the loan after which time the interest is added to the unpaid principal balance. The loan is payable in monthly installments beginning seven months from the date of the loan and matures in twenty-four months from the date of the loan. The loan may be repaid at any time with no prepayment penalty. If the loan is ultimately forgiven, MOEF will recognize a contribution in accordance with ASC 958-605 and reflect the forgiven loan balance in its operating revenues in the year of forgiveness.

K. Net Assets with Donor Restrictions:

Net assets with donor restrictions at August 31, 2020 are restricted as follows:

Subject to expenditure for specified purposes:

State-financed general charter school activities	$ 1,726,870
Total restricted funds	$ 1,726,870

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$ 1,668,041
SBA EIDL EIDL	10,000
Texas Education Agency-State	11,848,862
Total restrictions released	$ 13,526,903

L. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending August 31,	Amount
2021	$ 2,003,136
2022	2,039,950
2023	2,077,501
2024	2,103,051
2025	2,129,112
Total	$ 11,421,344

Operating lease expense amounted to $1,716,116 for the year ended August 31, 2020.

M. Legal Contingencies:

MOEF has initiated three lawsuits against the Dallas Central Appraisal District seeking to overturn the appraisal district's denial of tax exemptions for real estate it leases, or has previously leased, from a private entity. The lawsuits seek to eliminate $171,000 in tax assessments levied against the private entity. An unfavorable ruling in each of these lawsuits would not result in direct monetary liability for MOEF, but may become payable by MOEF to the lessor under the terms of the lease agreements.

N. Evaluation of Subsequent Events:

MOEF has evaluated subsequent events through January 28, 2021, the date which the financial statements were available to be issued.

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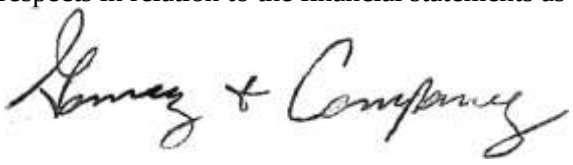
INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2020, and our report thereon dated January 28, 2021, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 16 to 19 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
January 28, 2021

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 54,079	$ -	$ 54,079
5750 Revenue from Cocurricular Activities		86,117	86,117
Total Local Support	54,079	86,117	140,196
State Program Revenues:			
5810 Foundation School Program Act Revenues		12,035,797	12,035,797
5820 State Program Revenues Distributed by Texas Education Agency		482,090	482,090
Total State Program Revenues		12,517,887	12,517,887
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Department of Education		1,670,498	1,670,498
5920 Federal Revenues Distributed by US Department of Agriculture		7,543	7,543
5940 Federal Revenues Distributed by Directly by Federal Government		10,000	10,000
Total Federal Program Revenues		1,688,041	1,688,041
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	13,526,903	(13,526,903)	
Total Revenues	13,580,982	765,142	14,346,124
EXPENSES			
11 Instruction	6,398,505		6,398,505
13 Curriculum Development and Instructional Staff Development	457,967		457,967
21 Instructional Leadership	5,006		5,006
23 School Leadership	572,301		572,301
31 Guidance, Counseling and Evaluating Services	283,232		283,232
33 Health Services	3,173		3,173
34 Student (Pupil) Transportation	1,484		1,484
35 Food Services	268,359		268,359
36 Cocurricular/Extracurricular Activities	34,933		34,933
41 General Administration	365,411		365,411
51 Plant Maintenance and Operations	3,314,814		3,314,814
52 Security and Monitoring Services	83,571		83,571
53 Data Processing Services	208,143		208,143
61 Community Services	119,530		119,530
71 Debt Service	8,903		8,903
Total Expenses	12,125,332		12,125,332
CHANGE IN NET ASSETS	1,455,650	765,142	2,220,792
NET ASSETS, beginning of year	184,783	961,728	1,146,511
NET ASSETS, end of year	$ 1,640,433	$ 1,726,870	$ 3,367,303

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2020

EXPENSES		
6100 Payroll Costs	$	6,837,552
6200 Professional and Contracted Services		3,401,117
6300 Supplies and Materials		1,258,710
6400 Other Operating Costs		618,842
6500 Debt		9,111
Total Expenses	$	12,125,332

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2020

	Ownership Interest		
	Local	State	Federal
1110 Cash	$	$ 2,299,337	$
1520 Building and Improvements		677,156	175,144
1531 Vehicles		246,415	
1539 Furniture and Equipment		253,608	2,071,236
Total Capital Assets	$	$ 3,476,516	$ 2,246,380

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2020

	Budgeted Amounts		Actual	Variance from
	Original	Final	Amounts	Final Budget
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 15,806	$ 290,000	$ 54,079	$ (235,921)
5750 Revenue from Cocurricular Activities			86,117	86,117
Total Local Support	15,806	290,000	140,196	(149,804)
State Program Revenues:				
5810 Foundation School Program Act Revenues	12,350,000	12,375,000	12,035,797	(339,203)
5820 State Program Revenues Distributed by Texas Education Agency			482,090	482,090
Total State Program Revenues	12,350,000	12,375,000	12,517,887	142,887
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Department of Education	1,120,000	1,469,000	1,688,041	219,041
Total Federal Program Revenues	1,120,000	1,469,000	1,688,041	219,041
Total Revenues	13,485,806	14,134,000	14,346,124	212,124
EXPENSES				
11 Instruction	5,250,000	6,665,000	6,398,505	266,495
13 Curriculum Development and Instructional Staff Development	598,892	467,000	457,967	9,033
21 Instructional Leadership	582,307	7,000	5,006	1,994
23 School Leadership	801,943	580,000	572,301	7,699
31 Guidance, Counseling and Evaluating Servic	191,505	290,500	283,232	7,268
32 Social Work Services	93,294			
33 Health Services	39,767	4,000	3,173	827
34 Student (Pupil) Transportation	81,301	2,000	1,484	516
35 Food Services	192,890	270,000	268,359	1,641
36 Cocurricular/Extracurricular Activities	637,825	40,400	34,933	5,467
41 General Administration	1,129,000	395,000	365,411	29,589
51 Plant Maintenance and Operations	1,044,000	3,270,000	3,314,814	(44,814)
52 Security and Monitoring Services	50,000	81,000	83,571	(2,571)
53 Data Processing Services	913,771	228,000	208,143	19,857
61 Community Services	181,474	132,000	119,530	12,470
71 Debt Service	451,000	83,100	8,903	74,197
Total Expenses	12,238,969	12,515,000	12,125,332	389,668
CHANGE IN NET ASSETS	1,246,837	1,619,000	2,220,792	601,792
NET ASSETS, beginning of year	1,146,511	1,146,511	1,146,511	
NET ASSETS, end of year	$ 2,393,348	$ 2,765,511	$ 3,367,303	$ 601,792

See accompanying notes to the financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 28, 2021.

Internal Control over Financial Reporting
In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

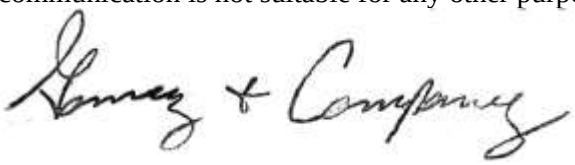
Our consideration of the internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We did identify a certain deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item 2020-001 that we consider to be significant deficiency.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
January 28, 2021

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on Compliance for Each Major Federal Program

We have audited Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of MOEF's major federal programs for the year ended August 31, 2020. MOEF's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of MOEF's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about MOEF's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of MOEF's compliance.

Opinion on Each Major Federal Program

In our opinion, MOEF complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2020.

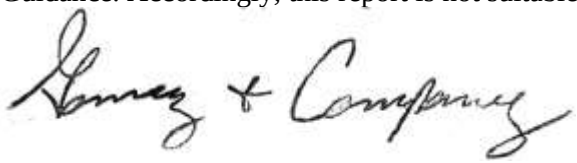
Report on Internal Control over Compliance

Management of MOEF is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered MOEF's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Houston, TX
January 28, 2021

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2020

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. There is one significant deficiency that is not a material weakness in internal control over the major federal award. Item 2020-001.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. No significant deficiencies or material weaknesses on internal control over major federal award programs.

5. The auditor's report on compliance for the major federal award programs expresses an unmodified opinion on all major federal programs.

6. The audit did disclose an audit finding which is required to be reported in accordance with 2 CFR section 200.516(a) of the Uniform Guidance and is reported in this Schedule.

7. Major programs:

   U.S. Department of Education
   Passed – Through Texas Education Agency
   Charter Schools CFDA Number 84.282

8. The threshold used for distinguishing between Type A and Type B programs was $750,000.

9. Meadow Oaks Education Foundation does not qualify as a low-risk auditee.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2020

Current Year Findings	Questioned Cost
2020-001 **Financial Reporting of Liabilities**	$-0-

Criteria:
The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires that management implement policies and procedures that allow for the proper assessment of all financial obligations at a reporting date.

Condition:
During the audit, we noted MOEF failed to properly reflect all its debt and trade accounts payable at fiscal year-end.

Cause:
Management has not implemented policies or procedures for properly recognizing obligations to vendors as of the date individual obligations are incurred. A formal process for reviewing and accruing liabilities at year-end is also lacking. In addition, management did not have a formal process for comprehensively reviewing debt balances as of the reporting date.

Effect:
The errors associated with management's failure to properly present trade accounts payable and debt resulted in an understatement of trade payables of approximately $646,000 and an understatement of debt of approximately $998,000.

Recommendation:
We recommend that management implement policies and procedures for reviewing all of its financial obligations at each financial reporting date and a system of review that compensates for any initial oversight.

Views of Responsible Officials and Planned Corrective Actions:

In the past, we have not accrued payables if they are delivered during the end of the school year but not paid through school ADA money until the start of the next school year. We will make internal changes in our receiving process and accounts payable recording to accrue expenses based on the date of delivery of items to the school instead of when the payment is made to the vendor. We see this as a minor adjustment and we will make sure school accounting will start doing this immediately.

Effective Date: 1/28/2021

Responsible Party: Shubham Pandey, Superintendent CEO

Estimated Completion Date: 2/28/2021

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2020

Findings Relating to the Financial Statements

No audit findings were noted as per governmental auditing standards and 2 CFR Section 200.516(a) for the year ended August 31, 2019.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2020

Federal Grantor/ Pass - Through Grantor/ Program Title	Federal CFDA Number	Pass - Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed - Through Texas Education Agency:			
Idea - B Formula	84.027A	186600010578506000	$ 1,972
Idea - B Formula	84.027A	206600010578506000	81,007
Idea - B Preschool	84.173A	206610010578506000	51
Title I, Part A, School Improvement	84.010A	20610101057850	57,571
Charter School	84.282	185901057110012	620,117
Charter School	84.282	185901057110013	586,243
Supporting Effective Instruction State Grants	84.367A	20694501057850	20,608
Tittle III, Part A, English Language Acquisitions and Language Enhancement	84.365A	20671001057850	3,426
Total U.S. Department of Education			1,370,995
U.S. Department of Agriculture			
Passed - Through Texas Education Agency:			
Federal Food Service Reimbursement			
School Breakfast	10.553	52402001	218
School Breakfast	10.553	71401901	3,540
School Breakfast	10.553	71402001	18,388
National School Lunch	10.555	52302001	193
National School Lunch	10.555	71301901	23,721
National School Lunch	10.555	71302001	115,192
Passed - Through Texas Department of Agriculture:			
USDA Commodity Food Distribution	10.555		7,543
Total U.S. Department of Agriculture			168,795
U.S. Department of Labor			
Passed - Through Texas Education Agency:			
WIOA Adult Program	17.258	183925027110010	73,909
WIOA Adult Program	17.258	183925027110011	54,342
Total U.S. Department of Labor			128,251
Total Expenditures of Federal Awards			$ 1,668,041

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2020

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes federal award activity of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") under programs of the federal government for the year ended August 31, 2020. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operation of MOEF, it is not intended to and does not present the financial position, changes in net assets, or cash flows of MOEF.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Pass-through entity identifying numbers are presented where available.

Indirect Cost Rate

MOEF has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Subrecipients

MOEF did not provide federal awards to subrecipients.

NOTE 2 – OTHER SOURCES OF FEDERAL REVENUES AND UNEXPENDED FUNDS

Other sources of federal revenues totaled $10,000 in emergency advance assistance. Certain federal funds were also unexpended at year end.

Reconciliation of Federal Revenues and (SEFA):

Total expenditure of federal awards per the SEFA:	$ 1,668,041
Title IV, Part A Unexpended Funds	10,000
COVID-19 Economic Injury Disaster Loan Emergency Advance:	10,000
Total federal revenues per statement of activities	$ 1,688,041

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

Accountability Rating

B

PIONEER TECHNOLOGY (PTAA) MESQUITE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) MESQUITE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Elementary/Secondary
Total Students: 345
Grade Span: 06 - 10

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **Comparative Academic Growth**
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) MESQUITE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.6%	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	14.5%	11.5%	12.6%
Hispanic	67.5%	51.3%	52.6%
White	14.5%	31.4%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	0.9%	1.6%	4.5%
Pacific Islander	0.3%	0.2%	0.2%
Two or More Races	2.3%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	73.3%	59.9%	60.6%
English Learners	30.7%	20.4%	19.5%
Special Education	4.6%	5.0%	9.6%
Mobility Rate (2017-18)	22.4%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	18.3	15.4	20.4
Secondary			
English/Language Arts	17.8	13.2	16.6
Foreign Languages	8.7	8.1	18.9
Mathematics	16.6	12.2	17.8
Science	17.9	13.3	18.9
Social Studies	16.9	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$8,854	$11,356	$9,844
Instruction	$4,639	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$213	$347	$576

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PIONEER TECHNOLOGY (PTAA) MESQUITE (057850001)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**92%**	92%	91%	96%	-	100%	-	94%	92%
	2018	77%	87%	**82%**	84%	82%	82%	-	100%	*	64%	81%
ELA/Reading	2019	75%	93%	**90%**	95%	88%	95%	-	*	-	83%	89%
	2018	74%	88%	**83%**	78%	83%	89%	-	*	*	*	83%
Mathematics	2019	82%	96%	**95%**	90%	96%	97%	-	*	-	100%	96%
	2018	81%	91%	**88%**	96%	89%	76%	-	*	*	*	89%
Writing	2019	68%	91%	**91%**	100%	88%	100%	-	-	-	*	89%
	2018	66%	79%	**73%**	67%	72%	75%	-	*	*	*	73%
Science	2019	81%	95%	**95%**	85%	95%	100%	-	*	-	*	95%
	2018	80%	86%	**78%**	91%	72%	90%	-	-	-	*	71%
Social Studies	2019	81%	87%	**84%**	71%	84%	85%	-	*	-	*	82%
	2018	78%	79%	**67%**	67%	67%	80%	-	-	-	*	67%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**57%**	60%	56%	56%	-	80%	-	78%	56%
	2018	48%	52%	**43%**	38%	41%	54%	-	100%	*	27%	42%
ELA/Reading	2019	48%	63%	**60%**	60%	60%	52%	-	*	-	83%	58%
	2018	46%	60%	**52%**	48%	49%	64%	-	*	*	*	51%
Mathematics	2019	52%	61%	**58%**	56%	59%	53%	-	*	-	60%	59%
	2018	50%	48%	**38%**	30%	39%	38%	-	*	*	*	41%
Writing	2019	38%	60%	**62%**	82%	54%	71%	-	-	-	*	61%
	2018	41%	47%	**39%**	44%	35%	42%	-	*	*	*	36%
Science	2019	54%	64%	**55%**	54%	50%	65%	-	*	-	*	55%
	2018	51%	55%	**44%**	36%	38%	80%	-	-	-	*	38%
Social Studies	2019	55%	47%	**43%**	43%	35%	54%	-	*	-	*	33%
	2018	53%	39%	**28%**	17%	25%	60%	-	-	-	*	22%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**21%**	22%	19%	23%	-	60%	-	33%	19%
	2018	22%	20%	**14%**	10%	14%	19%	-	67%	*	9%	14%
ELA/Reading	2019	21%	28%	**27%**	30%	26%	29%	-	*	-	33%	25%
	2018	19%	31%	**26%**	11%	26%	39%	-	*	*	*	25%
Mathematics	2019	26%	23%	**20%**	20%	19%	18%	-	*	-	40%	19%
	2018	24%	13%	**7%**	7%	7%	3%	-	*	*	*	7%
Writing	2019	14%	13%	**12%**	24%	9%	14%	-	-	-	*	13%
	2018	13%	7%	**6%**	11%	4%	8%	-	*	*	*	5%
Science	2019	25%	26%	**15%**	8%	14%	24%	-	*	-	*	14%
	2018	23%	19%	**11%**	18%	9%	10%	-	-	-	*	15%
Social Studies	2019	33%	18%	**13%**	14%	5%	23%	-	*	-	*	6%
	2018	31%	21%	**11%**	0%	8%	40%	-	-	-	*	7%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**79**	81	77	82	-	83	-	86	77
	2018	69	81	**76**	74	77	71	-	*	*	67	79
ELA/Reading	2019	68	81	**80**	89	79	76	-	*	-	83	78
	2018	69	90	**89**	88	90	82	-	*	*	*	90
Mathematics	2019	70	75	**78**	74	76	89	-	*	-	90	77
	2018	70	72	**66**	64	67	61	-	*	*	*	69

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Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	64%	**58%**	67%	50%	83%	-	-	-	-	*
2018	38%	56%	**50%**	*	53%	*	-	-	-	*	*
Mathematics											
2019	45%	62%	**58%**	*	60%	*	-	-	-	-	*
2018	47%	76%	**74%**	*	76%	*	-	-	-	*	71%
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	**91%**	86%	88%	100%	-	*	-	*	*
Students Requiring Accelerated Instruction											
2019	22%	6%	**9%**	14%	12%	0%	-	*	-	*	*
STAAR Cumulative Met Standard											
2019	85%	95%	**93%**	86%	91%	100%	-	*	-	*	*
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	**94%**	90%	93%	100%	-	-	-	-	*
Students Requiring Accelerated Instruction											
2019	18%	5%	**6%**	10%	7%	0%	-	-	-	-	*
STAAR Cumulative Met Standard											
2019	88%	97%	**96%**	90%	96%	100%	-	-	-	-	*

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Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%
2016-17	1.9%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.3%	-	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	89.7%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	-	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	91.6%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
Class of 2015											
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	-	-	-	-	-	-	-	-	-	-
2016-17	73.5%	-	-	-	-	-	-	-	-	-	-
Average SAT Score ***											
2017-18	1036	-	-	-	-	-	-	-	-	-	-
Average ACT Score ***											
2017-18	20.6	-	-	-	-	-	-	-	-	-	-

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*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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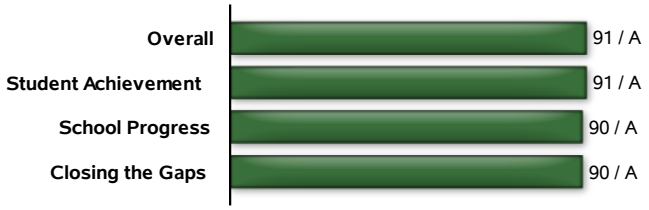
Accountability Rating

PIONEER TECHNOLOGY (PTAA) GREENVIL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) GREENVIL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Elementary/Secondary
Total Students: 230
Grade Span: KG - 10

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **ELA/Reading**
- ✓ **Mathematics**
- ✓ **Science**
- ✓ **Social Studies**
- ✓ **Comparative Academic Growth**
- ✓ **Comparative Closing the Gaps**
- ✓ **Postsecondary Readiness**

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) GREENVIL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.3%	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	6.5%	11.5%	12.6%
Hispanic	33.0%	51.3%	52.6%
White	52.2%	31.4%	27.4%
American Indian	1.3%	0.5%	0.4%
Asian	3.0%	1.6%	4.5%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	3.9%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	47.0%	59.9%	60.6%
English Learners	7.8%	20.4%	19.5%
Special Education	5.2%	5.0%	9.6%
Mobility Rate (2017-18)	21.8%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	7.0	7.0	18.9
Grade 1	13.8	13.8	18.8
Grade 2	17.0	17.0	18.7
Grade 3	10.2	10.2	18.9
Grade 4	11.6	11.6	19.2
Grade 5	15.0	15.0	21.2
Grade 6	7.2	15.4	20.4
Secondary			
English/Language Arts	8.6	13.2	16.6
Foreign Languages	7.1	8.1	18.9
Mathematics	8.4	12.2	17.8
Science	8.6	13.3	18.9
Social Studies	8.6	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$9,845	$11,356	$9,844
Instruction	$5,871	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$680	$347	$576

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STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**96%**	95%	93%	97%	100%	90%	-	100%	96%
	2018	77%	87%	**99%**	100%	98%	99%	100%	*	-	100%	99%
ELA/Reading	2019	75%	93%	**98%**	93%	98%	99%	*	*	-	100%	99%
	2018	74%	88%	**100%**	*	100%	100%	*	*	-	100%	100%
Mathematics	2019	82%	96%	**96%**	100%	92%	99%	*	*	-	100%	96%
	2018	81%	91%	**100%**	*	100%	100%	*	*	-	100%	100%
Writing	2019	68%	91%	**87%**	80%	80%	92%	-	*	-	*	84%
	2018	66%	79%	**93%**	-	89%	93%	*	-	-	*	93%
Science	2019	81%	95%	**95%**	100%	89%	96%	*	*	-	100%	96%
	2018	80%	86%	**100%**	*	100%	100%	*	-	-	*	100%
Social Studies	2019	81%	87%	**96%**	-	100%	88%	*	*	-	*	100%
	2018	78%	79%	**100%**	*	*	100%	*	-	-	*	100%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**67%**	51%	57%	75%	100%	70%	-	73%	63%
	2018	48%	52%	**73%**	100%	76%	66%	100%	*	-	81%	76%
ELA/Reading	2019	48%	63%	**70%**	60%	63%	74%	*	*	-	86%	72%
	2018	46%	60%	**80%**	*	85%	74%	*	*	-	86%	84%
Mathematics	2019	52%	61%	**66%**	43%	55%	76%	*	*	-	67%	60%
	2018	50%	48%	**71%**	*	70%	64%	*	*	-	86%	76%
Writing	2019	38%	60%	**55%**	40%	53%	54%	-	*	-	*	36%
	2018	41%	47%	**63%**	-	67%	53%	*	-	-	*	71%
Science	2019	54%	64%	**78%**	60%	56%	93%	*	*	-	80%	81%
	2018	51%	55%	**76%**	*	83%	72%	*	-	-	*	71%
Social Studies	2019	55%	47%	**57%**	-	50%	75%	*	*	-	*	33%
	2018	53%	39%	**60%**	*	*	46%	*	-	-	*	60%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**29%**	26%	20%	36%	29%	20%	-	36%	25%
	2018	22%	20%	**32%**	50%	22%	31%	50%	*	-	43%	31%
ELA/Reading	2019	21%	28%	**30%**	20%	24%	37%	*	*	-	14%	27%
	2018	19%	31%	**41%**	*	30%	39%	*	*	-	57%	39%
Mathematics	2019	26%	23%	**26%**	29%	16%	33%	*	*	-	33%	21%
	2018	24%	13%	**27%**	*	20%	29%	*	*	-	29%	24%
Writing	2019	14%	13%	**15%**	0%	7%	21%	-	*	-	*	16%
	2018	13%	7%	**10%**	-	11%	0%	*	-	-	*	14%
Science	2019	25%	26%	**46%**	60%	28%	54%	*	*	-	80%	41%
	2018	23%	19%	**34%**	*	33%	33%	*	-	-	*	36%
Social Studies	2019	33%	18%	**30%**	-	20%	50%	*	*	-	*	11%
	2018	31%	21%	**40%**	*	*	38%	*	-	-	*	40%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**75**	67	79	75	*	*	-	68	73
	2018	69	81	**91**	100	97	87	100	*	-	88	93
ELA/Reading	2019	68	81	**84**	75	89	82	*	*	-	60	86
	2018	69	90	**93**	*	100	89	*	*	-	92	97
Mathematics	2019	70	75	**67**	61	68	69	*	*	-	75	62
	2018	70	72	**88**	*	95	86	*	*	-	86	89

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Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	64%	**86%**	*	80%	-	-	-	-	-	-
2018	38%	56%	**100%**	-	*	*	-	-	-	-	*
Mathematics											
2019	45%	62%	**67%**	*	*	-	-	-	-	-	-
2018	47%	76%	*	-	*	*	-	-	-	-	-
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	100%	**100%**	*	100%	100%	-	-	-	-	-
STAAR Cumulative Met Standard											
2019	86%	100%	**100%**	*	100%	100%	-	-	-	-	-
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	100%	**100%**	*	100%	100%	-	-	-	-	-
STAAR Cumulative Met Standard											
2019	90%	100%	**100%**	*	100%	100%	-	-	-	-	-
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	**100%**	-	100%	100%	*	*	-	*	*
STAAR Cumulative Met Standard											
2019	85%	95%	**100%**	-	100%	100%	*	*	-	*	*
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	**100%**	-	100%	100%	-	-	-	*	*
STAAR Cumulative Met Standard											
2019	88%	97%	**100%**	-	100%	100%	-	-	-	*	*

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Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%
2016-17	1.9%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.3%	-	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	89.7%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	-	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	91.6%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	-	-	-	-	-	-	-	-	-	-
Class of 2015											
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	-	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	-	-	-	-	-	-	-	-	-	-
2016-17	73.5%	-	-	-	-	-	-	-	-	-	-
Average SAT Score ***											
2017-18	1036	-	-	-	-	-	-	-	-	-	-
Average ACT Score ***											
2017-18	20.6	-	-	-	-	-	-	-	-	-	-

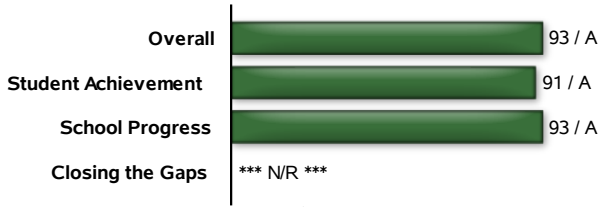
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.
*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

Accountability Rating

PIONEER TECHNOLOGY (PTAA) FATE earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PIONEER TECHNOLOGY (PTAA) FATE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PIONEER TECHNOLOGY & ARTS ACADEMY
Campus Type: Middle School
Total Students: 43
Grade Span: 06 - 08

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✓ **Mathematics**
✓ **Comparative Academic Growth**
✓ **Postsecondary Readiness**
✗ **ELA/Reading**

School and Student Information

This section provides demographic information about PIONEER TECHNOLOGY (PTAA) FATE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	-	95.5%	95.4%
Enrollment by Race/Ethnicity			
African American	14.0%	11.5%	12.6%
Hispanic	18.6%	51.3%	52.6%
White	55.8%	31.4%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	0.0%	1.6%	4.5%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	11.6%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	20.9%	59.9%	60.6%
English Learners	4.7%	20.4%	19.5%
Special Education	7.0%	5.0%	9.6%
Mobility Rate (2017-18)	0.0%	22.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	15.0	15.4	20.4
Secondary			
English/Language Arts	6.5	13.2	16.6
Foreign Languages	6.5	8.1	18.9
Mathematics	4.3	12.2	17.8
Science	6.5	13.3	18.9
Social Studies	6.5	12.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	82.2%	64.5%
Instructional Expenditure Ratio	n/a	50.2%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$0	$11,356	$9,844
Instruction	$0	$5,222	$5,492
Instructional Leadership	$0	$0	$155
School Leadership	$0	$347	$576

Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	94%	**99%**	100%	100%	98%	-	-	-	100%	100%
ELA/Reading	2019	75%	93%	**97%**	100%	100%	95%	-	-	-	100%	100%
Mathematics	2019	82%	96%	**100%**	100%	100%	100%	-	-	-	100%	100%
Writing	2019	68%	91%	**100%**	*	*	*	-	-	-	-	*
Science	2019	81%	95%	*	-	-	*	-	-	-	*	*
Social Studies	2019	81%	87%	*	-	-	*	-	-	-	*	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	61%	**69%**	53%	94%	70%	-	-	-	50%	79%
ELA/Reading	2019	48%	63%	**64%**	67%	86%	67%	-	-	-	20%	70%
Mathematics	2019	52%	61%	**69%**	50%	100%	67%	-	-	-	60%	90%
Writing	2019	38%	60%	**78%**	*	*	*	-	-	-	-	*
Science	2019	54%	64%	*	-	-	*	-	-	-	*	*
Social Studies	2019	55%	47%	*	-	-	*	-	-	-	*	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	24%	**28%**	13%	25%	40%	-	-	-	0%	32%
ELA/Reading	2019	21%	28%	**28%**	33%	14%	38%	-	-	-	0%	40%
Mathematics	2019	26%	23%	**31%**	0%	43%	43%	-	-	-	0%	30%
Writing	2019	14%	13%	**11%**	*	*	*	-	-	-	-	*
Science	2019	25%	26%	*	-	-	*	-	-	-	*	*
Social Studies	2019	33%	18%	*	-	-	*	-	-	-	*	*
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	78	**86**	88	80	86	-	-	-	*	82
	2018	69	81	**-**	-	-	-	-	-	-	-	-
ELA/Reading	2019	68	81	**87**	*	90	83	-	-	-	*	79
	2018	69	90	**-**	-	-	-	-	-	-	-	-
Mathematics	2019	70	75	**84**	*	70	89	-	-	-	*	86
	2018	70	72	**-**	-	-	-	-	-	-	-	-

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Texas Education Agency
2018-19 School Report Card
PIONEER TECHNOLOGY (PTAA) FATE (057850003)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
2018	38%	56%	-	-	-	-	-	-	-	-	-
2018	47%	76%	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8											
Reading											
2019	41%	64%	*	*	-	-	-	-	-	-	*
Mathematics											
2019	45%	62%	*	*	-	-	-	-	-	-	*
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	94%	*	-	-	*	-	-	-	*	-
Students Requiring Accelerated Instruction											
2019	22%	6%	*	-	-	*	-	-	-	*	-
STAAR Cumulative Met Standard											
2019	85%	95%	*	-	-	*	-	-	-	*	-
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	95%	*	-	-	*	-	-	-	*	-
Students Requiring Accelerated Instruction											
2019	18%	5%	*	-	-	*	-	-	-	*	-
STAAR Cumulative Met Standard											
2019	88%	97%	*	-	-	*	-	-	-	*	-

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2019

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2019

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and ✓ approved _____ disapproved for the year ended August 31, 2019, at a meeting of the governing body of said charter school on the 27 day of January, 2020.

_____
Signature of Board Secretary

_____
Signature of Board President

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS
5177 RICHMOND AVE. SUITE 1100
HOUSTON, TX 77056
TEL: (713) 666-5900
FAX: (713) 666-1049
http://www.gomezandco.com

INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

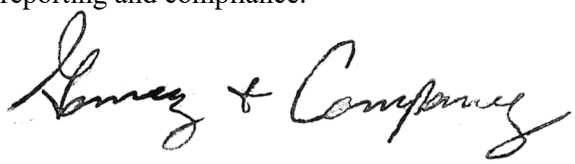
Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 24, 2020, on our consideration of MOEF 's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MOEF's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
January 24, 2020

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2019

ASSETS		
CURRENT ASSETS		
Cash	$	854,743
Grants Receivable		1,492,466
TOTAL CURRENT ASSETS		2,347,209
PROPERTY AND EQUIPMENT		
Building and Improvements		196,339
Furniture and Equipment		1,208,471
Vehicles		73,909
		1,478,719
Less: Accumulated Depreciation		(217,194)
		1,261,525
TOTAL ASSETS	$	3,608,734
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts Payable	$	788,133
Accrued Payroll Liabilities		431,896
Other Liabilities		388,265
Current Portion Notes Payable		743,633
TOTAL CURRENT LIABILITIES		2,351,927
NONCURRENT LIABILITIES		
Noncurrent portion of Notes Payable		110,296
TOTAL NONCURRENT LIABILITIES		110,296
TOTAL LIABILITIES		2,462,223
NET ASSETS		
Without Donor Restrictions		184,783
With Donor Restrictions		961,728
TOTAL NET ASSETS		1,146,511
TOTAL LIABILITIES AND NET ASSETS	$	3,608,734

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEARS ENDED AUGUST 31, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local Support:			
Revenues from local sources	$ 123,055	$ 52,285	$ 175,340
	123,055	52,285	175,340
State Program Revenues		6,105,556	6,105,556
Total State Program Revenues		6,105,556	6,105,556
Federal Program Revenues		991,550	991,550
Total Federal Program Revenues		991,550	991,550
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	6,187,663	(6,187,663)	
Total Revenues	6,310,718	961,728	7,272,446
EXPENSES			
Program Services			
Instruction and Instructional-Related Services	3,282,697		3,282,697
Instructional and School Leadership	186,653		186,653
Ancillary Services	25,993		25,993
Support Services- Student (Pupil)	376,381		376,381
Total Program Services	3,871,724		3,871,724
Support Services			
Administrative Support Services	194,756		194,756
Support Services- Non-Student Based	2,100,402		2,100,402
Debt Service	17,173		17,173
Total Support Services	2,312,331		2,312,331
Total Expenses	6,184,055		6,184,055
CHANGE IN NET ASSETS	126,663	961,728	1,088,391
NET ASSETS, beginning of year	58,120		58,120
NET ASSETS, end of year	$ 184,783	$ 961,728	$ 1,146,511

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2019

	Program Expense	Management and General	Total
Expenses			
Salaries	$ 2,732,750	$ 96,294	$ 2,829,044
Employee benefits	188,253	2,253	190,506
Payroll taxes	44,076	1,396	45,472
Professional fees	433,011	337,184	770,195
Utilities		140,563	140,563
Occupancy		1,319,460	1,319,460
Travel	50,798	11,884	62,682
Interest expense		17,879	17,879
Insurance		47,793	47,793
Depreciation and amortization		123,811	123,811
Supplies	386,752	182,977	569,729
Equipment Lease and maintenance	50		50
Miscellaneous expenses	34,285	10,068	44,353
Repairs and Maintenance	1,749	20,769	22,518
	$ 3,871,724	$ 2,312,331	$ 6,184,055

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENTS OF CASH FLOWS

FOR THE YEARS ENDED AUGUST 31, 2019

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	$ 1,088,391
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation and amortization expense	123,811
Grants receivables	(1,052,285)
Accounts payable	511,690
Accrued payroll liabilities	156,081
Other liabilities	388,265
Total Adjustments	127,562
CASH PROVIDED BY OPERATING ACTIVITIES	1,215,953
CASH FLOWS FROM INVESTING ACTIVITIES	
Cash paid for purchases of fixed assets	(779,327)
CASH PROVIDED BY (USED FOR) INVESTING ACTIVITIES	(779,327)
CASH FLOWS FROM FINANCING ACTIVITIES	
Loan proceeds from related parties	375,000
Principal payments on notes payable	(620,510)
CASH PROVIDED BY (USED FOR) FINANCING ACTIVITIES	(245,510)
NET INCREASE (DECREASE) IN CASH	191,116
CASH AT BEGINNING OF YEAR	663,627
CASH AT END OF YEAR	$ 854,743
Supplemental Disclosures	
CASH PAID DURING THE YEAR FOR:	
INTEREST	$ 17,879

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2019

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

The accompanying general-purpose financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles.

NEW ACCOUNTING PRONOUNCEMENT

In August 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. ASU 2016-14 requires significant changes to the financial reporting model of organizations who follow the not-for-profit reporting model. The changes include reducing the classes of net assets from three classes to two – net assets with donor restrictions and net assets without donor restrictions. The ASU also requires changes in the way certain information is aggregated and reported by MOEF, including required disclosures about liquidity and availability of resources, and increased disclosures on functional expenses. The new standard is effective beginning with MOEF's fiscal year ended August 31, 2019 and must be applied on a retrospective basis. MOEF adopted the ASU effective August 31, 2019. Adoption of the ASU did not result in any reclassifications or restatements to net assets or changes in net assets.

B. Summary of Significant Accounting Policies: (Continued)

CLASSIFICATION OF NET ASSETS

Net assets of MOEF are classified based on the presence or absence of donor-imposed restrictions. Net assets are comprised of two groups as follows:

Net Assets Without Donor Restrictions – Amounts that are not subject to usage restrictions based on donor-imposed requirements. This class also includes assets previously restricted where restrictions have expired or been met.

Net Assets with Donor Restrictions – Assets subject to usage limitations based on donor-imposed or grantor restrictions. These restrictions may be temporary or may be based on a particular use. Restrictions may be met by the passage of time or by actions of MOEF. Certain restrictions may need to be maintained in perpetuity.

Earnings related to restricted net assets will be included in net assets without donor-restrictions unless otherwise specifically required to be included in donor-restricted net assets by the donor or by applicable state law.

On occasion, the governing board may designate a portion of net assets without donor restrictions for a specific purpose. Designated net assets are not governed by donor-imposed restrictions and may be reversed by the governing board at any time.

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as with donor restrictions and without donor restrictions support depending on the existence or nature of any donor restrictions.

B. Summary of Significant Accounting Policies: (Continued)

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 or acquired under budgeted capital asset line items within grant applications are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the assets. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. Donations of assets are recorded as direct additions to net assets at fair value at the date of donation, which is then treated as cost.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest-bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2019, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

B. Summary of Significant Accounting Policies: (Continued)

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF's management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the charter school's multiple functional expenditures.

C. Pension Plan Obligations:

Plan Description

MOEF contributes to the Teacher Retirement System of Texas ("TRS"), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public-school systems of Texas.

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2019 provided the following information (ABO refers to the accumulated benefit obligation):

C. Pension Plan Obligations: (Continued)

Pension Fund	Total Plan Assets 2019	ABO 2019	Percent Funded
TRS	$ 181,800,159,000	$ 209,961,325,000	76.40%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2019, and a state contribution rate of 6.8% for fiscal year 2019. The charter school's employee contributions to the system for the year ended August 31, 2019 were $213,780, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 6.8% totaling $10,509 for the year ended August 31, 2019. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. MOEF's surcharge contribution was $6,119.

D. Liquidity and Availability of Financial Assets:

The following reflects MOEF's financial assets as of the balance sheet date, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year of the balance sheet date:

Financial assets at year-end:	
Cash and cash equivalents	$ 854,743
Grants and other receivables	1,492,466
Total financial assets	2,347,209
Less those unavailable for general expenditures within one year, due to:	
Donor-imposed restrictions as to time or use	-
Financial assets available to meet cash needs for general expenditures within one year	$ 2,347,209

MOEF manages its liquid assets conservatively within standard depository bank accounts at national banks. Cash is managed to provide sufficient funds for meeting program expenditures of the charter school. Excess cash is invested in short-term investments such as certificates of deposit that have maturity dates of less than three months.

E. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

F. Commitments and Contingencies:

MOEF receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. MOEF is economically dependent on these charter school funds.

G. Health Care Coverage:

During the year ended August 31, 2019, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

H. Related Parties:

MOEF has established business relationships with Meadow Oaks Academy ("MOA"), a private educational organization in which MOEF's Superintendent serves as School Administrator, and PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas. MOEF's Superintendent retains equity financial interests in both MOA and PNC.

MOA has allowed MOEF to use a revolving line of credit held by MOA with a bank. MOEF has agreed to repay amounts drawn on the credit facility in accordance with the terms of the line of credit agreement and as described in Note I. The balance on the line of credit at August 31, 2019 was $185,187. MOEF was also indebted to the Superintendent for $375,000 at August 31, 2019.

PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2019, MOEF was indebted to PNC in the amount of $609,051. PNC also serves as a lessor in three properties leased by MOEF as educational facilities. In the year ended August 31, 2019, MOEF incurred expenses related to education expenses leased from PNC totaling $1,319,460.

H. Related Parties: (Continued)

In an effort to finance new construction for the establishment of a third campus located in Fate, Texas, MOEF has supported – through the contracting of legal counsel and other professionals – the establishment of a 501 (c)(3) organization to facilitate charter school campus development projects. The 501(c)(3) is organized in Texas as SSS Education Foundation. MOEF's Superintendent serves on the board of directors of SSS Education Foundation until the permanent board can be appointed.

I. Note Payable:

MOEF's obligations under notes payable consist of the following:

Credit facility structured as a note payable to Meadow Oaks Academy ("MOA"). The note is dated May 10, 2016, and allows MOEF to draw up to $200,000 on an existing line of credit arrangement between MOA and a bank. The terms of the note payable are to follow the terms of the line of credit, a variable interest rate between 4.0% and 4.75%, payable on demand or in equal monthly installments beginning October 1, 2016 and through August 31, 2019. The note is unsecured.	$185,187
Note payable to lessor in the amount of $48,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	48,000
Note payable to lessor in the amount of $84,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due for a second campus. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	84,000
Note payable to limited partnership organization. The note is dated May 6, 2016, and is intended to provide start-up capital. The note payable does not carry a rate of interest, and is payable in equal monthly installments of $5,000 beginning September 1, 2018 with a final lump sum payment $47,051. The date of maturity is August 31, 2019. The note is unsecured.	102,051
Note payable to equipment finance organization. The note is dated August 6, 2018. The note payable carries a rate of interest of 7.98%, and is payable in 54 equal monthly installments of $1,634 beginning September 6, 2018. The date of maturity is December 6, 2022. The note is secured by two transport vehicles.	59,691

I. Note Payable: (Continued)

Note payable to Superintendent. The note is dated August 29, 2019, and is intended to provide operating cash. The note payable does not carry a rate of interest , and is payable in full in a single sum of $375,000 on or before September 30, 2019.	375,000
The balance at August 31, 2019 is	853,929
Less: Current portion of notes payable	(743,633)
Notes payables, net of current portion	$ 110,296

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2020	$ 743,633	$ 14,394	$ 758,027
2021	82,669	2,934	85,603
2022	18,049	1,554	19,603
2023	9,578	224	9,802
2024	-	-	-
Thereafter	-	-	-
Total	$ 853,929	$ 19,106	$ 873,035

J. Net Assets with Donor Restrictions:

Net assets with donor restrictions at August 31, 2019 are restricted as follows:

Subject to expenditure for specified purposes:

State-financed general charter school activities	$ 961,728
Total restricted funds	$ 961,728

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$ 991,550
Texas Education Agency-State	5,196,113
Total restrictions released	$ 6,187,663

K. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending August 31,	Amount
2020	$ 2,693,861
2021	2,134,663
2022	2,161,606
2023	2,201,590
2024	2,229,624
Total	$ 11,421,344

Operating lease expense amounted to $1,319,460 for the year ended August 31, 2019.

L. Evaluation of Subsequent Events:

MOEF has evaluated subsequent events through January 24, 2020, the date which the financial statements were available to be issued.

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INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2019, and our report thereon dated January 24, 2020, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 17 to 20 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
January 24, 2020

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEARS ENDED AUGUST 31, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 123,055	$ 111	$ 123,166
5750 Revenue from Cocurricular Activities		52,174	52,174
Total Local Support	123,055	52,285	175,340
State Program Revenues:			
5810 Foundation School Program Act Revenues		5,826,395	5,826,395
5820 State Program Revenues Distributed by Texas Education Agency		279,161	279,161
Total State Program Revenues		6,105,556	6,105,556
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Department of Education		991,550	991,550
Total Federal Program Revenues		991,550	991,550
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	6,187,663	(6,187,663)	
Total Revenues	6,310,718	961,728	7,272,446
EXPENSES			
11 Instruction	3,082,352		3,082,352
13 Curriculum Development and Instructional Staff Development	200,345		200,345
21 Instructional Leadership	58,656		58,656
23 School Leadership	127,997		127,997
31 Guidance, Counseling and Evaluating Services	99,493		99,493
33 Health Services	2,633		2,633
34 Student (Pupil) Transportation	1,020		1,020
35 Food Services	241,013		241,013
36 Cocurricular/Extracurricular Activities	32,222		32,222
41 General Administration	194,756		194,756
51 Plant Maintenance and Operations	1,997,176		1,997,176
52 Security and Monitoring Services	7,857		7,857
53 Data Processing Services	95,369		95,369
61 Community Services	25,993		25,993
71 Debt Service	17,173		17,173
Total Expenses	6,184,055		6,184,055
CHANGE IN NET ASSETS	126,663	961,728	1,088,391
NET ASSETS, beginning of year	58,120		58,120
NET ASSETS, end of year	$ 184,783	$ 961,728	$ 1,146,511

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

AUGUST 31, 2019

EXPENSES		
6100 Payroll Costs	$	3,065,022
6200 Professional and Contracted Services		2,252,786
6300 Supplies and Materials		569,729
6400 Other Operating Costs		278,639
6500 Debt		17,879
Total Expenses	$	6,184,055

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

AUGUST 31, 2019

	Ownership Interest		
	Local	State	Federal
1110 Cash	$	$ 854,743	$
1520 Building and Improvements		178,873	17,466
1531 Vehicles		73,909	
1539 Furniture and Equipment		126,149	1,082,322
Total Capital Assets	$	$ 1,233,674	$ 1,099,788

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEARS ENDED AUGUST 31, 2019

	Budgeted Amounts		Actual	Variance from
	Original	Final	Amounts	Final Budget
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 8,468	$ 541,468	$ 123,166	$ (418,302)
5750 Revenue from Cocurricular Activities			52,174	52,174
Total Local Support	8,468	541,468	175,340	(366,128)
State Program Revenues:				
5810 Foundation School Program Act Revenues	6,375,000	5,913,483	5,826,395	(87,088)
5820 State Program Revenues Distributed by Texas Education Agency			279,161	279,161
Total State Program Revenues	6,375,000	5,913,483	6,105,556	192,073
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Department of Education	600,000	1,365,368	991,550	(373,818)
Total Federal Program Revenues	600,000	1,365,368	991,550	(373,818)
Total Revenues	6,983,468	7,820,319	7,272,446	(547,873)
EXPENSES				
11 Instruction	3,000,000	3,580,485	3,082,352	498,133
13 Curriculum Development and Instructional Staff Development	320,835	466,210	200,345	(200,345)
21 Instructional Leadership	311,950	58,854	58,656	198
23 School Leadership	483,184	128,084	127,997	87
31 Guidance, Counseling and Evaluating Servic	102,592	210,545	99,493	111,052
32 Social Work Services	49,979			
33 Health Services	21,304	2,704	2,633	71
34 Student (Pupil) Transportation		1,100	1,020	80
35 Food Services	43,554	263,900	241,013	22,887
36 Cocurricular/Extracurricular Activities	103,334	34,134	32,222	1,912
41 General Administration	341,692	263,992	194,756	69,236
51 Plant Maintenance and Operations	1,375,600	2,021,781	1,997,176	24,605
52 Security and Monitoring Services	9,220	18,300	7,857	10,443
53 Data Processing Services	489,520	369,800	95,369	274,431
61 Community Services	97,218	26,200	25,993	207
71 Debt Service	81,159	31,159	17,173	13,986
Total Expenses	6,831,141	7,477,248	6,184,055	826,983
CHANGE IN NET ASSETS	152,327	343,071	1,088,391	(745,320)
NET ASSETS, beginning of year	58,120	58,120	58,120	
NET ASSETS, end of year	$ 210,447	$ 401,191	$1,146,511	$ 745,320

See accompanying notes to the financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 24, 2020.

Internal Control over Financial Reporting
In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

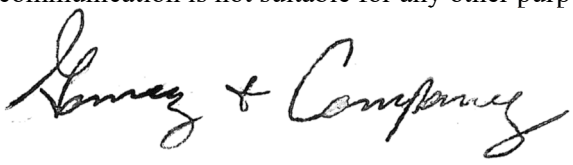
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
January 24, 2020

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on Compliance for Each Major Federal Program

We have audited Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of MOEF's major federal programs for the year ended August 31, 2019. MOEF's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of MOEF's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about MOEF's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of MOEF's compliance.

Opinion on Each Major Federal Program

In our opinion, MOEF complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2019.

Report on Internal Control over Compliance

Management of MOEF is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered MOEF's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Houston, TX
January 24, 2020

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2019

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. No significant deficiencies or material weaknesses on internal control over financial statements.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. No significant deficiencies or material weaknesses on internal control over major federal award programs.

5. The auditor's report on compliance for the major federal award programs expresses an unmodified opinion on all major federal programs.

6. The audit did not disclose any audit findings which are required to be reported in accordance with 2 CFR section 200.516(a).

7. Major programs:

   U.S. Department of Education
   Passed – Through Texas Education Agency
   Charter Schools — CFDA Number 84.282

8. The threshold used for distinguishing between Type A and Type B programs was $750,000.

9. Meadow Oaks Education Foundation does not qualify as a low-risk auditee.

Current Year Findings	Questioned Cost
No audit findings were noted as per governmental auditing standards and 2 CFR section 200.516 (a).	$-0-

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2019

Findings Relating to the Financial Statements

No prior year audit findings have been noted as per governmental auditing standards for the year ended August 31, 2018.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2019

Federal Grantor/ Pass - Through Grantor/ Program Title	Federal CFDA Number	Pass - Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed - Through Texas Education Agency:			
Idea - B Formula	84.027A	196600010578166000	$ 39,668
Title I, Part A, School Improvement	84.010A	19610101057850	54,421
Charter School	84.282	185901057110012	279,883
Charter School	84.282	1859010571110010	279,052
Supporting Effective Instruction State Grants	84.367A	19694501057850	9,501
Tittle III, Part A, English Language Acquisitions and Language Enhancement	84.365A		6,061
Title IV, Part A, Subpart 1	84.424A	19680101057850	10,000
Total U.S. Department of Education			678,586
U.S. Department of Agriculture			
Passed - Through Texas Education Agency:			
Federal Food Service Reimbursement			
School Breakfast	10.553	71401801	2,121
School Breakfast	10.553	71401901	19,121
National School Lunch	10.555	71301801	14,504
National School Lunch	10.555	71301901	123,524
Total U.S. Department of Agriculture			159,270
U.S. Department of Labor			
Passed - Through Texas Education Agency:			
WIOA Adult Program	17.258	183925027110010	59,913
WIOA Adult Program	17.258	183925017110013	25,000
WIOA Adult Program	17.258	183925027110011	68,781
Total U.S. Department of Labor			153,694
Total Expenditures of Federal Awards			$ 991,550

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2019

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes federal award activity of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") under programs of the federal government for the year ended August 31, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operation of MOEF, it is not intended to and does not present the financial position, changes in net assets, or cash flows of MOEF.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Pass-through entity identifying numbers are presented where available.

Indirect Cost Rate

MOEF has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Subrecipients

MOEF did not provide federal awards to subrecipients.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2018

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2018

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and ___approved___ disapproved for the year ended August 31, 2018, at a meeting of the governing body of said charter school on the 14 day of January, 2019.

Signature of Board Secretary

Signature of Board President

GOMEZ & COMPANY

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INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

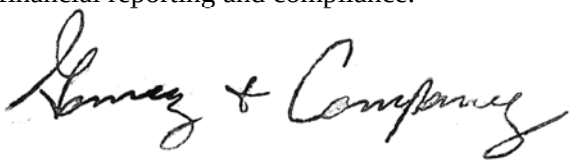
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 21, 2018, on our consideration of MOEF's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MOEF's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
December 21, 2018

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2018

ASSETS		
Current Assets:		
Cash	$	663,629
Grants receivable		440,181
Total Current Assets:		1,103,810
Property, Plant & Equipment		
Vehicles		73,909
Equipment and furniture		625,483
Less: Accumulated depreciation		(93,384)
Total Property, Plant & Equipment		606,008
Total Assets	$	1,709,818
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts payable	$	274,915
Accrued payroll liabilities		277,342
Current portion of long-term debt		907,750
Total Current Liabilities		1,460,007
Long-term Liabilities:		
Notes payable, net of current portion		191,691
Total Liabilities		1,651,698
Net Assets:		
Unrestricted		58,120
Total Liabilities and Net Assets	$	1,709,818

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2018

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 85,604	$	$ 85,604
5750 Revenues from Cocurricular Activities	20,031		20,031
Total Local Support	105,635		105,635
State Program Revenues			
5810 Foundation School Program Act Revenues		2,835,590	2,835,590
5820 State Program Revenue		30,982	30,982
Total State Program Revenues		2,866,572	2,866,572
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		581,815	581,815
Total Federal Program Revenues		581,815	581,815
Net assets released from restrictions:			
Restrictions satisfied by payments	3,452,396	(3,452,396)	
Total Revenues	3,558,031	(4,009)	3,554,022
EXPENSES			
11 Instruction	1,509,136		1,509,136
13 Curriculum Development and Instructional Staff Development	67,313		67,313
23 School Leadership	100,254		100,254
31 Guidance, Counseling, and Evaluation	70,227		70,227
33 Health Services	4,735		4,735
35 Food Services	113,188		113,188
36 Cocurricular/Extracurricular Activities	16,813		16,813
41 General Administration	282,631		282,631
51 Plant Maintenance and Operations	988,902		988,902
52 Security and Monitoring Services	5,564		5,564
53 Data Processing Services	87,766		87,766
61 Community Services	35,350		35,350
71 Debt Services	9,959		9,959
Total Expenses	3,291,838		3,291,838
Total Change in Net Assets	266,193	(4,009)	262,184
Net Assets, Beginning of Year	(208,073)	4,009	(204,064)
Net Assets, End of Year	$ 58,120	$	$ 58,120

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2018

Cash Flows from Operating Activities	
Increase (Decrease) in Net Assets	$ 262,184
Adjustments to Reconcile Increase (Decrease) in Net Assets to Net Cash Provided (Used) by Operating Activities	
Depreciation and Amortization	79,575
(Increase) Decrease in Grants Receivables	(356,793)
(Increase) Decrease in Other Receivables	1,500
Increase (Decrease) in Accounts Payable	234,565
Increase (Decrease) in Accrued Payroll Liabilities	196,056
Total Adjustments	154,903
Net Cash Provided (Used) by Operating Activities	417,087
Net Cash Provided (Used) by Investing Activities	
Purchase of Fixed Assets	(474,767)
Net Cash Provided (Used) by Investing Activities	(474,767)
Net Cash Provided (Used) by Financing Activities	
Proceeds from Debt	673,909
Repayment of Debt	(286,607)
Net Cash Provided (Used) by Financing Activities	387,302
NET INCREASE (DECREASE) IN CASH	329,622
CASH AT BEGINNING OF YEAR	334,007
CASH AT END OF YEAR	$ 663,629
Cash Paid During the Year For:	
Interest	$ 9,959

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2018

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

MOEF reports its financial information based on the *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 205 Presentation of Financial Statements*. Under *FASB ASC 958-205*, an organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted net assets
Unrestricted net assets include unrestricted resources which represent the portion of funds that are available for the operating objectives of MOEF. Board-designated net assets represent amounts MOEF has set aside for a specific purpose.

Temporarily restricted net assets
Temporarily restricted net assets consist of donor restricted contributions and grants. Amounts restricted by donors for a specific purpose are deemed to be earned and reported as temporarily restricted revenue, when received, and such unexpended amounts are reported as temporarily restricted net assets at year-end. When the donor restriction expires, that is, when a stipulated time or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "net assets released from restrictions."

Permanently restricted net assets
Permanently restricted net assets consist of donor restricted contributions, which are required to be held in perpetuity. Income from the assets held is available for either general operations or specific purposes, in accordance with donor stipulations.

B. Summary of Significant Accounting Policies: (Continued)

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 or acquired under budgeted capital asset line items within grant applications are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the assets. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

B. Summary of Significant Accounting Policies: (Continued)

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest-bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2018, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF's management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Pension Plan Obligations:

Plan Description

The charter school contributes to the Teacher Retirement System of Texas ("TRS"), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public-school systems of Texas.

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

C. Pension Plan Obligations: (Continued)

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2018 provided the following information (ABO refers to the accumulated benefit obligation):

Pension Fund	Total Plan Assets 2018	ABO 2018	Percent Funded
TRS	$ 176,942,454,000	$ 209,611,329,000	73.74%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2018, and a state contribution rate of 6.8% for fiscal year 2018. The charter school's employee contributions to the system for the year ended August 31, 2018 were $133,499, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 6.8% totaling $1,574 for the year ended August 31, 2018. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. The charter school was not assessed a surcharge.

D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

E. Commitments and Contingencies:

The charter school receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. The school is economically dependent on these charter school funds.

F. Health Care Coverage:

During the year ended August 31, 2018, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

G. Related Parties:

MOEF has established business relationships with Meadow Oaks Academy ("MOA"), a private educational organization in which MOEF's Superintendent serves as School Administrator, and PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas. MOEF's Superintendent retains equity financial interests in both MOA and PNC.

MOA has allowed MOEF to use a revolving line of credit held by MOA with a bank. MOEF has agreed to repay amounts drawn on the credit facility in accordance with the terms of the line of credit agreement and as described in Note H. The balance on the line of credit at August 31, 2018 was $191,481.

PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2018, MOEF was indebted to PNC in the amount of $834,751. PNC also serves as a lessor in three properties leased by MOEF as educational facilities. In the year ended August 31, 2018, MOEF incurred expenses related to education expenses leased from PNC totaling $489,783.

In an effort to finance new construction for the establishment of a third campus located in Fate, Texas, MOEF has supported – through the contracting of legal counsel and other professionals – the establishment of a 501 (c)(3) organization to facilitate charter school campus development projects. The 501(c)(3) is organized in Texas as SSS Education Foundation. MOEF's Superintendent serves on the board of directors of SSS Education Foundation until the permanent board can be appointed. MOEF contributed approximately $8,000 in the form of legal fees paid toward the establishment of SSS Education Foundation.

H. Note Payable:

MOEF's obligations under notes payable consist of the following:

Credit facility structured as a note payable to Meadow Oaks Academy ("MOA"). The note is dated May 10, 2016, and allows MOEF to draw up to $200,000 on an existing line of credit arrangement between MOA and a bank. The terms of the note payable are to follow the terms of the line of credit, a variable interest rate between 4.0% and 4.75%, payable on demand or in equal monthly installments beginning October 1, 2016 and through August 31, 2019. The note is unsecured.	$ 191,481
Note payable to lessor in the amount of $48,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	48,000
Note payable to lessor in the amount of $84,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due for a second campus. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2019. The date of maturity is August 31, 2021. The note is unsecured.	84,000
Note payable to limited partnership organization. The note is dated August 15, 2018, and is intended to provide operating cash. The note payable does not carry a rate of interest, and is payable in full in a single sum of $600,000 on or before September 30, 2018. The note is unsecured.	600,000
Note payable to limited partnership organization. The note is dated May 6, 2016, and is intended to provide start-up capital. The note payable does not carry a rate of interest, and is payable in equal monthly installments of $5,000 beginning September 1, 2018 with a final lump sum payment $47,051. The date of maturity is August 31, 2019. The note is unsecured.	102,051
Note payable to equipment finance organization. The note is dated August 6, 2018. The note payable carries a rate of interest of 7.98%, and is payable in 54 equal monthly installments of $1,634 beginning September 6, 2018. The date of maturity is December 6, 2022. The note is secured by two transport vehicles.	73,909
The balance at August 31, 2018 is	$ 1,099,441
Less: Current portion of notes payable	(907,750)
Notes payables, net of current portion	$ 191,691

H. Note Payable: (Continued)

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2019	$ 907,750	$ 15,425	$ 923,175
2020	81,395	4,208	85,603
2021	82,669	2,934	85,603
2022	18,049	1,554	19,603
2023	9,578	224	9,802
Thereafter	-	-	-
Total	$ 1,099,441	$ 24,345	$ 1,123,786

I. Temporarily Restricted Net Assets:

Temporarily restricted net assets at August 31, 2018, are available for the following periods:

Periods after August 31, 2018	$ -
Total temporarily restricted	$ -

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$ 585,824
Texas Education Agency-State	2,866,572
Total restrictions released	$ 3,452,396

J. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending June 30,	Amount
2019	$ 1,308,000
2020	1,347,528
2021	1,374,522
2022	1,398,764
2023	1,423,491
Total	$ 6,852,305

Operating lease expense amounted to $489,985 for the year ended August 31, 2018.

K. Evaluation of Subsequent Events:

The Organization has evaluated subsequent events through December 21, 2018, the date which the financial statements were available to be issued.

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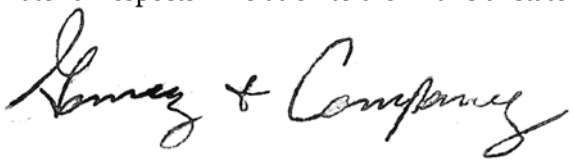
INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2018, and our report thereon dated December 21, 2018, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 14 to 16 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
December 21, 2018

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2018

Expenses	
6100 Payroll Costs	$ 1,660,494
6200 Professional and Contracted Services	1,157,434
6300 Supplies and Materials	240,313
6400 Other Operating Costs	223,638
6500 Debt Service	9,959
Total Expenses	$ 3,291,838

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2018

	Ownership Interest		
	Local	State	Federal
1110 Cash and Temporary Investments	$	$ 663,629	$
1531 Vehicles		73,909	
1539 Furniture and Equipment		79,471	546,012
Total Property and Equipment	$	$ 817,009	$ 546,012

See accomanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2018

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 19,211	$ 105,600	$ 85,604	$ (19,996)
5750 Revenues from Cocurricular Activities			20,031	20,031
Total Local Support	19,211	105,600	105,635	35
State Program Revenues:				
5810 Foundation School Program Act Revenues	2,495,928	2,869,600	2,835,590	(34,010)
5820 State Program Revenues Distributed by Texas Education Agency			30,982	30,982
Total State Program Revenues	2,495,928	2,869,600	2,866,572	(3,028)
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	474,358	575,700	581,815	6,115
Total Federal Program Revenues	474,358	575,700	581,815	6,115
Total Revenues	2,989,497	3,550,900	3,554,022	3,123
EXPENSES				
11 Instruction	1,384,816	1,605,000	1,509,136	95,864
13 Curriculum Development and Instructional Staff Development	35,426	68,000	67,313	687
23 School Leadership	89,400	101,000	100,254	746
31 Guidance, Counseling, and Evaluation Services	57,470	71,000	70,227	773
33 Health Services	9,000	5,000	4,735	265
35 Food Service	88,090	104,000	113,188	(9,188)
36 Cocurricular/Extracurricular Activities	7,700	17,000	16,813	187
41 General Administration	240,290	265,000	282,631	(17,631)
51 Plant Maintenance and Operations	785,175	845,000	988,902	(143,902)
52 Security and Monitoring Services	14,450	6,000	5,564	436
53 Data Processing Services	216,850	88,000	87,766	234
61 Community Services	24,000	36,000	35,350	650
71 Debt Services	36,830	10,000	9,959	41
Total Expenses	2,989,497	3,221,000	3,291,838	(70,838)
Change in Net Assets		329,900	262,184	(67,716)
Net Assets, Beginning of Year	(204,064)	(204,064)	(204,064)	
Net Assets, End of Year	$ (204,064)	$ 125,836	$ 58,120	$ (67,716)

See accompanying notes to financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 21, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

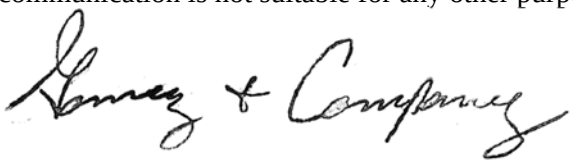
Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
December 21, 2018

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2018

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. No significant deficiencies or material weaknesses on internal control over financial statements.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. An audit of major programs was not required because expenditures of federal awards were less than $750,000.

Findings Relating to the Financial Statements

No audit findings were noted as per governmental auditing standards.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2018

Findings Relating to the Financial Statements

No prior year audit findings have been noted as per governmental auditing standards for the year ended August 31, 2017.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2017

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2017

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and ✓ approved _____ disapproved for the year ended August 31, 2017, at a meeting of the governing body of said charter school on the 16 day of January, 2018.

_____
Signature of Board Secretary

_____
Signature of Board President

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INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

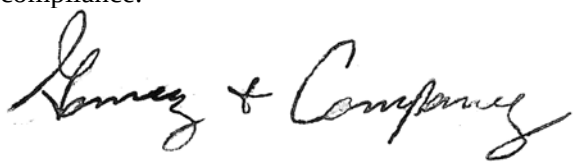
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 22, 2017, on our consideration of MOEF's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
December 22, 2017

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2017

ASSETS		
Current Assets:		
Cash	$	334,007
Grants receivable		83,388
Other receivables		1,500
Total Current Assets:		418,895
Property, Plant & Equipment		
Equipment and furniture		224,625
Less: Accumulated depreciation		(13,809)
Total Property, Plant & Equipment		210,816
Total Assets	$	629,711
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts payable	$	40,350
Accrued payroll liabilities		81,286
Current portion of long-term debt		544,089
Total Current Liabilities		665,725
Long-term Liabilities:		
Notes payable, net of current portion		168,050
Total Liabilities		833,775
Net Assets:		
Unrestricted		(208,073)
Temporarily Restricted		4,009
Total Net Assets		(204,064)
Total Liabilities and Net Assets	$	629,711

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2017

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 33,984	$	$ 33,984
5750 Revenues from Cocurricular Activities	4,712		4,712
Total Local Support	38,696		38,696
State Program Revenues			
5810 Foundation School Program Act Revenues		944,409	944,409
Total State Program Revenues		944,409	944,409
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		457,521	457,521
Total Federal Program Revenues		457,521	457,521
Net assets released from restrictions:			
Restrictions satisfied by payments	1,411,865	(1,411,865)	
Total Revenues	1,450,561	(9,935)	1,440,626
EXPENSES			
11 Instruction	771,791		771,791
13 Curriculum Development and Instructional Staff Development	27,312		27,312
23 School Leadership	107,961		107,961
31 Guidance, Counseling, and Evaluation	42,520		42,520
33 Health Services	2,130		2,130
35 Food Services	17,441		17,441
36 Cocurricular/Extracurricular Activities	825		825
41 General Administration	166,368		166,368
51 Plant Maintenance and Operations	357,742		357,742
52 Security and Monitoring Services	1,444		1,444
53 Data Processing Services	13,999		13,999
61 Community Services	9,424		9,424
71 Debt Services	8,590		8,590
Total Expenses	1,527,547		1,527,547
Total Change in Net Assets	(76,986)	(9,935)	(86,921)
Net Assets, Beginning of Year	(131,087)	13,944	(117,143)
Net Assets, End of Year	$ (208,073)	$ 4,009	$ (204,064)

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2017

Cash Flows from Operating Activities		
Increase (Decrease) in Net Assets	$	(86,921)
Adjustments to Reconcile Increase (Decrease) in Net Assets to Net Cash Provided (Used) by Operating Activities		
Depreciation and Amortization		13,809
(Increase) Decrease in Other Receivables		(84,888)
Increase (Decrease) in Accounts Payable		33,354
Increase (Decrease) in Accrued Payroll Liabilities		81,286
Total Adjustments		43,561
Net Cash Provided (Used) by Operating Activities		(43,360)
Net Cash Provided (Used) by Investing Activities		
Purchase of Fixed Assets		(224,625)
Net Cash Provided (Used) by Investing Activities		(224,625)
Net Cash Provided (Used) by Financing Activities		
Proceeds from Debt		600,462
Repayment of Debt		(11,137)
Net Cash Provided (Used) by Financing Activities		589,325
NET INCREASE (DECREASE) IN CASH		321,340
CASH AT BEGINNING OF YEAR		12,667
CASH AT END OF YEAR	$	334,007

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2017

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

MOEF reports its financial information based on the *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 205 Presentation of Financial Statements*. Under *FASB ASC 958-205*, an organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted net assets
Unrestricted net assets include unrestricted resources which represent the portion of funds that are available for the operating objectives of MOEF. Board-designated net assets represent amounts MOEF has set aside for a specific purpose.

Temporarily restricted net assets
Temporarily restricted net assets consist of donor restricted contributions and grants. Amounts restricted by donors for a specific purpose are deemed to be earned and reported as temporarily restricted revenue, when received, and such unexpended amounts are reported as temporarily restricted net assets at year-end. When the donor restriction expires, that is, when a stipulated time or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "net assets released from restrictions."

Permanently restricted net assets
Permanently restricted net assets consist of donor restricted contributions, which are required to be held in perpetuity. Income from the assets held is available for either general operations or specific purposes, in accordance with donor stipulations.

B. Summary of Significant Accounting Policies: (continued)

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the asset. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

B. Summary of Significant Accounting Policies: (continued)

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2017, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF's management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Pension Plan Obligations:

Plan Description

The charter school contributes to the Teacher Retirement System of Texas ("TRS"), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas.

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

C. Pension Plan Obligations: (continued)

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2017 provided the following information (ABO refers to the accumulated benefit obligation):

Pension Fund	Total Plan Assets 2017	ABO 2017	Percent Funded
TRS	$ 165,379,342,000	$ 179,336,535,000	82.17%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2017, and a state contribution rate of 6.8% for fiscal year 2017. The charter school's employee contributions to the system for the year ended August 31, 2017 were $56,636, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 6.8% totaling $3,211 for the year ended August 31, 2017. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. The charter school was not assessed a surcharge.

D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

E. Commitments and Contingencies:

The charter school receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. The school is economically dependent on these charter school funds.

F. Health Care Coverage:

During the year ended August 31, 2017, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

G. Related Parties:

MOEF has established business relationships with Meadow Oaks Academy ("MOA"), a private educational organization in which MOEF's Superintendent serves as School Administrator, and PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas. MOEF's Superintendent retains equity financial interests in both MOA and PNC.

MOA has allowed MOEF to use a revolving line of credit held by MOA with a bank. MOEF has agreed to repay amounts drawn on the credit facility in accordance with the terms of the line of credit agreement and as described in Note H. The balance on the line of credit at August 31, 2017 was $199,522.

PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2017, MOEF was indebted to PNC in the amount of $513,318. PNC also serves as a lessor in the two properties leased by MOEF as educational facilities. In the year ended August 31, 2017, MOEF paid PNC $180,700 for the leasing of these educational facilities.

H. Note Payable:

MOEF's obligations under notes payable consist of the following:

Credit facility structured as a note payable to Meadow Oaks Academy ("MOA"). The note is dated May 10, 2016, and allows MOEF to draw up to $200,000 on an existing line of credit arrangement between MOA and a bank. The terms of the note payable are to follow the terms of the line of credit, a variable interest rate between 4.0% and 4.75%, payable on demand or in equal monthly installments beginning October 1, 2016 and through August 31, 2019. The note is unsecured.	$ 199,522
Note payable to lessor in the amount of $48,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2017. The date of maturity is August 31, 2019. The note is unsecured.	48,000
Note payable to lessor in the amount of $84,000. The note is dated September 1, 2017, and is the result of a forbearance agreement on rent due for a second campus. The note payable does not carry a rate of interest, and is payable in 24 equal installments of $2,000 beginning September 1, 2017. The date of maturity is August 31, 2019. The note is unsecured.	84,000
Note payable to limited partnership organization. The note is dated August 15, 2017, and is intended to provide operating cash. The note payable does not carry a rate of interest, and is payable in full in a single sum of $278,567 on or before September 30, 2017. The note is unsecured.	278,567
Note payable to limited partnership organization. The note is dated May 6, 2016, and is intended to provide start-up capital. The note payable does not carry a rate of interest, and is payable in equal monthly installments of $5,000 beginning September 1, 2018 with a final lump sum payment $47,051. The date of maturity is August 31, 2019. The note is unsecured.	102,050
The balance at August 31, 2017 is	$ 712,139
Less: Current portion of notes payable	(544,089)
Notes payables, net of current portion	$ 168,050

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2018	$ 544,089	$ 9,477	$ 553,566
2019	168,050	-	168,050
Thereafter	-	-	-
Total	$ 712,139	$ 9,477	$ 721,616

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2017

I. Temporarily Restricted Net Assets:

Temporarily restricted net assets at August 31, 2017, are available for the following periods:

Periods after August 31, 2017	$	4,009
Total temporarily restricted	$	4,009

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$	457,521
Texas Education Agency-State		954,344
Total restrictions released	$	1,411,865

J. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending June 30,		Amount
2018	$	476,783
2019		506,513
2020		532,596
2021		541,308
2022		550,194
Total	$	2,607,394

Operating lease expense amounted to $185,366 for the year ended August 31, 2017.

K. Evaluation of Subsequent Events:

The Organization has evaluated subsequent events through December 22, 2017, the date which the financial statements were available to be issued.

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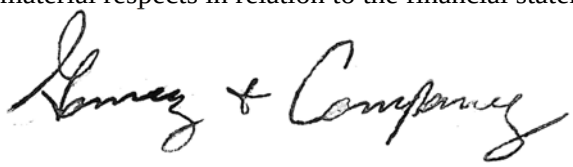
INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2017, and our report thereon dated December 22, 2017, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 14 to 16 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
December 22, 2017

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2017

Expenses	
6100 Payroll Costs	$ 889,372
6200 Professional and Contracted Services	497,893
6300 Supplies and Materials	74,511
6400 Other Operating Costs	54,109
6500 Debt Service	11,662
Total Expenses	$ 1,527,547

See accompanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2017

	Ownership Interest		
	Local	State	Federal
1110 Cash and Temporary Investments	$	$ 334,007	$
1539 Furniture and Equipment			224,625
Total Property and Equipment	$	$ 334,007	$ 224,625

See accomanying notes to financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2017

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 2,000	$ 21,312	$ 33,984	$ 12,672
5750 Revenues from Cocurricular Activities			4,712	4,712
Total Local Support	2,000	21,312	38,696	17,384
State Program Revenues:				
5810 Foundation School Program Act Revenues	875,935	897,095	944,409	47,314
Total State Program Revenues	875,935	897,095	944,409	47,314
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	842,902	847,753	457,521	(390,232)
Total Federal Program Revenues	842,902	847,753	457,521	(390,232)
Total Revenues	1,720,837	1,766,160	1,440,626	(325,534)
EXPENSES				
11 Instruction	1,165,078	1,171,762	771,791	399,971
13 Curriculum Development and Instructional Staff Development	36,425	25,937	27,312	(1,375)
23 School Leadership	126,226	119,541	107,961	11,580
31 Guidance, Counseling, and Evaluation Services	38,500	42,520	42,520	
33 Health Services	1,000	2,130	2,130	
35 Food Service	8,000	17,441	17,441	
36 Cocurricular/Extracurricular Activities	1,500	1,625	825	800
41 General Administration	147,732	212,835	166,368	46,467
51 Plant Maintenance and Operations	352,481	404,546	357,742	46,804
52 Security and Monitoring Services	1,200	1,549	1,444	105
53 Data Processing Services	108,120	114,713	13,999	100,714
61 Community Services		9,424	9,424	
71 Debt Services		10,000	8,590	1,410
Total Expenses	1,986,262	2,134,023	1,527,547	606,476
Change in Net Assets	(265,425)	(367,863)	(86,921)	280,942
Net Assets, Beginning of Year	(117,143)	(117,143)	(117,143)	
Net Assets, End of Year	$ (382,568)	$ (485,006)	$ (204,064)	$ 280,942

See accompanying notes to financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 22, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

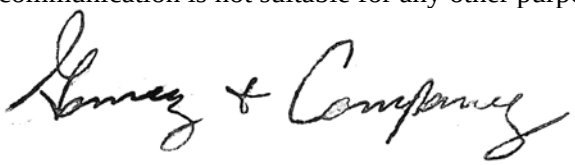
Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
December 22, 2017

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2017

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. No significant deficiencies or material weaknesses on internal control over financial statements.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. An audit of major programs was not required because expenditures of federal awards were less than $750,000.

Findings Relating to the Financial Statements

No audit findings were noted as per governmental auditing standards.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2017

Findings Relating to the Financial Statements

No prior year audit findings have been noted as this is an initial audit year.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2020

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MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY
057-850
(Federal Employer Identification Number: 46-5137310)

CERTIFICATE OF BOARD
August 31, 2020

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy was reviewed and ✓ approved disapproved for the year ended August 31, 2020, at a meeting of the governing body of said charter school on the 28 day of January, 2021

Signature of Board Secretary

Signature of Board President

GOMEZ & COMPANY

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Meadow Oaks Education Foundation ("MOEF") dba Pioneer Technology & Arts Academy (a nonprofit organization), which comprise the statement of financial position as of August 31, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MOEF as of August 31, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

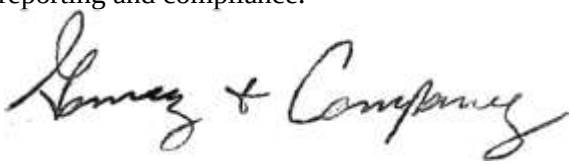
Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 28, 2021, on our consideration of MOEF's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MOEF's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MOEF's internal control over financial reporting and compliance.



Houston, TX
January 28, 2021

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2020

ASSETS		
CURRENT ASSETS		
Cash	$	2,299,337
Grants Receivable		1,232,620
Other Receivables		29,669
TOTAL CURRENT ASSETS		3,561,626
PROPERTY AND EQUIPMENT		
Building and Improvements		852,300
Furniture and Equipment		2,324,844
Vehicles		246,415
		3,423,559
Less: Accumulated Depreciation		(537,640)
		2,885,919
TOTAL ASSETS	$	6,447,545
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts Payable	$	892,984
Accrued Payroll Liabilities		1,065,077
Other Liabilities		124,190
Current Portion Notes Payable		555,327
TOTAL CURRENT LIABILITIES		2,637,578
NONCURRENT LIABILITIES		
Noncurrent portion of Notes Payable		442,664
TOTAL NONCURRENT LIABILITIES		442,664
TOTAL LIABILITIES		3,080,242
NET ASSETS		
Without Donor Restrictions		1,640,433
With Donor Restrictions		1,726,870
TOTAL NET ASSETS		3,367,303
TOTAL LIABILITIES AND NET ASSETS	$	6,447,545

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local Support:			
Revenues from local sources	$ 54,079	$ 86,117	$ 140,196
	54,079	86,117	140,196
State Program Revenues		12,517,887	12,517,887
Total State Program Revenues		12,517,887	12,517,887
Federal Program Revenues		1,688,041	1,688,041
Total Federal Program Revenues		1,688,041	1,688,041
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	13,526,903	(13,526,903)	
Total Revenues	13,580,982	765,142	14,346,124
EXPENSES			
Program Services			
Instruction and Instructional-Related Services	6,856,472		6,856,472
Instructional and School Leadership	577,308		577,308
Ancillary Services	119,530		119,530
Support Services- Student (Pupil)	591,181		591,181
Total Program Services	8,144,491		8,144,491
Support Services			
Administrative Support Services	365,411		365,411
Support Services- Non-Student Based	3,606,527		3,606,527
Debt Service	8,903		8,903
Total Support Services	3,980,841		3,980,841
Total Expenses	12,125,332		12,125,332
CHANGE IN NET ASSETS	1,455,650	765,142	2,220,792
NET ASSETS, beginning of year	184,783	961,728	1,146,511
NET ASSETS, end of year	$ 1,640,433	$ 1,726,870	$ 3,367,303

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2020

	Program Expense	Management and General	Total
Expenses			
Salaries	$ 5,965,301	$ 231,740	$ 6,197,041
Employee benefits	538,005	8,711	546,716
Payroll taxes	91,055	2,740	93,795
Professional fees	549,960	639,167	1,189,127
Utilities		432,440	432,440
Occupancy		1,716,116	1,716,116
Travel	85,606	9,506	95,112
Interest expense		9,111	9,111
Insurance		107,981	107,981
Depreciation and amortization		320,445	320,445
Supplies	846,044	412,667	1,258,711
Miscellaneous expenses	57,074	38,229	95,303
Repairs and Maintenance	11,446	51,988	63,434
	$ 8,144,491	$ 3,980,841	$ 12,125,332

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

STATEMENTS OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2020

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	$ 2,220,792
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation and amortization expense	320,445
(Increase) decrease in grants receivable	259,846
(Increase) decrease in other receivables	(29,669)
Increase (decrease) in accounts payable	104,851
Increase (decrease) accrued payroll liabilities	757,370
Increase (decrease) other liabilities	(388,265)
Total Adjustments	1,024,578
CASH PROVIDED BY OPERATING ACTIVITIES	3,245,370
CASH FLOWS FROM INVESTING ACTIVITIES	
Cash paid for purchases of fixed assets	(1,944,839)
CASH PROVIDED BY (USED FOR) INVESTING ACTIVITIES	(1,944,839)
CASH FLOWS FROM FINANCING ACTIVITIES	
Loan payments to related parties	(375,000)
Principal payments on notes payable	519,063
CASH PROVIDED BY (USED FOR) FINANCING ACTIVITIES	144,063
NET INCREASE (DECREASE) IN CASH	1,444,594
CASH AT BEGINNING OF YEAR	854,743
CASH AT END OF YEAR	$ 2,299,337
Supplemental Disclosures	
CASH PAID DURING THE YEAR FOR:	
INTEREST	$ 9,111

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2020

A. Organization:

Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") is a nonprofit organization incorporated in the State of Texas on March 18, 2014 and exempt from federal income taxes pursuant to Section 501 (c)(3) of the Internal Revenue Code. In 2015, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code.

Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, MOEF was opened in the fall of 2016. The charter school was organized to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. MOEF's programs, services, activities and functions are governed by the corporation's board of directors.

The charter holder MOEF only operates a charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

The accompanying general-purpose financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles.

CLASSIFICATION OF NET ASSETS

Net assets of MOEF are classified based on the presence or absence of donor-imposed restrictions. Net assets are comprised of two groups as follows:

Net Assets without Donor Restrictions – Amounts that are not subject to usage restrictions based on donor-imposed requirements. This class also includes assets previously restricted where restrictions have expired or been met.

Net Assets with Donor Restrictions – Assets subject to usage limitations based on donor-imposed or grantor restrictions. These restrictions may be temporary or may be based on a particular use. Restrictions may be met by the passage of time or by actions of MOEF. Certain restrictions may need to be maintained in perpetuity.

Earnings related to restricted net assets will be included in net assets without donor-restrictions unless otherwise specifically required to be included in donor-restricted net assets by the donor or by applicable state law.

On occasion, the governing board may designate a portion of net assets without donor restrictions for a specific purpose. Designated net assets are not governed by donor-imposed restrictions and may be reversed by the governing board at any time.

B. Summary of Significant Accounting Policies: (Continued)

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as with donor restrictions and without donor restrictions support depending on the existence or nature of any donor restrictions. MOEF's policy is to report donor-restricted support that is satisfied in the year of receipt as donor-restricted and then fully released in the same year.

PROPERTY AND EQUIPMENT

Property and equipment purchased by MOEF are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 or acquired under budgeted capital asset line items within grant applications are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of the assets. Gains or losses from retirement or sale of property and equipment are reflected in income for the period. Donations of assets are recorded as direct additions to net assets at fair value at the date of donation, which is then treated as cost.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to MOEF, which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

B. Summary of Significant Accounting Policies: (Continued)

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

MOEF qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

MOEF considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in non-interest-bearing demand accounts at national financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 per account. As of August 31, 2020, MOEF has not incurred any losses on amounts held in depository accounts in excess of federally insured limits.

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires MOEF’s management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the charter school’s multiple functional expenditures.

C. Pension Plan Obligations:

Plan Description

MOEF contributes to the Teacher Retirement System of Texas (“TRS”), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public-school systems of Texas.

C. Pension Plan Obligations: (Continued)

The plan operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800-223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

Charter schools are legally separate entities from the State and each other. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another ISD or charter. The risk of participating in multi-employer pension plans is different from single-employer plans. Assets contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers. There is no withdrawal penalty for leaving the TRS system. There is no collective-bargaining agreement. The latest TRS Comprehensive Annual Financial Report available dated August 31, 2020 provided the following information:

Pension Fund	Total Plan Assets 2020	Total Pension Liability 2020	Percent Funded
TRS	$ 184,361,871,000	$ 218,974,205,000	75.54%

Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 year, the period would be increased by such action. State law provides for a member contribution rate of 7.7% for fiscal year 2020, and a state contribution rate of 7.5% for fiscal year 2020. The charter school's employee contributions to the system for the year ended August 31, 2020 were $420,153, equal to the required contributions for the year.

Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum were contributed at a rate of 7.5% totaling $14,643 for the year ended August 31, 2020. The charter school's contributions into this plan do not represent more than 5% of the total contributions to the plan. MOEF's surcharge contribution was $15,869.

D. Liquidity and Availability of Financial Assets:

The following reflects MOEF's financial assets as of the balance sheet date, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year of the balance sheet date:

Financial assets at year-end:	
Cash and cash equivalents	$ 2,299,337
Grants and other receivables	1,262,289
Total financial assets	3,561,626
Less those unavailable for general expenditures within one year, due to:	
Donor-imposed restrictions as to time or use	-
Financial assets available to meet cash needs for general expenditures within one year	$ 3,561,626

MOEF manages its liquid assets conservatively within standard depository bank accounts at national banks. Cash is managed to provide sufficient funds for meeting program expenditures of the charter school. Excess cash is invested in short-term investments such as certificates of deposit that have maturity dates of less than three months.

E. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

F. Commitments and Contingencies:

MOEF receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. MOEF is economically dependent on these charter school funds.

G. Health Care Coverage:

During the year ended August 31, 2020, employees of MOEF were covered by a health insurance plan. The school contributed up to $225 per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

H. Related Parties:

MOEF has established business relationships with PNC Partners, Ltd. ("PNC"), a partnership organized in the state of Texas, and SSS Education Foundation ("SSS"), a non-profit corporation organized in the state of Texas for purposes of supporting educational organizations in the acquisition of affordable educational facilities. MOEF's Superintendent retains an equity financial interest in PNC and sits on the board of SSS. A second member of MOEF's board also sits on the board of SSS.

Historically, PNC has provided startup capital to MOEF under multiple agreements. At August 31, 2020, MOEF was no longer indebted to PNC. PNC also serves as a lessor in several properties leased by MOEF as educational facilities. In the year ended August 31, 2020, MOEF incurred expenses related to education expenses leased from PNC totaling $1,716,116.

MOEF was also indebted to the Superintendent for $2,000 at August 31, 2020.

I. Note Payable:

MOEF's obligations under notes payable consist of the following:

Note payable to the U.S. Small Business Administration in the amount of $150,000. The note is dated June 13, 2020. The note payable carries a rate of interest of 2.75%, and is payable in 348 equal installments of $641 beginning June 13, 2021. The date of maturity is June 13, 2049. The note is secured by all assets.	$ 150,000
Note payable to equipment finance organization. The note is dated August 19, 2019. The note payable carries a rate of interest of 7.5% and is payable in 42 equal monthly installments of $4,683 beginning September 19, 2019. The date of maturity is February 19, 2023. The note is secured by transport vehicles.	131,595
Note payable to equipment finance organization. The note is dated August 6, 2018. The note payable carries a rate of interest of 7.98%, and is payable in 54 equal monthly installments of $1,634 beginning September 6, 2018. The date of maturity is December 6, 2022. The note is secured by transport vehicles.	44,296
Note payable to major bank under the Paycheck Protection Program (see footnote J for additional details).	670,100
Note payable to Superintendent. The note is dated August 29, 2019, and is intended to provide operating cash. The note payable does not carry a rate of interest, and is payable in full in a single sum of $375,000 on or before September 30, 2019.	2,000
The balance at August 31, 2020 is	997,991
Less: Current portion of notes payable	(442,664)
Notes payables, net of current portion	$ 555,327

I. Note Payable: (Continued)

Future maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Principal	Interest	Total
2021	$ 442,664	$ 20,470	$ 463,134
2022	372,559	12,313	384,872
2023	40,620	6,121	46,741
2024	3,648	4,087	7,735
2025	3,750	3,762	7,512
Thereafter	134,750	52,089	186,839
Total	$ 997,991	$ 98,842	$ 1,096,833

J. Paycheck Protection Program (PPP) Loan:

MOEF was approved for and received a loan under the Paycheck Protection Program established by the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act"). The loan is dated April 17, 2020 and may be forgiven to the extent proceeds of the loan are used for eligible expenditures that consist primarily of payroll, as well as other expenses described under the legislation. No determination has been made as to whether, or to what extent, MOEF will be eligible for forgiveness and the loan is currently accounted for in accordance with ASC 470. The loan bears interest at a rate of 1.00% and is deferred for the first six months of the loan after which time the interest is added to the unpaid principal balance. The loan is payable in monthly installments beginning seven months from the date of the loan and matures in twenty-four months from the date of the loan. The loan may be repaid at any time with no prepayment penalty. If the loan is ultimately forgiven, MOEF will recognize a contribution in accordance with ASC 958-605 and reflect the forgiven loan balance in its operating revenues in the year of forgiveness.

K. Net Assets with Donor Restrictions:

Net assets with donor restrictions at August 31, 2020 are restricted as follows:

Subject to expenditure for specified purposes:

State-financed general charter school activities	$ 1,726,870
Total restricted funds	$ 1,726,870

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	$ 1,668,041
SBA EIDL EIDL	10,000
Texas Education Agency-State	11,848,862
Total restrictions released	$ 13,526,903

L. Operating Lease Commitment:

MOEF leases facilities under non-cancelable operating leases. The minimum annual lease commitment is as follows:

Twelve months ending August 31,	Amount
2021	$ 2,003,136
2022	2,039,950
2023	2,077,501
2024	2,103,051
2025	2,129,112
Total	$ 11,421,344

Operating lease expense amounted to $1,716,116 for the year ended August 31, 2020.

M. Legal Contingencies:

MOEF has initiated three lawsuits against the Dallas Central Appraisal District seeking to overturn the appraisal district's denial of tax exemptions for real estate it leases, or has previously leased, from a private entity. The lawsuits seek to eliminate $171,000 in tax assessments levied against the private entity. An unfavorable ruling in each of these lawsuits would not result in direct monetary liability for MOEF, but may become payable by MOEF to the lessor under the terms of the lease agreements.

N. Evaluation of Subsequent Events:

MOEF has evaluated subsequent events through January 28, 2021, the date which the financial statements were available to be issued.

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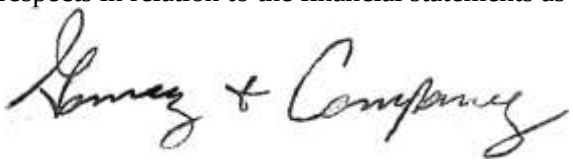
INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") as of and for the year ended August 31, 2020, and our report thereon dated January 28, 2021, which expressed an unmodified opinion on those financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedules for Individual Charter School are presented on pages 16 to 19 for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



Houston, TX
January 28, 2021

MEADOW OAKS EDUCATION FOUNDATION

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	$ 54,079	$ -	$ 54,079
5750 Revenue from Cocurricular Activities		86,117	86,117
Total Local Support	54,079	86,117	140,196
State Program Revenues:			
5810 Foundation School Program Act Revenues		12,035,797	12,035,797
5820 State Program Revenues Distributed by Texas Education Agency		482,090	482,090
Total State Program Revenues		12,517,887	12,517,887
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Department of Education		1,670,498	1,670,498
5920 Federal Revenues Distributed by US Department of Agriculture		7,543	7,543
5940 Federal Revenues Distributed by Directly by Federal Government		10,000	10,000
Total Federal Program Revenues		1,688,041	1,688,041
Net Assets Released from Restrictions:			
Restrictions Satisfied by Payments	13,526,903	(13,526,903)	
Total Revenues	13,580,982	765,142	14,346,124
EXPENSES			
11 Instruction	6,398,505		6,398,505
13 Curriculum Development and Instructional Staff Development	457,967		457,967
21 Instructional Leadership	5,006		5,006
23 School Leadership	572,301		572,301
31 Guidance, Counseling and Evaluating Services	283,232		283,232
33 Health Services	3,173		3,173
34 Student (Pupil) Transportation	1,484		1,484
35 Food Services	268,359		268,359
36 Cocurricular/Extracurricular Activities	34,933		34,933
41 General Administration	365,411		365,411
51 Plant Maintenance and Operations	3,314,814		3,314,814
52 Security and Monitoring Services	83,571		83,571
53 Data Processing Services	208,143		208,143
61 Community Services	119,530		119,530
71 Debt Service	8,903		8,903
Total Expenses	12,125,332		12,125,332
CHANGE IN NET ASSETS	1,455,650	765,142	2,220,792
NET ASSETS, beginning of year	184,783	961,728	1,146,511
NET ASSETS, end of year	$ 1,640,433	$ 1,726,870	$ 3,367,303

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2020

EXPENSES		
6100 Payroll Costs	$	6,837,552
6200 Professional and Contracted Services		3,401,117
6300 Supplies and Materials		1,258,710
6400 Other Operating Costs		618,842
6500 Debt		9,111
Total Expenses	$	12,125,332

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2020

	Ownership Interest		
	Local	State	Federal
1110 Cash	$	$ 2,299,337	$
1520 Building and Improvements		677,156	175,144
1531 Vehicles		246,415	
1539 Furniture and Equipment		253,608	2,071,236
Total Capital Assets	$	$ 3,476,516	$ 2,246,380

See accompanying notes to the financial statements.

MEADOW OAKS EDUCATION FOUNDATION

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2020

	Budgeted Amounts		Actual	Variance from
	Original	Final	Amounts	Final Budget
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	$ 15,806	$ 290,000	$ 54,079	$ (235,921)
5750 Revenue from Cocurricular Activities			86,117	86,117
Total Local Support	15,806	290,000	140,196	(149,804)
State Program Revenues:				
5810 Foundation School Program Act Revenues	12,350,000	12,375,000	12,035,797	(339,203)
5820 State Program Revenues Distributed by Texas Education Agency			482,090	482,090
Total State Program Revenues	12,350,000	12,375,000	12,517,887	142,887
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Department of Education	1,120,000	1,469,000	1,688,041	219,041
Total Federal Program Revenues	1,120,000	1,469,000	1,688,041	219,041
Total Revenues	13,485,806	14,134,000	14,346,124	212,124
EXPENSES				
11 Instruction	5,250,000	6,665,000	6,398,505	266,495
13 Curriculum Development and Instructional Staff Development	598,892	467,000	457,967	9,033
21 Instructional Leadership	582,307	7,000	5,006	1,994
23 School Leadership	801,943	580,000	572,301	7,699
31 Guidance, Counseling and Evaluating Servic	191,505	290,500	283,232	7,268
32 Social Work Services	93,294			
33 Health Services	39,767	4,000	3,173	827
34 Student (Pupil) Transportation	81,301	2,000	1,484	516
35 Food Services	192,890	270,000	268,359	1,641
36 Cocurricular/Extracurricular Activities	637,825	40,400	34,933	5,467
41 General Administration	1,129,000	395,000	365,411	29,589
51 Plant Maintenance and Operations	1,044,000	3,270,000	3,314,814	(44,814)
52 Security and Monitoring Services	50,000	81,000	83,571	(2,571)
53 Data Processing Services	913,771	228,000	208,143	19,857
61 Community Services	181,474	132,000	119,530	12,470
71 Debt Service	451,000	83,100	8,903	74,197
Total Expenses	12,238,969	12,515,000	12,125,332	389,668
CHANGE IN NET ASSETS	1,246,837	1,619,000	2,220,792	601,792
NET ASSETS, beginning of year	1,146,511	1,146,511	1,146,511	
NET ASSETS, end of year	$ 2,393,348	$ 2,765,511	$ 3,367,303	$ 601,792

See accompanying notes to the financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization), which comprise the statement of financial position as of August 31, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 28, 2021.

Internal Control over Financial Reporting
In planning and performing our audit of the financial statements, we considered MOEF's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MOEF's internal control. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

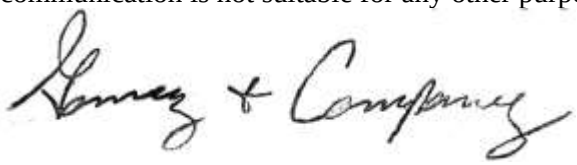
Our consideration of the internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We did identify a certain deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item 2020-001 that we consider to be significant deficiency.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MOEF's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Houston, TX
January 28, 2021

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors of
Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy
Mesquite, Texas

Report on Compliance for Each Major Federal Program

We have audited Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") (a nonprofit organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of MOEF's major federal programs for the year ended August 31, 2020. MOEF's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of MOEF's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about MOEF's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of MOEF's compliance.

Opinion on Each Major Federal Program

In our opinion, MOEF complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2020.

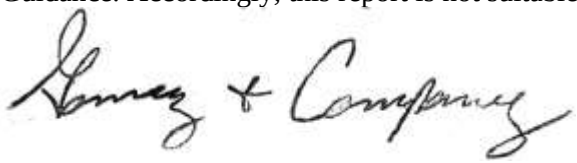
Report on Internal Control over Compliance

Management of MOEF is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered MOEF's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of MOEF's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Houston, TX
January 28, 2021

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2020

Summary of Audit Results

1. The auditor's report expresses an unmodified opinion on whether the financial statements were prepared in accordance with GAAP.

2. There is one significant deficiency that is not a material weakness in internal control over the major federal award. Item 2020-001.

3. No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. No significant deficiencies or material weaknesses on internal control over major federal award programs.

5. The auditor's report on compliance for the major federal award programs expresses an unmodified opinion on all major federal programs.

6. The audit did disclose an audit finding which is required to be reported in accordance with 2 CFR section 200.516(a) of the Uniform Guidance and is reported in this Schedule.

7. Major programs:

   U.S. Department of Education
   Passed – Through Texas Education Agency
   Charter Schools CFDA Number 84.282

8. The threshold used for distinguishing between Type A and Type B programs was $750,000.

9. Meadow Oaks Education Foundation does not qualify as a low-risk auditee.

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE YEAR ENDED AUGUST 31, 2020

Current Year Findings	Questioned Cost
2020-001 **Financial Reporting of Liabilities**	$-0-

Criteria:
The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires that management implement policies and procedures that allow for the proper assessment of all financial obligations at a reporting date.

Condition:
During the audit, we noted MOEF failed to properly reflect all its debt and trade accounts payable at fiscal year-end.

Cause:
Management has not implemented policies or procedures for properly recognizing obligations to vendors as of the date individual obligations are incurred. A formal process for reviewing and accruing liabilities at year-end is also lacking. In addition, management did not have a formal process for comprehensively reviewing debt balances as of the reporting date.

Effect:
The errors associated with management's failure to properly present trade accounts payable and debt resulted in an understatement of trade payables of approximately $646,000 and an understatement of debt of approximately $998,000.

Recommendation:
We recommend that management implement policies and procedures for reviewing all of its financial obligations at each financial reporting date and a system of review that compensates for any initial oversight.

Views of Responsible Officials and Planned Corrective Actions:

In the past, we have not accrued payables if they are delivered during the end of the school year but not paid through school ADA money until the start of the next school year. We will make internal changes in our receiving process and accounts payable recording to accrue expenses based on the date of delivery of items to the school instead of when the payment is made to the vendor. We see this as a minor adjustment and we will make sure school accounting will start doing this immediately.

Effective Date: 1/28/2021

Responsible Party: Shubham Pandey, Superintendent CEO

Estimated Completion Date: 2/28/2021

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2020

Findings Relating to the Financial Statements

No audit findings were noted as per governmental auditing standards and 2 CFR Section 200.516(a) for the year ended August 31, 2019.

MEADOW OAKS EDUCATION FOUNDATION

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2020

Federal Grantor/ Pass - Through Grantor/ Program Title	Federal CFDA Number	Pass - Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed - Through Texas Education Agency:			
Idea - B Formula	84.027A	186600010578506000	$ 1,972
Idea - B Formula	84.027A	206600010578506000	81,007
Idea - B Preschool	84.173A	206610010578506000	51
Title I, Part A, School Improvement	84.010A	20610101057850	57,571
Charter School	84.282	185901057110012	620,117
Charter School	84.282	185901057110013	586,243
Supporting Effective Instruction State Grants	84.367A	20694501057850	20,608
Tittle III, Part A, English Language Acquisitions and Language Enhancement	84.365A	20671001057850	3,426
Total U.S. Department of Education			1,370,995
U.S. Department of Agriculture			
Passed - Through Texas Education Agency:			
Federal Food Service Reimbursement			
School Breakfast	10.553	52402001	218
School Breakfast	10.553	71401901	3,540
School Breakfast	10.553	71402001	18,388
National School Lunch	10.555	52302001	193
National School Lunch	10.555	71301901	23,721
National School Lunch	10.555	71302001	115,192
Passed - Through Texas Department of Agriculture:			
USDA Commodity Food Distribution	10.555		7,543
Total U.S. Department of Agriculture			168,795
U.S. Department of Labor			
Passed - Through Texas Education Agency:			
WIOA Adult Program	17.258	183925027110010	73,909
WIOA Adult Program	17.258	183925027110011	54,342
Total U.S. Department of Labor			128,251
Total Expenditures of Federal Awards			$ 1,668,041

MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2020

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes federal award activity of Meadow Oaks Education Foundation dba Pioneer Technology & Arts Academy ("MOEF") under programs of the federal government for the year ended August 31, 2020. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operation of MOEF, it is not intended to and does not present the financial position, changes in net assets, or cash flows of MOEF.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Pass-through entity identifying numbers are presented where available.

Indirect Cost Rate

MOEF has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Subrecipients

MOEF did not provide federal awards to subrecipients.

NOTE 2 – OTHER SOURCES OF FEDERAL REVENUES AND UNEXPENDED FUNDS

Other sources of federal revenues totaled $10,000 in emergency advance assistance. Certain federal funds were also unexpended at year end.

Reconciliation of Federal Revenues and (SEFA):

Total expenditure of federal awards per the SEFA:	$ 1,668,041
Title IV, Part A Unexpended Funds	10,000
COVID-19 Economic Injury Disaster Loan Emergency Advance:	10,000
Total federal revenues per statement of activities	$ 1,688,041

						School Contact Info				Authorizer Contact Information				
Charter School Name	Name of Campus (if more than one)	Year Opened	Year EMO Began Mgmt	City	State	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
PTAA Texas	Pioneer Technology & Arts Academy Mesquite MS and HS	2016	2016	Mesquite	TX	Shubham Pandey	Superintendent	shubham@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9290
PTAA Texas	Pioneer Technology & Arts Academy Greenville	2016	2016	Greenville	TX	Shubham Pandey	Superintendent	shubham@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9291
PTAA Texas	Pioneer Technology & Arts Academy Fate	2017	2016	Fate	TX	Shubham Pandey	Superintendent	shubham@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9292
PTAA Texas	Pioneer Technology & Arts Academy Mesquite Elementary	2019	2016	Mesquite	TX	Shubham Pandey	Superintendent	shubham@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9293
PTAA Texas	Pioneer Technology & Arts Academy Royse City	2019	2016	Royse City	TX	Shubham Pandey	Superintendent	shubham@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9294
PTAA Texas	Pioneer Technology & Arts Academy North Dallas	2020	2016	Dallas	TX	Shubham Pandey	Superintendent	shubham@ptaaschool.org	9723759672	Texas Education Agency	N/A	N/A	info@tea.texas.gov	(512) 463-9295
PTAA Colorad	Pioneer Technology & Arts Academy of Colorado	2020	2020	Colorado Springs	CO	Shannon Houston	Principal	shouston@ptaaschool.org	9723759672	District 49	N/A	N/A	info@d49.org	719-494-8911
PTAA Arizona	Pioneer Technology & Arts Academy of Arizona	2005	2021	Phoenix	AZ	Shubham Pandey	Superintendent	shubham@ptaaschool.org	9723759672	ASBCS	N/A	N/A	Charterschoolboard@asbcs.az.gov	(602) 364-3080
100 Academy	100 Academy School of Engieering & Technology	2007	2019	Las Vegas	NV	Dr Derrick Love	Principal	dlove@ptaaschool.org	9723759672	CCSD	N/A	N/A		702-799-1038

STATE TEST & COLLEGE ENTRANCE EXAM DATA

- Only fill in the yellow cells (all other cells are locked)
- Please check the calculated values below and make sure they correspond with internal records
- Discrepancies between publicly avaliable data and reported data must be thoroughly explained on next tab

Entity Description Data								
State	Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating
			Pioneer Technology & Arts Academy Mesquite MS and HS	Middle and High	Charter	2019	STAAR	B+
			Pioneer Technology & Arts Academy Greenville	K-12	Charter	2019	STAAR	A
			Pioneer Technology & Arts Academy Fate	6 thru 7	Charter	2019	STAAR	A
			Pioneer Technology & Arts Academy Mesquite Elementary	K-5	Charter	2020	No Test Due to Covid	
			Pioneer Technology & Arts Academy Royse City	K-5	Charter	2020	No Test Due to Covid	
			All CMO Schools	K-12	Charter	2019	STAAR	A

ST & COLLEGE ENTRANCE EXAM DATA

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the calculated values below and make sure they correspond with internal records

s between publicly avaliable data and reported data must be thoroughly explained on next tab

Entity Description Data											
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Grades Served	Grades Tested	Total # Students Enrolled	Total # FRL
		Pioneer Technology & Arts Academy Mesquite MS and HS	Middle and High	Charter	2019	STAAR	B+	6 thur 10	6 thur 10	345	74%
		Pioneer Technology & Arts Academy Greenville	K-12	Charter	2019	STAAR	A	K thru 10	3 thru 10	425	47%
		Pioneer Technology & Arts Academy Fate	6 thru 7	Charter	2019	STAAR	A	6 thru 7	6 thru 7	43	20.90%
		Pioneer Technology & Arts Academy Mesquite Elementary	K-5	Charter	2020	No Test Due to Covid		K-5		310	
		Pioneer Technology & Arts Academy Royse City	K-5	Charter	2020	No Test Due to Covid		K-5		285	
		All CMO Schools	K-12	Charter	2019	STAAR	A	K-10	3 thru 10	1408	59.90%

ST & COLLEGE ENTRANCE EXAM DATA

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t the calculated values below and make sure they correspond with internal records

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Entity Description Data							Student Demographic Information				
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students
		Pioneer Technology & Arts Academy Mesquite MS and HS	Middle and High	Charter	2019	STAAR	B+	30.70%	4.60%	14.50%	67.50%
		Pioneer Technology & Arts Academy Greenville	K-12	Charter	2019	STAAR	A	7.80%	5.20%	6.50%	33%
		Pioneer Technology & Arts Academy Fate	6 thru 7	Charter	2019	STAAR	A	4.70%	7.00%	14.00%	18.60%
		Pioneer Technology & Arts Academy Mesquite Elementary	K-5	Charter	2020	No Test Due to Covid					
		Pioneer Technology & Arts Academy Royse City	K-5	Charter	2020	No Test Due to Covid					
		All CMO Schools	K-12	Charter	2019	STAAR	A	20.40%	5%	11.50%	51.30%

ST & COLLEGE ENTRANCE EXAM DATA

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Entity Description Data									Math				
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Total # Native American Students	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient
		Pioneer Technology & Arts Academy Mesquite MS and HS	Middle and High	Charter	2019	STAAR	B+	0%	345	0%	5%	95%	58%
		Pioneer Technology & Arts Academy Greenville	K-12	Charter	2019	STAAR	A	1.30%	230	0%	4%	96%	66%
		Pioneer Technology & Arts Academy Fate	6 thru 7	Charter	2019	STAAR	A	0.00%	43	0%	0%	100%	69%
		Pioneer Technology & Arts Academy Mesquite Elementary	K-5	Charter	2020	No Test Due to Covid			290				
		Pioneer Technology & Arts Academy Royse City	K-5	Charter	2020	No Test Due to Covid			285				
		All CMO Schools	K-12	Charter	2019	STAAR	A	0.50%	618	0%	4%	96%	61%

ST & COLLEGE ENTRANCE EXAM DATA

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the calculated values below and make sure they correspond with internal records

s between publicly avaliable data and reported data must be thoroughly explained on next tab

Entity Description Data										Reading/Languag			
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic
		Pioneer Technology & Arts Academy Mesquite MS and HS	Middle and High	Charter	2019	STAAR	B+	20%		345	0%	10%	90%
		Pioneer Technology & Arts Academy Greenville	K-12	Charter	2019	STAAR	A	26%		230	0%	2%	98%
		Pioneer Technology & Arts Academy Fate	6 thru 7	Charter	2019	STAAR	A	31%		43	0%	3%	97%
		Pioneer Technology & Arts Academy Mesquite Elementary	K-5	Charter	2020	No Test Due to Covid							
		Pioneer Technology & Arts Academy Royse City	K-5	Charter	2020	No Test Due to Covid							
		All CMO Schools	K-12	Charter	2019	STAAR	A	23%		618	0%	7%	93%

ST & COLLEGE ENTRANCE EXAM DATA

e yellow cells (all other cells are locked)

the calculated values below and make sure they correspond with internal records

s between publicly avaliable data and reported data must be thoroughly explained on next tab

Entity Description Data						e Arts							
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic
		Pioneer Technology & Arts Academy Mesquite MS and HS	Middle and High	Charter	2019	STAAR	B+	60%	27%		345	0%	5%
		Pioneer Technology & Arts Academy Greenville	K-12	Charter	2019	STAAR	A	70%	30%		230	0%	3%
		Pioneer Technology & Arts Academy Fate	6 thru 7	Charter	2019	STAAR	A	64%	28%		43		
		Pioneer Technology & Arts Academy Mesquite Elementary	K-5	Charter	2020	No Test Due to Covid					0		
		Pioneer Technology & Arts Academy Royse City	K-5	Charter	2020	No Test Due to Covid					0		
		All CMO Schools	K-12	Charter	2019	STAAR	A	63%	28%		618	0%	5%

ST & COLLEGE ENTRANCE EXAM DATA

ne yellow cells (all other cells are locked)

the calculated values below and make sure they correspond with internal records

s between publicly avaliable data and reported data must be thoroughly explained on next tab

Entity Description Data						Science					
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	# students Basic	# students Proficient	# students Advanced	# students no score
		Pioneer Technology & Arts Academy Mesquite MS and HS	Middle and High	Charter	2019	STAAR	B+	95%	55%	15%	
		Pioneer Technology & Arts Academy Greenville	K-12	Charter	2019	STAAR	A	97%	64%	28%	
		Pioneer Technology & Arts Academy Fate	6 thru 7	Charter	2019	STAAR	A				
		Pioneer Technology & Arts Academy Mesquite Elementary	K-5	Charter	2020	No Test Due to Covid					
		Pioneer Technology & Arts Academy Royse City	K-5	Charter	2020	No Test Due to Covid					
		All CMO Schools	K-12	Charter	2019	STAAR	A	95%	64%	26%	

OTHER INFORMATION
- Fill in the yellow cells with any additional notes necessary to explain the data

Please use this space to include any additional information you would like SPCSA to know about the data you are submitting: No data is available for 2019-20 and 2020-21 School year due to Covid.

INDEPENDENT AUDIT DATA

-Supply the requested data from each independent audit performed for the organization or a school in the past four years
- Please check the calculated values below and make sure they correspond with internal records
- Discrepancies between published data and reported data must be thoroughly explained on next tab

Entity Description Data							
State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation	Fiscal Year	Cash	Total Current Assets
			PTAA Texas		2020	$ 2,299,337.00	$ 3,561,626.00
			PTAA Texas		2019	$ 854,743.00	$ 2,347,209.00
			PTAA Texas		2018	$ 663,629.00	$ 1,103,810.00
			PTAA Texas		2017	$ 334,007.00	$ 418,895.00
			100 Academy		2020		
			CMO		2014		

Independent Audit Data

Non Current Assets	Total Assets	Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding
$ 2,885,919.00	$ 6,447,545.00	$ 2,637,578.00	$ 442,664.00	$ 3,080,242.00	$ 3,367,303.00	$ 14,346,124.00
	$ 3,608,734.00	$ 2,351,927.00	$ 110,296.00	$ 2,462,223.00	$ 1,146,511.00	$ 7,272,446.00
	$ 1,709,818.00	$ 1,460,007.00		$ 1,651,698.00	$ 58,120.00	$ 3,554,022.00
	$ 629,711.00	$ 665,725.00		$ 833,775.00	$ (204,064.00)	$ 1,440,626.00

Expenditures			Change in Net Assets	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Surplus Margin	Cash Flow	Net Position (Beginning of Year)	Net Position (End of Year)
$ 12,125,332.00			$ 2,220,792.00						$ 1,146,511.00	$ 3,367,303.00
$ 6,184,055.00			$ 1,088,391.00						$ 58,120.00	$ 1,146,511.00
$ 3,291,898.00			$ 262,184.00						$ (204,064.00)	$ 58,120.00
$ 1,527,547.00			$ (86,921.00)						$ (117,143.00)	$ (204,064.00)

OTHER INFORMATION
- Fill in the yellow cells with any additional notes necessary to explain the data

Please use this space to include any additional information you would like SPCSA to know about the data you are submitting: All PTAA texas schools are audited as one entity.

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
ASSOCIATE OF APPLIED SCIENCE IN NETWORKING- SYSTEMS ADMIN	COLLEGE OF SOUTHERN NEVADA	N	AAS IN NEWTWORKING SYSTEMS ADMIN

Year / Grade Level	High School Course			Post-Secondary Course		
	Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8						
Year 0 / Grade 8						
Total Year 0 High School Credits				**Total Year 0 College Credit Hours**		
Year 1 / Grade 9	8015	COLLEGE SURVEY EXAMS	1.0	ALS 101	COLLEGE SUCCESS	3.0
Year 1 / Grade 9	7005	ADVANCE STUDY ART	1.0	ART 160	ART APPRECIATION	3.0
Year 1 / Grade 9	5530	COMPUTER SCIENCE AS	1.0	CIT 211	MICROSOFT NETWORKING I	3.0
Total Year 1 High School Credits			3.0	**Total Year 1 College Credit Hours**		9.0
Year 2/ Grade 10	1450	PUBLIC SPEAKING ARGUMENT	1.0	COM 101	ORAL COMMUNICATION	3.0
Year 2/ Grade 10	5385	IT NETWORKING AS	1.0	CIT 112B	NETWORK+	3.0
Year 2/ Grade 10	5530	COMPUTER SCIENCE AS	1.0	CIT 212	MICROSOFT NETWORKING II	3.0
Total Year 2 High School Credits			4.0	**Total Year 2 College Credit Hours**		9.0
Year 3/Grade 11	6765	PTLW PRIN ENG	1.0	EGG 131	TECHNICAL PHYSICS 1	3.0
Year 3/Grade 11	5372	CTE ELECTIVE	1.0	CIT 114B	IT ESSENTIALS	3.0
Year 3/Grade 11	4160/4408	1ST SEM. US HISTORY HONORS/2ND SEM. ADV STUDY-SOC STDY	1.0	HIST 102 /HIST 111	US HISTORY SINCE 1877 SURVEY OF US CONSTITUTIONAL HISTORY	6.0
Year 3/Grade 11	5385	CYBERSECURITY AS	1.0	CIT 173	INTRODUCTION TO LINUX	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 174	LINUX SYST ADMIN	3.0
Year 3/Grade 11	5376	CTE ELECTIVE	1.0	CIT 209B	SERVICE DESK SKILLS AND TECHNOLOGY	3.0
Year 3/Grade 11	5340	COMPUTER SCIENCE I	1.0	IS 115	INTRO TO PROGRAMMING	3.0
Total Year 3 High School Credits			7.0	**Total Year 3 College Credit Hours**		21.0
Year 4/Grade 12	1080	ENGLISH 12	1.0	ENG 100	COMPOSITION ENHANCED	5.0
Year 4/Grade 12	2480	MATH ELECTIVE	1.0	MATH 116	MATH FOR ELECTRONICS APPLICATIONS	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 213	MICROSOFT NETWORKING III	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 214	MICROSOFT NETWORKING IV	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 217	SECURITY+	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 263B	PROJECT MANAGEMENT	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 215	MICROSOFT NETWORKING V	3.0
Total Year 4 High School Credits			7.0	**Total Year 4 College Credit Hours**		24.0
Total High School Credits			20.0	**Total College Credit Hours**		63.0
Degree (s) to be earned by high school graduation:	ASSOCIATE OF APPLIED SCIENCE IN NETWORKING- SYSTEMS ADMIN					

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
ASSOCIATE OF APPLIED SCIENCE IN SOFTWARE-WEB DEVELOPMENT	COLLEGE OF SOUTHERN NEVADA	N	AAS IN SOFTWARE-WEB DEVELOPMENT

Year / Grade Level	High School Course			Post-Secondary Course		
	Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8						
Year 0 / Grade 8						
		Total Year 0 High School Credits			**Total Year 0 College Credit Hours**	
Year 1 / Grade 9	8015	COLLEGE SURVEY EXAMS	1.0	ALS 101	COLLEGE SUCCESS	3.0
Year 1 / Grade 9	7005	ADVANCE STUDY ART	1.0	ART 160	ART APPRECIATION	3.0
Year 1/ Grade 9	5340	COMPUTER SCIENCE 1	1.0	IS 115	INTRODUCTION INTO PROGRAMMING	3.0
		Total Year 1 High School Credits	3.0		**Total Year 1 College Credit Hours**	9.0
Year 2/ Grade 10	1450	PUBLIC SPEAKING ARGUMENT	1.0	COM 101	ORAL COMMUNICATION	3.0
Year 2/ Grade 10	5385	IT NETWORKING AS	1.0	CIT 112B	NETWORK+	3.0
Year 2/ Grade 10	5530	COMPUTER SCIENCE AS	1.0	CIT 130	BEGINNING JAVA	3.0
		Total Year 2 High School Credits	3.0		**Total Year 2 College Credit Hours**	9.0
Year 3/Grade 11	6765	ADV-STDY-SOC STDY	1.0	ANTH	INTRODUCTION TO PHYSICAL ANTHROPOLOGY	3.0
Year 3/Grade 11	5388	WEB DESIGN & DEVELOPMENT I	1.0	CIT 114B	BEGINNING WEB DEVELOPMENT	3.0
Year 3/Grade 11	4160/4408	1ST SEM. US HISTORY HONORS/2ND SEM. ADV STUDY-SOC STDY	1.0	HIST 102 /HIST 111	US HISTORY SINCE 1877 SURVEY OF US CONSTITUTIONAL HISTORY	6.0
Year 3/Grade 11	5392	WEB DESIGN & DEVELOPMENT II	1.0	CIT 154B	WEB SCRIPT LANGUAGE PROGRAMMING	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 174	DYNAMIC WEB APPLICATIONS	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 209B	INTRODUCTION TO COMPUTER SECURITY	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 180	DATABASE CONCEPTS AND SQL	3.0
		Total Year 3 High School Credits	7.0		**Total Year 3 College Credit Hours**	24.0
Year 4/Grade 12	1080	ENGLISH 12	1.0	ENG 100	COMPOSITION ENHANCED	5.0
Year 4/Grade 12	2480	MATH ELECTIVE	1.0	MATH 116	MATH FOR ELECTRONICS APPLICATIONS	3.0
Year 4/Grade 12	5560	WEB DESIGN & DEVELOPMENT AS	1.0	CIT 251	ADVANCED WEB DEVELOPMENT	3.0
Year 4/Grade 12	5560	WEB DESIGN & DEVELOPMENT AS	1.0	CIT 252	WEB DATABASE DEVELOPMENT	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 263B	PROJECT MANAGEMENT	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 230	ADVANCED JAVA	3.0
Year 4/Grade 12	53444	COMPUTER SCIENCE II	1.0	CIT 215	BEGINNING C++	3.0
		Total Year 4 High School Credits	7.0		**Total Year 4 College Credit Hours**	23.0
		Total High School Credits	21.0		**Total College Credit Hours**	62.0

Degree (s) to be earned by high school graduation:	ASSOCIATE OF APPLIED SCIENCE IN SOFTWARE-WEB DEVELOPMENT

WEB DESIGN AND DEVELOPMENT

- Program of Study -

Career Cluster: **Information Technology** ***Career Pathway:*** **Web and Digital Communications**

This Academic Plan is based upon the state requirements needed for an Advanced Diploma. Academic course names may vary among school districts.

Grade	1st Course	2nd Course	3rd Course	4th Course	5th Course	6th Course (CTE)
9th Grade	English I	Algebra I	Biology	Health / Computer Literacy	Physical Education	Web Design and Development I
10th Grade	English II	Geometry	Chemistry or Geoscience	World History	Physical Education	Web Design and Development II
11th Grade	English III	Algebra II	Science Course or Elective[1]	US History	Foreign Language[2] or Elective[1]	Web Design and Development III[3]
12th Grade	English IV	Senior Level Math Course	Elective[1]	US Government	Foreign Language[2] or Elective[1]	Web Design and Development Advanced Studies

[1] Electives may include arts and humanities courses or other career and technical education courses that relate to the program of study.
[2] Foreign Language courses are recommended if a student is planning on entering a university. (See individual university admission policies)
[3] CTE Assessments will be administered during the completion level CTE course.

Career and Technical Student Organizations	Work-Based Learning	CTE Assessments
FBLA / SkillsUSA	Job Shadowing / Internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers	1) End of Program Technical Assessment for Web Design and Development 2) Workplace Readiness Skills Assessment (for Employability Skills Standards)

Postsecondary Options	State Articulation Agreements for CTE College Credit
College of Southern Nevada / Great Basin College / Nevada State College / Truckee Meadows Community College / University of Nevada, Las Vegas / University of Nevada, Reno / Western Nevada College	***Secondary Program Requirements*** Student must earn the state Certificate of Skill Attainment in Web Design and Development. ***Postsecondary Credit Options*** College of Southern Nevada 3 Credits; Great Basin College 12 Credits; Truckee Meadows Community College 6 Credits; Western Nevada College 3 Credits

High Wage - High Skill - High Demand Careers	State Recognized Industry Certifications
Web Developer / Search Engine Marketing Specialist / Site Developer / Streaming Media Specialist / Web Administrator / Webmaster	Refer to the Governor's Office of Workforce Innovation's Nevada Eligible Industry Credentialing List

INFORMATION TECHNOLOGY NETWORKING

Program of Study

Career Cluster: **Information Technology** ***Career Pathway:*** **Network Systems**

This Academic Plan is based upon the state requirements needed for a College and Career Ready (CCR) Diploma.
Academic course names may vary among school districts.

Grade	1st Course	2nd Course	3rd Course	4th Course	5th Course	6th Course (CTE)
9th Grade	English I	Algebra I	Biology	Health / Computer Literacy	Physical Education	CISCO-IT Essentials / Intro to Cybersecurity
10th Grade	English II	Geometry	Chemistry or Geoscience	World History	Physical Education	CISCO-CCNA I Intro to Networking
11th Grade	English III	Algebra II	Science Course or Elective[1]	US History	Foreign Language[2] or Elective[1]	CISCO-CCNA II Routing and Switching Essentials[3]
12th Grade	English IV	Senior Level Math Course	Elective[1]	US Government	Foreign Language[2] or Elective[1]	IT Networking Advanced Studies

[1] Electives may include arts and humanities courses or other career and technical education courses that relate to the program of study.
[2] Foreign Language courses are recommended if a student is planning on entering a university. (See individual university admission policies)
[3] CTE Assessments will be administered during the completion level CTE course.

Career and Technical Student Organizations	Work-based Learning	CTE Assessments
FBLA / SkillsUSA	Job Shadowing / Internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers	1) End of Program Technical Assessment for Information Technology Networking 2) Workplace Readiness Skills Assessment (for Employability Skills Standards)

Postsecondary Options	State Articulation Agreements for CTE College Credit
College of Southern Nevada / Great Basin College / Nevada State College / Truckee Meadows Community College / University of Nevada, Las Vegas / University of Nevada, Reno / Western Nevada College	***Secondary Program Requirements*** Student must earn the state Certificate of Skill Attainment in Information Technology Networking. ***Postsecondary Credit Options*** College of Southern Nevada 16 Credits; Truckee Meadows Community College 13 Credits Great Basin College 9 Credits; Western Nevada College 8 Credits

High Wage - High Skill - High Demand Careers	State Recognized Industry Certifications
Network Administrator / Network Technician / Information Systems Administrator / Technical Support Specialist / Network Architect / Security Analyst	Refer to the Governor's Office of Workforce Innovation's Nevada Eligible Industry Credentialing List

DBA MEADOW OAKS EDUCATION FOUNDATION

PTECH/ICIA Accredited School

Network Administrator Degree

Participating ISD:	Pioneer Technology & Arts Academy	Career Pathway Program – 4-yr Plan CI		Participating Colleges:	El Centro , Richland, Mountain View Colleges
Participating HS:	Mesquite and Greenville	**(Recommended Graduation Plan)**		Certificate:	Networking Associate Certificate *(Cisco Certified Networking Associate)*
HS Plan:	IT / Computer Information Tech (STEM)	**Academic Year 2018 – 2019**		AAS Degree:	Network Administrator and Support AAS; *CCNA Specialization; Security Specialization*

	HIGH SCHOOL/SECONDARY								COLLEGE/POSTSECONDARY			
Periods	9th		10th		11th		12th		Year 5		Year 6	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Semester I (Fall)	Semester II (Spring)	Semester III	Semester IV
1	English I		English II		English III		**#1520 Engl IV (I)** ENGL 1301 Composition I	**#1521 Engl IV (II)** ENGL 1302 Composition II				
2	Geometry		Algebra II		**#2723 AQR (*)** MATH 1332 Contemporary Math	**#2724 Independent Study Math I (*)** MATH 1324 Mathematics for Bus & Social Science	***#TBD* Internetworking Technology I (I)** ITCC 2476 Cisco III – Scaling Networks	***#TBD* Internetworking Technology I (II)** ITCC 2477 Cisco IV – Connecting Networks				
3	World History		US History		US Government	Economics						
4	Biology		Chemistry		Physics **If a student takes Physics in Grade 8, then that student will need to choose another science credit in Grade 11 in order to receive 4 science credits.		***#TBD* Digital Forensics (I)** ITSY 1400 Fundamentals of Info Security	***#TBD* Digital Forensics (II)** ITSY 1442 Info Technology Security				
5	#7838 MAPS (TSI Preparation)		World Languages I		World Languages II							
6	Fine Arts		PE (0.5 credit)	**#1943 Comm. Applications** SPCH 1311 – Intro to Speech Communication	**Fine Arts Appreciation, Art, Music or Dance (+)**	**#2430 Psychology** PSYC 2301 General Psych.	***#TBD* Telecomm and Networking** ITNW 1425 Fundamentals of Networking Technologies ***or ITNW 1458 Network +***	**New course request** ITSY 2400 Operating Systems Security				
7	**#7520 OR 7731/7732 Principles of Info Tech** ITSC 1401 Intro to Computers *(not required in AAS)*	PE (0.5 credit)	***#TBD* Computer Maintenance (I)** ITSC 1405 Intro to PC Operating Systems	***#TBD* Computer Maintenance (II)** ITSC 1425 PC Hardware	***#TBD* Internetworking Technology I (I)** ITCC 1414 Cisco I – Intro to Networking	***#TBD* Internetworking Technology I (II)** ITCC 1440 Cisco II – Routing & Switching Essentials						
8		Health (0.5 credit)					***#TBD* Research in Information Technology Solutions** ITSC 1191 Special Topics in Info Science	**New course request** ITNW 1408 Implementing & Supporting Client OS				

(+) Dual Credit Fine Arts Appreciation options:
See counselor/advisor for placement
#4403 Studio Art I (DC) Sem1
ARTS 1301 – Art Appreciation
#8878 Dance Appreciation 1 (DC)
DANC 2303 – Dance Appreciation
#8845 Theatre I (DC) Sem1
DRAM 1310 – Introduction to Theater
#8853 Theatre I (DC) Sem2
DRAM 2361 – History of Theater I
#8837 Music Appreciation (DC) Sem2
MUSI 1306 – Music Appreciation

(*) Dual Credit MATH options:
See counselor/advisor for placement
Any one course required for AAS; options for second Math required for high school:
#2723 Advanced Quantitative Reasoning
MATH 1332- Contemporary Math I
#2918 Independent Study
MATH 1324- Math for Business & Social Science
#2850 Pre-Calculus (Sem 1)
MATH 1314 - College Algebra
#2850 Pre-Calculus (Sem 2)
MATH 1316 - Plane Trigonometry

Total possible college credits completed in high school = 70

****-** *Students must have 4 science credits in order to graduate at the distinguished level of achievement.*

#TBD - *Dual Credit Course Number to Be Decided*

High School Courses | Certificate (Dual Credit) | Dual credit courses | *Courses in red are NOT part of the Certificate or AAS degree.* | College courses that are NOT taught as dual credit

Last Updated: 8/2… …information is based on the 2016-2019 DCCCD catalog as of 5/1/16. Programs may be revised during the academic year. Please access our official catalog for the official and most current degree and certificate information.

Appendix 1: PTECH Pathways

DBA MEADOW OAKS EDUCATION FOUNDATION

PTECH/ICIA Accredited School

Bachelors/Associate Pre-Med/Pre-Dental

Participating ISD:	Pioneer Technology & Arts Academy	Career Pathway Program – 4-yr Plan	Participating Colleges:	Richland College and Brookhaven College	
Participating HS:	PTAA Mesquite, Greenville	(Recommended Graduation Plan)	AS Degree:	Associate of Science with concentration toward Pre-Med or Pre-Dental	
HS Plan:	Health Sciences	Academic Year 2018-2019	Towards BSN Degree:	Bachelor of Science, Pre-Med/Pre-Dental	

	HIGH SCHOOL/SECONDARY								COLLEGE/POSTSECONDARY			
Periods	9th		10th		11th		12th		Year 5		Year 6	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Semester I (Fall)	Semester II (Spring)	Semester III	Semester IV
1	English I		English II		English III		#1520 PHYS 2426 University Physics II	#1521 English ENGLISH 2321/2322/2323				
2	Geometry		Algebra II		#2723 AQR (*) MATH 1332 Contemporary Math	#2724 Applied Liner Algebra ENGR 2300 Applied Linear Algebra	#TBD Bilogy for Sceince Major II BIOL 1407 Biology for Science Majors II	#5018 General Chemistry Development I CHEM 1411 General Chemistry 1				
3	World History		US History		US Government	Economics						
4	Biology		Chemistry		Physics **If a student takes Physics in Grade 8, then that student will need to choose another science credit in Grade 11 in order to receive 4 science credits.		#7899/7900 Engineering Mechanics-Static ENGR 2302 Engineering Mechanics Static	#7899/7900 Engineering Mechanics-Dynamic ENGR 2302 Engineering Mechanics Dynamic				
5	#7838 MAPS (TSI Preparation)		World Languages I		World Languages II							
6	Fine Arts		PE (0.5 credit)	#1943 ECON 2301 Principles of MacroEconomics	Fine Arts Appreciation, Art, Music or Dance (+)	#TBD Biology for Science Major I BIOL 1407 Biology for Science Majors I	Programming for Engineers ENGR 2304 Programming for Engineers	Math Differential Equation Math 2420 Differential Equations				
7	#7731/7732 Principles of Info Tech ITSC 1401 Intro to Computers (not required in AAS or certificate A)	PE (0.5 credit)	#7814/7815 English 1301 Composition 1	#TBD English 1302 Composition 2	#1520 PHYS 2425 University Physics I	#7739/7740 Introduction to Engineering ENGR 1201 Introduction to Engineering						
8		Health (0.5 credit)					#TBD Practicum in #D Calculus II and Math 2414 Calculus II	#TBD Practicum in #D Calculus III and Math 2415 Calculus III				

Total possible college credits completed in high school = 71

High School Courses	Certificate A (Dual Credit)	Certificate B (Dual Credit)	Dual credit courses	Courses in red are NOT part of the Certificate or AAS degree.

College courses that are NOT taught as dual credit

** - Students must have 4 science credits in order to graduate at the distinguished level of achievement.

#TBD - Dual Credit Course Number to Be Decided

(+) Dual Credit Fine Arts Appreciation options:
See counselor/advisor for placement
#4403 Studio Art I (DC) Sem1
ARTS 1301 – Art Appreciation
#8878 Dance Appreciation 1 (DC)
DANC 2303 – Dance Appreciation I
#8845 Theatre I (DC) Sem1
DRAM 1310 – Introduction to Theatre
#8853 Theatre I (DC) Sem2
DRAM 2361 -- History of Theater
#8837 Music Appreciation (DC) Sem2
MUSI 1306 -- Music Appreciation I

(*) Dual Credit MATH options:
See counselor/advisor for placement
Any one course required for AAS; options for second Math required for high school:
#2723 Advanced Quantitative Reasoning
MATH 1332- Contemporary Math I
#2918 Independent Study
MATH 1324- Math for Business & Social Science
#2619 Statistics
MATH 2342- Elementary Statistical Methods
#2850 Pre-Calculus (Sem 1)
MATH 1314 - College Algebra
#2850 Pre-Calculus (Sem 2)
MATH 1316 - Plane Trigonometry

DBA MEADOW OAKS EDUCATION FOUNDATION

PTECH/ICIA Accredited School

Bachelors/Associate Software Programmer/ Developer Degree

Participating ISD:	Pioneer Technology & Arts Academy	Career Pathway Program – 4-yr Plan		Participating Colleges:	Brookhaven and Richland Colleges
Participating HS:	Mesquite and Greenville	**(Recommended Graduation Plan)**		Certificate:	Programmer Level I Certificate (A) Software Prog/Dev Assistant Certificate(B)
HS Plan:	IT / Computer Information Tech (STEM)	**Academic Year 2018 – 2019**		AAS Degree:	Software Programmer/Developer AAS

HIGH SCHOOL/SECONDARY									COLLEGE/POSTSECONDARY			
Periods	9th		10th		11th		12th		Year 5		Year 6	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Semester I (Fall)	Semester II (Spring)	Semester III	Semester IV
1	English I		English II		English III		**#1520 English IV (I)** ENGL 1301 Composition I	**#1521 English IV (II)** ENGL 1302 Composition II				
2	Geometry		Algebra II		**#2723 AQR (*)** MATH 1332 Contemporary Math	**#2724 Independent Study Math I (*)** MATH 1324 Mathematics for Bus & Social Science	***#TBD* Database Fundamentals** ITSW 1407 Introduction to Database	**#5018 Digital Forensics (I)** ITSY 1400 Fundamentals of Info Security TECH APPS				
3	World History		US History		US Government	Economics						
4	Biology		Chemistry		Physics ***If a student takes Physics in Grade 8, then that student will need to choose another science credit in Grade 11 in order to receive 4 science credits.*		***#7897/7898* Internetworking Technology I** ITSC 1405 Intro. to PC Operating Systems	***#7899/7900* Internetworking Technology II** ITNW 1425 Fundamentals of Networking Technologies				
5	#7838 MAPS (TSI Preparation)		World Languages I		World Languages II							
6	Fine Arts		PE (0.5 credit)	**#1943 Comm. Applications** SPCH 1311 – Intro to Speech Communications	**Fine Arts Appreciation, Art, Music or Dance (+)**	**#2430 Psychology** PSYC 2301 General Psych.	**New course request** ITSE 1430 Intro to C# Programming	**New course request** ITSE 2438 C# Database Development with ADO.NET				
7	**#7731/7732 Principles of Info Tech** ITSC 1401 Intro to Computers (not required in AAS or certificate A)	PE (0.5 credit)	***#7814/7815* Computer Programming I** ITSE 1429 Programming Logic and Design	***#TBD* Computer Science I** ITSE 2417 Java Programming TECH APPS	**#6113 Computer Science II** ARTV 2471 Android Application Programming (List B) (Listed under Java list, there is no List B on web) TECH APPS	***#7739/7740* Web Technologies** IMED 1416 Web Design I						
8		Health (0.5 credit)					***#TBD* Practicum in Information Technology** ITSC 1191 Special Topics in Computer and Info Science	***#TBD* Practicum in Information Technology Solutions** ITSE 1450 System Analysis and Design				

Total possible college credits completed in high school = 71

High School Courses	Certificate A (Dual Credit)	Certificate B (Dual Credit)	Dual credit courses	*Courses in red are NOT part of the Certificate or AAS degree.*

College courses that are NOT taught as dual credit

******- Students must have 4 science credits in order to graduate at the distinguished level of achievement.*

***#TBD* - Dual Credit Course Number to Be Decided**

(+) Dual Credit Fine Arts Appreciation options:
See counselor/advisor for placement
#4403 Studio Art I (DC) Sem1
ARTS 1301 – Art Appreciation
#8878 Dance Appreciation 1 (DC)
DANC 2303 – Dance Appreciation I
#8845 Theatre I (DC) Sem1
DRAM 1310 – Introduction to Theatre
#8853 Theatre I (DC) Sem2
DRAM 2361 – History of Theater
#8837 Music Appreciation (DC) Sem2
MUSI 1306 – Music Appreciation I

(*) Dual Credit MATH options:
See counselor/advisor for placement
Any one course required for AAS; options for second Math required for high school:
#2723 Advanced Quantitative Reasoning
MATH 1332- Contemporary Math I
#2918 Independent Study
MATH 1324- Math for Business & Social Science
#2619 Statistics
MATH 2342- Elementary Statistical Methods
#2850 Pre-Calculus (Sem 1)
MATH 1314 - College Algebra
#2850 Pre-Calculus (Sem 2)
MATH 1316 - Plane Trigonometry

Last Updated: [illegible] course information is based on the 2016-2017 DCCCD catalog as of 5/1/16. Programs may be revised during the academic year. Please access our official catalog for the official and most current degree and certificate information.

SAMPLE PTAAN STUDENT SCHEDULE: GRADES K-2					
Time	Kindergarten	1st Grade	Time	Time	2nd Grade
8:00 - 8:15	Doors Open	Doors Open	8:00 - 8:15	8:00 - 8:15	Doors Open
8:15 - 8:55	Breakfast	Breakfast	8:15 - 8:55	8:15 - 8:55	Breakfast
9:00-10:30	ELA BLOCK	ELA BLOCK	9:00-10:30	9:00-10:30	ELA BLOCK
10:35-11:05	LUNCH	LUNCH	10:35-11:05	10:35-11:05	Lunch
11:05-11:35	Recess	Recess	11:05-11:25	11:05-11:25	Recess
11:40-12:10	Writing/Advisory Period	Specials/Planni	11:30-12:15	11:40-12:10	Writing/Advisory Period
12:13-1:13	MATH BLOCK	MATH BLOCK	12:17-1:17	12:13-1:13	MATH BLOCK
1:15-2:00	Specials/Planni ng Period	Writing/Advisory	1:20-2:00	1:15-2:00	STEM
2:05-2:50	STEM	Science/Social S	2:05-2:50	2:05-2:45	Science/Social Studies
2:55-3:30	Science/Social Studies	STEM	2:55-3:30	2:45-3:30	Specials/Planning Period
3:30	Dismissal	Dismissal	3:30	3:30	Dismissal
Specials = Art, Music, PE, & Spanish/Chinese		Specials = Art, Music, PE, & Spanish/Chinese		Specials = Art, Music, PE, & Spanish/Chinese	
Minutes for Daily Instruction = 5.08 hrs//305 min		Minutes for Daily Instruction = 5.25 hrs//315 min		Minutes for Daily Instruction = 5.16 hrs//310 min	
Minutes for Weekly Instruction = 25.41 hrs/1525 min		Minutes for Weekly Instruction = 26.25 hrs/1575 min		Minutes for Weekly Instruction = 25.8 hrs/1550min	
Section 387.131 - School day in session					
“Grade Period Kindergarten: 120 minutes; 1 and 2: 240 minutes; 3 through 6: 300 minutes; 7 through 12: 330 minutes ” Nev. Admin. Code § 387.131					

intermediate School Sample Student Schedule

Period	Time	Math	ELA	Social Studies	Science	STEM	Chinese/Spanish/PE	Theatre Arts
Doors Open	8:00-8:15							
Breakfast	8:15-8:55							
1st/Advisory	9:00-945	Plan	3A	3B	4A	4B	5A	5B
2nd	9:50-10:35	5B	Plan	3A	3B	4A	4B	7A
3rd	10:40-11:25	5A	5B	Plan	3A	3B	4A	4B
Lunch	11:30-12:00							
4th	12:05-12:50	4B	5A	5B	Plan	3A	3B	4A
5th	12:55-1:40	4A	4B	5A	5B	Plan	3A	3B
6th	1:45-2:30	3B	4A	4B	5A	5B	Plan	3A
7th	2:35-3:30	3A	3B	4A	4B	5A	5B	Plan

Minutes for Daily Instuction = 5.25 hrs//315 min
Minutes for Weekly Instuction = 26.25 hrs/1575 min

Middle School Sample Student Schedule

Period	Time	Math	ELA	Science	Social Studies	STEM	Art	hinese
Doors Open	8:00-8:15							
Breakfast	8:00-8:30							
1st/Advisory	8:45-945	Plan	7A	7B	8A	8B	6A	6B
2nd	9:50-10:35	6B	Plan	7A	5B	8A	8B	6A
3rd	10:40-11:25	6A	6B	Plan	7A	7B	8A	8B
4th	11:30-12:20	8B	6A	6B	Plan	7A	7B	8A
LUNCH	12:25-12:55							
5th	1:00-1:45	8A	8B	6A	6B	Plan	7A	7B
6th	1:48-2:33	5B	8A	8B	6A	6B	Plan	7A
7th	2:36-3:30	7A	5B	8A	8B	6A	6B	Plan

Minutes for Daily Instuction = 5.50 hrs//330 min
Minutes for Weekly Instuction = 27.50 hrs/1650 min



Pioneer Technology & Arts Academy PTECH – Bell and Class Schedule Grades High School

Period	Time	9th A	9th B	10th A	10th B	11th A	11th B	12th A	12th B	Conf/Inclusion
1	9:00 - 9:48	*Algebra 1	Elective	Geometry	English 10 Honors	College Course E/Study Hall	US History	Pre Cal	College Course I/Study Hall	Conference *Core Minutes:45
2	9:51 - 10:39	World Language	College Course B/Study Hall	PE	Algebra 2	Elective	Physics	College Course I/Study Hall	AP Calc	Conference *Core Minutes:45
3	10:42 - 11:30	Elective	Engineering/ Technology	Elective	PE	Algebra 2	College Course E/Study Hall	Elective	English 12	Conference *Core Minutes:45
4	11:33 - 12:21	College Course B/Study Hall	English 9	College Course D/Study Hall	Engineering/ Technology	Fine ARTS	Elective	English 12	AP Chemistry AP Physics	Conference *Core Minutes:45
5	12:24 - 1:12	*English 9	World Geography	English 10	College Course C/Advisory	Physics	Pre Cal	Economics/ Government	Elective	Conference *Core Minutes:45
6	1:15 - 1:45	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Conference *Core Minutes:45
7	1:48 - 2:36	*World Geography	Biology I	World History	Elective	Engineering/ Technology	Fine ARTS	AP Chemistry AP Physics	College Course H/Advisory	Conference *Core Minutes:45
8	2:39 - 3:30	*Biology I	Foreign Language	Chemistry	World History	English 11	Engineering/ Technology	College Course G/Study Hall	Economics/ Government	Conference *Core Minutes:45

Total Minutes Daily Minimum: 336	Total Minutes Weekly Minimum: 1680



English Teacher Schedule

Period	Time	English Teacher
1	9:00 - 9:48	English 10
2	9:51 - 10:39	Plan
3	10:42 - 11:30	English 12
4	11:33 - 12:21	English 9
5	12:24 - 1:12	English 9
6	1:15 - 1:45	Lunch
7	1:48 - 2:36	College Course/Advisory Period
8	2:39 - 3:30	English 11
Job-embedded professional development will occur the 1st Wednesday of every month during the teacher planning period.		

Elementary Teacher Schedule

Time	Kindergarten
9:00-10:30	ELA BLOCK
10:35-11:05	LUNCH
11:05-11:35	Recess
11:40-12:10	Writing
12:13-1:13	MATH BLOCK
1:15-1:45	Specials/Planning Period
1:50-2:35	STEM
2:35-3:20	Science/Social Studies
3:20-3:30 Dismissal	
Job-embedded professional development will occur during planning period very 2nd Wednesday of the month.	

Middle School Teacher Schedule		
Period	Time	Math
1st	9:00-945	Plan
2nd	9:50-10:35	6B
3rd	10:40-11:25	6A
4th	11:30-12:20	8B
LUNCH	12:25-12:55	
5th	1:00-1:45	8A
6th	1:48-2:33	5B
7th	2:36-3:30	7A
Job-embedded professional development will occur during planning period very 2nd Wednesday of the month.		

PTAA Nevada Safety- Prevention

PTAA Nevada Administrators cannot prevent all potential crises and hazards that may impact the school In an effort to address these areas, and to help to ensure the safety and security of students, school employees, property and resources, district continuity of operations, PTAA Nevada Head of School will serve as the Emergency Management Coordinator; as such, he will consider the full range of what the school ***can*** do to avoid a situation or at least make it less impactful to the site and students. Actions will be considered as to what can be done to reduce the likelihood of an incident. This includes assisting local, state, and federal response and emergency management agencies, and the public during emergencies/disasters with logistics resources as needed and requested. The Emergency Management Services operates under the direction of the North Las Vegas Police Department.

A formal prevention plan PTAA Nevada will implement offers these benefits:

- Ensures that particular potential hazards will be addressed
- Creates a consistent foundation for prevention efforts
- Provides a solid framework and a system for integrating school safety efforts
- Allows school officials to readily demonstrate to parents, students, media, and the general public that school safety issues have been properly addressed
- Reduces civil liability by documenting reasonable efforts made by school officials to reduce risk
- Improves the position of schools in the process of competing for available government and private grant funds
- Helps to demonstrate to the community that the school is within standards of current best practices

Action Steps

- Assess potential needs/issues that present an area in which additional supports may be needed to diminish the potential for problematic issues.
- Make contact with available resources.
- Complete any activities that can enhance the safety within the school property or environment.
- Document efforts.
- Be vigilant: Increase protective measures at site.
- Strong consideration should be given to **single access point of entry** when school is in session and **mandatory check-in** with **visitor badging.**
- Increase staff vigilance at the school by:
    - Walking by doorways and double-checking to ensure they are locked from the outside so no one can enter without permission
    - Doors should never be chained or in any way bolted from the inside which would prevent a quick exit in an emergency. Anyone who needs to exit the building should be able to open the door without keys, tools, or special training.
    - Being more aware of individuals who are on their campus/if they are not wearing a visitor's pass or district badge, report them immediately to the front office
    - Reinforcing the message to staff that "anything out of the ordinary should be reported.

PTAA Nevada welcomes and encourages visits to schools by parents, other adult residents of the community, and interested educators. In order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to invoke visitor controls.
The administration has the authority to prohibit the entry of any person to this facility or to expel any person when there is reason to believe the presence of such person would be inimical to the good order of the facility. If such an individual refuses to leave the area or creates a disturbance, the administration is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Legal References: NRS Chapter 392
Unlawful Acts NRS Chapter 393 School
Property



Information Technology Policies and Procedures

www.ptaaschool.org

August 2020

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1.0 Overview

The IT Department's intention for publishing Policies and Procedures is to provide clear guidelines and expectations aligned with an established mission of providing users with the best resources possible to educate every student.

The IT Department is committed to protecting PTAA District's users from illegal or damaging actions by individuals, either knowingly or unknowingly. Network related systems, including but not limited to computer equipment, software, operating systems, storage media, mobile devices, network accounts providing electronic mail and or resources, WWW browsing, and FTP, are the property of PTAA District. These systems are to be used for educational and school business-related purposes with the intent of serving the interests of the students, teachers, and other staff members of PTAA District.

Maintaining a network requires proper planning, organization, monitoring, and effective security. A team effort involving the participation and support of every PTAA District employee and affiliate is required to meet and exceed the standards set forth by State Law, Federal Law, PTAA Board and administrators. It is the responsibility of every computer user to know these guidelines, and to govern themselves accordingly.

2.0 Purpose

The purpose of this policy is to outline the acceptable use of the network-related systems within the PTAA District. These rules are in place to protect the students, staff, and the PTAA District. Inappropriate use, improper planning, and disregard of these procedures exposes PTAA District to risks including compromise of network systems and services, possible damage to the network, and legal issues.

3.0 Scope

This policy applies to students, employees, contractors, consultants, temporary employees, authorized guests, and other workers at PTAA District, including all personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by PTAA District including all future purchases.

4.0 Acceptable Use Policy

4.1 General Use and Ownership

Users should be aware that the data they create on the network remains the property of the PTAA District. Users should have no expectations of expressed or implied privacy.

Employees are responsible for exercising good judgment regarding the reasonableness of personal use. Individual departments are responsible for creating guidelines concerning personal use of Network/Internet systems. In the absence of such policies, employees should be guided by departmental policies on personal use, and if there is any uncertainty, employees should consult their supervisor or manager.

Using the PTAA District network is a privilege. As with all privileges, it is the responsibility of the user to use this service appropriately and in compliance with all school policies and procedures, state law, and Federal laws.

The use of excessive bandwidth and reproduction of copyrighted materials is strictly forbidden and will result in the termination of network services.

The PTAA District assumes no responsibility for costs associated with loss or damage to devices not owned by PTAA District while on the network.

For security and network maintenance purposes, the IT Department may monitor equipment, systems, and network traffic at any time.

The PTAA District's IT Department reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.

4.2 Security

4.2.1 Passwords, Accounts, and Antivirus

Users, which includes employees, students, and guests of PTAA District, will be granted access to the network after they have signed the appropriate Network Usage Agreements forms and forwarded them to designated administrator (see Appendix A, Appendix C, and Appendix D).

Users must keep passwords secure and should not share their accounts. Authorized users are responsible for the security of their passwords and accounts.

Users shall not leave computers unattended while logged on.

Users of Windows based computer's will be required to change their passwords every 90 days as prompted automatically by Windows Active Directory.

Users needing password resets for various programs must contact the IT Department.

Every attempt will be made to identify the user by positive identification. This method may include sight/voice reconciliation, a predetermined security question, or other questions as determined by the IT Director.

All computers used by students, employees, or guests that are connected to PTAA School's network, whether owned by the user or PTAA District, shall be continually executing virus-scanning software with a current virus database.

Users must use extreme caution when opening e-mail attachments received from unknown senders, which may contain viruses, e-mail bombs, or Trojan horse code.

4.2.2 Network Security and Administrator Rights

Administrative passwords for the network, servers, computers, wireless access points, and other electronic devices are to be kept strictly confidential and known only by the IT staff members that need them to perform their duties. Distributing passwords of any kind is strictly forbidden.

Wireless access points will be secured with a security mechanism to be determined by the Technology Director. Any attempt to circumvent and/or distribute ways to circumvent this security mechanism is strictly forbidden.

Users of PTAA District devices may be granted Administrative Rights to those devices. This access will be given as needed to perform job duties. It is the responsibility of the user to not install or download programs that may affect the performance of the device. This privilege may be revoked. The IT Director will determine if there is another alternative before granting such rights. To satisfy security and audit purposes, other alternatives will always be used when possible.

4.3 Sensitive and Confidential Information

4.3.1 Definition and Protection

When handling sensitive and confidential information, precautions must be taken to prevent unauthorized access to the information. Staff members may not disclose sensitive information to persons not authorized to receive it. This includes non-public information such as Social Security Numbers, credit card numbers, bank account numbers, health information, or other confidential student and user data.

Access to student data is limited by Statute. Section 1002.22(3) (d) F.S. guarantees every student a right of privacy with respect to his or her educational needs. In addition the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. 123g; 34 CRF Part 99 protects the privacy of student educational records and applies to all schools that receive funds from the Department of Education.

All users who have access to or may have access to personally identifiable student and user records shall adhere to all standards included in the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), PTAA Board Policies and Procedures, and all other applicable State and Federal laws and regulations, as they relate to the release of such information.

Below are the guidelines that must be followed where applicable:

- Encrypt data;
- Password protect data;
- Physically protect devices that can be easily moved such as PDA and Portable devices that are used to access sensitive data;
- Avoid creating files that use social security numbers as identifiers. Use employee numbers and/or the student local identification number instead;
- Never download or copy sensitive data to your home computer’
- Never store un-encrypted data on a portable device; and

- Protect printed sensitive data. Store sensitive data in locked desk, drawer or cabinet. Donot leave unattended sensitive data on copier, FAX, or printer. Shred sensitive data that needs to be disposed.

Contact a school administrator, department supervisor, or district administrator when questions arise regarding protected data.

4.3.2 Access and End User Support

Sensitive data access is restricted to only those personnel who need to perform their job duties. Access restrictions to such data are maintained by the IT Department in conjunction with the Finance Department, the Human Resources Department, the Superintendent of PTAA District, and the School Board.

Access to sensitive information is only granted at the request of an administrator with an accompanying and verifiable need. Reviews of accesses and privileges are conducted regularly and monitored to ensure compliance with all School Board Policies as well as State and Federal Laws and regulations.

4.4 Guest and Vendor Access

Guest and Vendor access will not be granted to any PTAA District network or network device without a signed and approved vendor contract or a Guest Access Agreement Form (Appendix D).

Using the PTAA District network is a privilege. As with all privileges, it is the responsibility of the guest user to use this service appropriately and in compliance with all School Board policies and procedures, State law, and Federal laws.

The use of excessive bandwidth and reproduction of copyrighted materials is strictly forbidden and will result in the termination of network services.

The PTAA District assumes no responsibility for costs associated with loss or damage to devices not owned by PTAA District while on the network.
The PTAA District IT staff can only provide limited support in aspects of network connectivity and access of network resources.

Backing up data and ensuring the security of network devices are the sole responsibility of the owner.

Vendor supplied user ID's, program passwords, guest accounts, and security devices are administrated by the IT Department. This information and these devices are kept secure from general users unless knowledge of them is imperative to the course of their job.

4.5 Portable Device User Policy (Laptops\Tablets, etc.)

Users that are issued portable devices by the PTAA District must sign a Portable Device Usage Agreement form upon receipt of the device (see Appendix B).

Users will be responsible for the security of the device while assigned to them whether on or off campus.

Users must understand that issued portable devices are property of PTAA District and must be returned in their original condition with all accessories upon request.

Users assume all risk of injury or harm associated with the use of the device off-premises, including but not limited to, physical damage or loss, or personal injury.

While portable devices are being used off campus, the PTAA District has no control over the information accessed through the internet and cannot be held responsible for content viewed.

PTAA District and its users will not be held liable for claims or damages that may arise from the use of issued portable devices while not on school property.

4.6 Revocation of privileges

Privilege and access to all PTAA District network devices, software, email, and information systems will be revised or revoked as necessary in the event of the following:

- Transfer of employee;
- Resignation of employee;
- Termination of employee;
- Termination of vendor contract;
- Termination of consulting contract; and
- In the event of an investigation of employee, vendor, or consultant where revision or revocation of privileges and access is necessary.

5.0 Unacceptable Use

The following activities are, in general, prohibited. Employees may be exempted from these restrictions during the course of their legitimate job responsibilities (e.g., systems administration staff may have a need to disable the network access of a host, if that host is disrupting production services).

Under no circumstances is an employee, student, or authorized guest of PTAA District authorized to engage in any activity that is illegal under local, state, federal or international law, while utilizing PTAA School-owned resources, to include the network and Internet.

Users shall not access, download, store, send, or display text, images, movies, or sounds that contain pornography, obscenity, or language that offends or degrades others.

Attempts to circumvent or defeat mechanisms put in place by the PTAA District staff to manage the network is strictly forbidden.

Users shall not attempt to download and/or install services, electronic file sharing mechanisms, games, software, tools, or any executable file including but not limited to the following file types: .exe, .bat, .cmd, .zip, .msi, and .rar.

The list below is not exhaustive, it does, however, provide a framework for activities which fall into the category of unacceptable use.

5.1 Unacceptable Use: System and Network Activities

The following activities are strictly prohibited, with no exceptions:

- Violations of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not appropriately licensed for use by PTAA District;

- Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which PTAA District or the end user does not have an active license is strictly prohibited;

- The exporting of software, technical information, encryption software and/or technology;
- The introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, e-mail bombs, etc.);
- Revealing your account password to others or allowing use of your account by others. This includes family and other household members when work is being done at home;
- Using a PTAA District computing asset to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace laws in the user's local jurisdiction;
- Making fraudulent offers of products, items, or services originating from any PTAA District account;
- Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to:
- Accessing data of which the user is not an intended recipient or logging into a server or account that the user is not expressly authorized to access, unless these duties are within the scope of regular duties. For purposes of this section, "disruption" includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, and forged routing information for malicious purposes;
- Port scanning or security scanning unless prior notification and approval is received beforehand;
- Executing any form of network monitoring unless prior notification and approval is received beforehand;
- Circumventing user authentication or security of any host, network or account;
- Interfering with or denying service to any user other than the user's host (for example, denial of service attack);
- Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, via any means, locally or via the network/Internet; and

- Providing information about, or lists of, PTAA District's users to parties outside the PTAA District without prior permission from the Superintendent of Schools.

5.2 Unacceptable Use: Email and Communications Activities

Sending unsolicited email messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material (email spam).

Any form of harassment via email, telephone or paging, whether through language, frequency, or size of messages (shall include forms of harassment via social networks).

Students shall not use social network sites including, but not limited to, instagram.com, facebook.com, chat rooms, etc.

Students shall not agree to meet with anyone met online. Unauthorized use,

or forging, of email header information.

Solicitation of email or any other email address, other than that of the poster's account, with the intent to harass or to collect replies.

Creating or forwarding "chain letters", "Ponzi" or other "pyramid" schemes of any type.
Use of unsolicited email originating from within PTAA District's networks of other internet/network service providers on behalf of, or to advertise, any service hosted by PTAA District or connected via PTAA School's network.

Posting the same or similar non-business-related messages to large numbers of Usenet newsgroups (newsgroup spam).

6.0 IT Technician Responsibilities

It is the responsibility of the IT Technicians to follow the guidelines and policies of the IT Director, PTAA District, State and Federal Laws.

IT Technicians report to the IT Director. Training and meetings, as determined by the Directory of Technology, are to be held between the IT Technicians and the

IT Director in order to maintain close working relationships and openness in day-to-day communications.

Among their other responsibilities, the IT Technicians should use reasonable efforts to:

- Respond to requests for support, information, problem determination and problem resolution.
- Become familiar with all applicable PTAA District IT policies.
- Participate in required IT Technicians training and regular meetings as determined by the IT Director.
- Take precautions against theft of or damage to the system components and information.
- Comply with terms of all hardware and software licensing agreements applicable to the system.
- Treat information about, and information stored by, the network users in an appropriate manner; and
- Take precautions protecting the security the network and the security and confidentiality of the information contained therein.

Promptly inform the IT Director of any computing incidents which clearly compromise network integrity, including but not limited to:

- Notification by outside institutions or individuals of any incident;
- Data loss or theft;
- Inappropriate systems or information access or use; and
- Any other breach or violation of IT policies of which they become aware.

Promptly notify the Director of Technical Support Services of material changes in network architecture or administration.

IT Technicians, when requested, are expected to cooperate fully with the IT Director in any investigation, identification, and resolution of network incidents.

IT Technicians are not responsible for the content of files, images, video or audio clips, electronic communications, and news postings produced by others.

The IT Technician is also not responsible for unauthorized software installed by others.

IT Technicians are responsible, however, for notifying the IT Director of any observed violations of PTAA District policies, licensing agreements with software manufacturers, or observed violations of local, state, or federal laws regarding these matters.

7.0 Security Incidents

7.1 Definition

A security incident is any violation of set Policies and Procedures that may or may not result in the following:

- Loss of information confidentiality (data theft);
- Compromise of information integrity (damage to data or unauthorized modification);
- Theft of physical IT assets including computers, storage devices, printers, etc.;
- Denial of service;
- Misuse of services, information, or assets;
- Infection of systems by unauthorized or hostile software;
- An attempt at unauthorized access;
- Unauthorized changes to organizational hardware, software, or configuration; and
- Reports of unusual system behavior, etc.

7.2 Response

If an IT Technician becomes aware of a security incident, they must provide notification of the incident to the IT Director. Upon confirmation, the IT Director will notify the user's supervisor (if a PTAA District employee) or School Administrator (if a PTAA District student).

Other steps that may be taken:

- Temporarily suspend or restrict the user's computing privileges during the investigation;
- Remove the affected computer device, as appropriate, from the network; and
- Reactivation is at the discretion of the Director of Technology

These steps may be taken only after authorization by the IT Director unless the situation represents an emergency or immediate threat to network security/integrity. In such case, the IT Technician must take corrective action and notify the IT Director as soon as possible. Actions should be taken in such a way that any impacts to non-offending users are minimized.

7.3 Monitoring

7.3.1 Devices and Applications

In an effort to maintain network security, integrity, and to reduce the risk of Security Incidents the IT Department, at the discretion of the IT Director, can and will monitor network activity. These monitoring devices/applications include but are not limited to:

- Firewall logs;
- Web Filtering logs;
- Network Traffic Monitoring;
- Active Directory Monitoring ;
- Mail Scanner logs;
- Database, backup, and usage logs on servers; and
- Event logs and histories created in individual machines.

7.3.2 Files and Correspondence

In the course of their duties, it may be necessary for IT Technicians to view files, data or communications that have been stored by users on devices or network file servers. The viewing of such material is permitted only when it is necessary to troubleshoot problems atthe request of the user, protect the security and integrity of the PTAA District's network, protect the rights or property of PTAA District or third parties, or to ensure compliance with PTAA District policy or applicable law.

Examples include:

- The identification/restoration of lost, damaged or deleted files;
- The identification of a process that is interfering with normal network functions; or
- In more serious circumstances, an investigation of a Security Incident.

In all such cases, the IT Technician shall take into consideration the confidential nature of files and/or communications that may potentially be reviewed and shall implement the appropriate safeguards to ensure that all local, state and federal privacy laws are complied with. The IT Director must be advised of and approve any non-routine monitoring that occurs. Non-routine monitoring includes directed investigations of potential policy and/or security violations. Discovery of such violations in the course of routine monitoring must be reported.

8.0 Data Loss Prevention

To prevent data loss from a disaster, the IT Department will follow all disaster policies and guidelines set forth by the PTAA District. In addition, the IT Department will take routine measures to protect and restore critical on-site systems by performing daily, weekly and monthly backups and storing backups in two separate and secure locations.
Contracts for information systems off-site include data loss protection plans and disaster recovery plans as a rule before approval.

In the event of immediate threat the IT Department will take the following actions:

- Backups will be performed and stored in both locations if possible;
- Most servers, except mission critical servers (Active Directory), will be shut down;
- Information will be provided on the PTAA District web site;
- Network closets and battery backups (UPS) should be turned off if unnecessary; and
- In the event one of the school building is damaged or destroyed, operations will be re- established at one of the other schools or department buildings.

Each school and district office department should take the following steps to protect data and equipment:

- Computers should be turned off and unplugged, if connected to battery backups these should be turned off and unplugged as well; and
- Computers should be moved away from windows, off the floor, and covered with plastic if possible.

9.0 Purchasing

The IT department is responsible for the seamless integration of any hardware or software into the existing network system and maintaining an inventory of all such items. When considering the purchase of any technology related item, prior approval from the IT Department is required.

10.0 Disposal of Technology Equipment

All technology equipment must be disposed of in a manner that adheres to all State and Federal Laws as well as PTAA Board Policy.

Please check-in with PTAA Superintendent for more information about proper disposal of PTAA owned equipment.

11.0 Enforcement

Failure to adhere to these policies and guidelines may result in suspension or revocation of the offender's privilege or access to the network and/or other disciplinary or legal action.

12.0 Revisions

The PTAA Board reserves the right to revise these policies and procedures at any time to ensure the operability and safety of the network and its users.

Appendix A

PTAA District

Network/Internet for Faculty and Staff

TERMS AND CONDITIONS AGREEMENT

To access the Network/Internet through the District's computers/network, employees, must sign and return this Agreement on an annual basis to the Superintendent. The signed agreement is to be archived at the user's local site.

Use of the Network/Internet is a privilege, not a right. The Board's Network/Internet connection is provided for business, professional and educational purposes only. Personal files need to be saved on your own personal storage devices. DO NOT save/place personal files and/or software on computers belonging to the PTAA District . Unauthorized or inappropriate use will result in a cancellation of this privilege.

The District has implemented Technology Protection Measures which is a specific technology that will protect against (e.g., block/filter) Internet access to visual displays that are obscene, child pornography or harmful to minors.

Staff members accessing the Network/Internet through the District's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Network/Internet.

The District reserves the right to monitor, review and inspect communications, files and/or messages residing on or sent using the District's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

The staff member agrees to abide by local, state, federal, and School Board regulations.

It is the responsibility of each staff member to use due diligence in keeping the District's network resources secure. This includes but is not limited to keeping **confidential all passwords** assigned for use of District computing resources.

As a staff member of the PTAA District, understand that any misuse of equipment that results in the lost, damage, or vandalism is to be paid for through the staff member's homeowner insurance.

Please complete the following information:

Staff Member's Full Name (please print): _____

School/Department: _____

I have read and agree to abide by the District IT Policies and Procedures. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of the District's computers/network and the Network/Internet, I agree to communicate over the Network/Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Staff Member's Signature:_____Date: _____

The Superintendent, or designee, is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke or suspend access to the Network/Internet to individuals who violate

the District's Staff Network and Internet Acceptable Use and Safety Policy and related Procedures and take such other disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement and/or District Policy.

Appendix B

Check out guidelines

Laptop/tablet/iPad/etc (Devices)
PTAA issued devices may be issued to individuals for job related activities.

Guidelines for using a PTAA device:

1. If taking the device home, you MUST have homeowner's or renter's insurance to cover the device.
2. If the theft of the device occurs when you have removed it from campus, you (or your insurance company) are responsible for its replacement.
3. A police report is required for the loss of any PTAA equipment.
4. If damage that is not covered by warranty occurs to the device when you have removed it from campus, you are responsible for the cost of having it fixed.
5. Devices should never be left at home. If you take the device home, you must bring it back to your work site with you the next day.
6. All devices must be turned in to the principal or technology coordinator upon request and at designated times.
7. Devices should always be in a secured area when leaving them at your job site overnight.
8. Proper care must be taken with the device:
    - Do not leave the device in a hot car;
    - Keep your device away from food and drink; and
    - Do not place stickers on the device's casing
9. Devices may only be used by employees. They may not be used by family members (children, spouse, etc.) or friends. They are for work related activities only.
10. A Removal of Property form must be signed and on file with the property manager.
11. This memo must be signed and on file with the principal or designee.

Please sign that you have read and agree to the guidelines as stated above:

_____ _____
Signature Date

_____ _____
Name Property Control Number

_____ _____
Approved Date

Items: [ ] Device [ ] Carry Case [ ]Power Adapter Other_____

Appendix C

Student Network/Internet
Acceptable Use Policy

The PTAA District's Network(s) provide access to network(s)/Internet services for educational purposes. The Internet is an information highway connecting thousands of computers all over the world. I understand that I will have access to the Internet and with this access comes the availability of some material that may not be considered to be of educational value within the context of the school setting.

Efforts will be made to direct students to educationally related material. However, on a telecommunications network(s) it is impossible to control all materials and sites. I believe that the valuable information and interaction available on the network(s)/Internet services far outweigh the possibility of users gaining access to sites that are not acceptable.

I understand that if I violate these guidelines established by the PTAA District, I will have my access to the network(s) services denied and terminated. My signature indicates that I have read the Acceptable Use Policy of the PTAA District and that I understand the significance of the terms and conditions of the Policy.

Student Name: _____ Student Signature: _____
(Please print)

School: _____ Date: _____

Parent or Guardian Network/Internet Contract

Acceptable Use Policy (Required if student is less than 18 years of age.)

As the parent or guardian of _____, I have read the Terms and Conditions of the PTAA District's Acceptable Use Policy. I understand that this access is designed for educational purposes. I understand that some materials on telecommunications network may be objectionable, but I accept responsibility for guidance of network use–setting and conveying standards for my daughter or son to follow when selecting, sharing, or exploring information and media.

I understand that this permission will be in effect for the duration of my student's education experience at this school. As the parents or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked telecommunication services.

Parent or Guardian: (Please print) _____

Signature: _____ Date: _____

Home Phone: _____ Work Phone: _____

Appendix D

Non-Student/Non-Staff

Guest Access and Usage Agreement Form

The PTAA District (PTAAD) welcomes anyone whose intentions it is to better the lives and education of our students. In this effort we have created policies regarding the use of portable devices and other electronic equipment not belonging to the PTAAD on the PTAAD network.

Using the PTAAD network is a privilege. As with all privileges, it is the responsibility of the user to use this service appropriately and in compliance with all School Board policies and procedures, State law, and Federal laws.

The use of excessive bandwidth, reproduction of copyrighted materials, and attempts to circumvent or defeat mechanisms put in place by the PTAAD staff to manage the network is strictly forbidden and will result in the termination of network services.

The PTAAD assumes no responsibility for costs associated with loss or damage to devices not owned by PTAAD on the PTAAD network. The PTAAD staff can provide support in aspects of network connectivity and access of PTAAD network resources. Backing up data and ensuring the security of network devices is the sole responsibility of the owner.

The PTAAD has the right to rescind privileges and or change this policy in the future.

Please sign below to acknowledge that you have read, understand, and agree to adhere to these policies.

Guest printed name:_____

Reason for Access: _____

Signature: _____

Date: _____

Time Period Requested:

Start Date: _____ End Date: _____

Kindergarten English Language Arts

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

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31						

NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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27	28					

MARCH 2022

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APRIL 2022

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MAY 2022

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29	30	31	1	2	3	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade K nglis anguage Arts A Pacing Calendar 2021-22

Module 1: Curious About Kindergarten (08/09-09/03)	Module 2: There's Only One Me! (09/08-09/30)	Module 3: My Community Heroes (10/01-11/01)	Module 4: Happy Healthy Me (11/02-11/19)	Module 5: I Can Do It! (11/29-01/07)
Module 6: Home of the Free and Brave (01/10-02/04)	Module 7: Zoom In! (02/07-03/04)	Module 8: From Plant to Plate (03/07-04/15)	Module 9: Animal Habitats (04/18-05/27)	

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2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view the Nevada Academic Content Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

College and Career eadiness Anc or Standards for eading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key deas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to
support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word
choices shape meaning or tone.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

ntegration of Kno ledge and deas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the
evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

ange of reading and evel of te t Com le ity

10. Read and comprehend complex literary and informational texts independently and proficiently

College and Career eadiness Anc or Standards for riting

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

e t y es and Pur oses

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distri ution of riting

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

esearc to uild and Present Kno ledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

ange of riting

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

To view Speaking and Listening, and Language College & Career Readiness anchor standards, visit:
https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/K-12_ELA_Standards_ADA_Accessible.pdf

ELA Standards embedded into each unit of study

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Add drawings or other visual displays to descriptions as desired to provide additional detail.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

P nvestigation	**Grading Period**: 1-4	**Days**: ongoing

Nevada Academic Content Standards

Students will investigate enduring questions throughout the school year using informational and literary texts to these questions and more:

- How do people share ideas in print?
- Why is it important to explain ideas in writing?
- How can writers use pictures and words to explain ideas?
- Teacher created questions.

Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (W.K.7)

Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?).

Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.

Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.

Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).

Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).

With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (W.K.8)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

odules 1 2 3: Curious About Kindergarten, There's Only One Me, My Community Start Module 3, finish in Q2.	**Grading Period**: 1	**Days**: 46

Nevada Academic Content Standards

oundational e t

a. Demonstrate understanding of the organization and basic features of print. (RF.K.1)
   - Follow words from left to right, top to bottom, and page by page. (RF.K.1a)
   - Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1b)
   - Understand that words are separated by spaces in print (concept of word). (RF.K.1c)
   - Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1d)

b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)
   - Recognize and produce rhyming words. (RF.K.2a)
   - Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2b)
   - Blend and segment the onset and rime of single-syllable spoken words. (RF.K.2c)
   - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (RF.K.2d)
   - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2e)

c. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K3)
   - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RF.K.3a)
   - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (RF.K.3b)
   - Read common high-frequency words by sight (for example: *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). (RF.K.3c)
   - Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3d)

d. Read emergent-reader texts with purpose and understanding. (RF.K.4)

e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)

- Identify new meanings for familiar words and apply them accurately (for example: knowing *duck* is a bird and learning the verb *to duck*). (L.K.4a)
- Use the most frequently occurring inflections and affixes (for example: *-ed*,*-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. (L.K.4b)

f. With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5a)
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5b)
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). (L.K.5c)
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (L.K.5d)

iterary e t

a. Use Key Ideas and Details to:

- With prompting and support, ask and answer questions about key details in a text. (RL.K.1)
- With prompting and support, retell familiar stories, including key details. (RL.K.2)
- With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)

b. Use Craft and Structure to:

- Ask and answer questions about unknown words in a text. (RL.K.4)
- Recognize common types of texts (for example: storybooks, poems). (RL.K.5)
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

c. Use Integration of Knowledge and Ideas to:

- With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (RL.K.7)
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)

d. Use Range of Reading and Level of Text Complexity to:

- Actively engage in group reading activities with purpose and understanding. (RL.K.10)

nformational e t

a. Use Key Ideas and Details to:

- With prompting and support, ask and answer questions about key details in a text. (RI.K.1)
- With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)

b. Use Craft and Structure to:

- With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4)
- Identify the front cover, back cover, and title page of a book. (RI.K.5)
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6)

c. Use Integration of Knowledge and Ideas to:

- With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (RI.K.7)
- With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (RI.K.9)

d. Use Range of Reading and Level of Text Complexity to:

- Actively engage in group reading activities with purpose and understanding. (RI.K.10)

riting

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: My favorite book is...). (W.K.1)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)

ec anics and Conventions

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.K.1)
    - Print many upper- and lowercase letters. (L.K.1a)
    - Use frequently occurring nouns and verbs. (L.K.1b)
    - Form regular plural nouns orally by adding /s/ or /es/ (for example: *dog, dogs*; *wish, wishes*). (L.K.1c)
    - Understand and use question words (interrogatives) (for example: *who*, *what*, *where*, *when*, *why*, *how*). (L.K.1d)
    - Use the most frequently occurring prepositions (for example: *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). (L.K.1e)
    - Produce and expand complete sentences in shared language activities. (L.K.1f)

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.K.2)
    - Capitalize the first word in a sentence and the pronoun I. (L.K.2a)
    - Recognize and name end punctuation. (L.K.2b)

○ Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2c) o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2d)
To view the Nevada Academic Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

odules 3 4 5: My Community Heroes, Happy Healthy Me, I Can Do It!, Start Module 5, finish in Q3.	**Grading Period**: 2	**Days**: 37

Nevada Academic Content Standards

oundational e t

a. Demonstrate understanding of the organization and basic features of print. (RF.K.1)
   - Follow words from left to right, top to bottom, and page by page. (RF.K.1a)
   - Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1b)
   - Understand that words are separated by spaces in print (concept of word). (RF.K.1c)
   - Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1d)

b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)
   - Recognize and produce rhyming words. (RF.K.2a)
   - Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2b)
   - Blend and segment the onset and rime of single-syllable spoken words. (RF.K.2c)
   - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (RF.K.2d)
   - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2e)
   - Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words.
   - Identify phonemes for letters.

c. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K3)
   - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RF.K.3a)
   - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (RF.K.3b)
   - Read common high-frequency words by sight (for example: *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). (RF.K.3c)

- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3d)

d. Read emergent-reader texts with purpose and understanding. (RF.K.4)

e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)

- Identify new meanings for familiar words and apply them accurately (for example: knowing *duck* is a bird and learning the verb *to duck*). (L.K.4a)
- Use the most frequently occurring inflections and affixes (for example: *-ed*,*-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. (L.K.4b)

f. With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5a)
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5b)
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).(L.K.5c)
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (L.K.5d)

iterary e t

g. Use Key Ideas and Details to:

- With prompting and support, ask and answer questions about key details in a text. (RL.K.1)
- With prompting and support, retell familiar stories, including key details. (RL.K.2)
- With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)

h. Use Craft and Structure to:

- Ask and answer questions about unknown words in a text. (RL.K.4)
- Recognize common types of texts (for example: storybooks, poems). (RL.K.5)
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

i. Use Integration of Knowledge and Ideas to:
   - With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (RL.K.7)
   - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)

j. Use Range of Reading and Level of Text Complexity to:
   - Actively engage in group reading activities with purpose and understanding. (RL.K.10)

nformational e t

k. Use Key Ideas and Details to:
   - With prompting and support, ask and answer questions about key details in a text. (RI.K.1)
   - With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
   - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)

l. Use Craft and Structure to:
   - With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4)
   - Identify the front cover, back cover, and title page of a book. (RI.K.5)
   - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6)

m. Use Integration of Knowledge and Ideas to:
   - With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (RI.K.7)
   - With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)
   - With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (RI.K.9)

n. Use Range of Reading and Level of Text Complexity to:

- Actively engage in group reading activities with purpose and understanding. (RI.K.10)

riting

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: My favorite book is...). (W.K.1)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)

ec anics and Conventions

o. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.K.1)

- Print many upper- and lowercase letters. (L.K.1a)
- Use frequently occurring nouns and verbs. (L.K.1b)
- Form regular plural nouns orally by adding /s/ or /es/ (for example: *dog, dogs*; *wish, wishes*). (L.K.1c)
- Understand and use question words (interrogatives) (for example: *who*, *what*, *where*, *when*, *why*, *how*). (L.K.1d)
- Use the most frequently occurring prepositions (for example: *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). (L.K.1e)
- Produce and expand complete sentences in shared language activities. (L.K.1f)

p. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.K.2)

- Capitalize the first word in a sentence and the pronoun I. (L.K.2a)

- Recognize and name end punctuation. (L.K.2b)
- Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2c)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2d)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

odules 6 7: Home of the Free and Brave, Zoom In!	**Grading Period**: 3	**Days**: 42

Nevada Academic Content Standards

oundational e t

a. Demonstrate understanding of the organization and basic features of print. (RF.K.1)
   - Follow words from left to right, top to bottom, and page by page. (RF.K.1a)
   - Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1b)
   - Understand that words are separated by spaces in print (concept of word). (RF.K.1c)
   - Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1d)

b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)
   - Recognize and produce rhyming words. (RF.K.2a)
   - Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2b)
   - Blend and segment the onset and rime of single-syllable spoken words. (adapted from RF.K.2c)
   - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (RF.K.2d)
   - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2e)
   - Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words.
   - Identify phonemes for letters.

c. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K3)
   - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RF.K.3a)
   - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (RF.K.3b)

- Read common high-frequency words by sight (for example: *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). (RF.K.3c)
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3d)

d. Read emergent-reader texts with purpose and understanding. (RF.K.4)

e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)

- Identify new meanings for familiar words and apply them accurately (for example: knowing *duck* is a bird and learning the verb *to duck*). (L.K.4a)
- Use the most frequently occurring inflections and affixes (for example: *-ed*,*-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. (L.K.4b)

f. With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5a)
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5b)
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).(L.K.5c)
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (L.K.5d)

iterary e t

g. Use Key Ideas and Details to:

- With prompting and support, ask and answer questions about key details in a text. (RL.K.1)
- With prompting and support, retell familiar stories, including key details. (RL.K.2)
- With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)

h. Use Craft and Structure to:

- Ask and answer questions about unknown words in a text. (RL.K.4)
- Recognize common types of texts (for example: storybooks, poems). (RL.K.5)

- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

i. Use Integration of Knowledge and Ideas to:
   - With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (RL.K.7)
   - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)

j. Use Range of Reading and Level of Text Complexity to:
   - Actively engage in group reading activities with purpose and understanding. (RL.K.10)

nformational e t

k. Use Key Ideas and Details to:
   - With prompting and support, ask and answer questions about key details in a text. (RI.K.1)
   - With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
   - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)

l. Use Craft and Structure to:
   - With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4)
   - Identify the front cover, back cover, and title page of a book. (RI.K.5)
   - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6)

m. Use Integration of Knowledge and Ideas to:
   - With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (RI.K.7)
   - With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (RI.K.9)

n. Use Range of Reading and Level of Text Complexity to:

- Actively engage in group reading activities with purpose and understanding. (RI.K.10)

riting

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: My favorite book is...). (W.K.1)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)

ec anics and Conventions

o. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.K.1)

- Print many upper- and lowercase letters. (L.K.1a)
- Use frequently occurring nouns and verbs. (L.K.1b)
- Form regular plural nouns orally by adding /s/ or /es/ (for example: *dog, dogs*; *wish, wishes*). (L.K.1c)
- Understand and use question words (interrogatives) (for example: *who*, *what*, *where*, *when*, *why*, *how*). (L.K.1d)
- Use the most frequently occurring prepositions (for example: *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). (L.K.1e)
- Produce and expand complete sentences in shared language activities. (L.K.1f)

p. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.K.2)

- Capitalize the first word in a sentence and the pronoun I. (L.K.2a)
- Recognize and name end punctuation. (L.K.2b)
- Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2c)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2d)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

odules 7 8 9: Zoom In! (finishing), From Plant to Plate, Animal Habitats	**Grading Period**: 4	**Days**: 50

Nevada Academic Content Standards

oundational e t

a. Demonstrate understanding of the organization and basic features of print. (RF.K.1)
   - Follow words from left to right, top to bottom, and page by page. (RF.K.1a)
   - Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1b)
   - Understand that words are separated by spaces in print (concept of word). (RF.K.1c)
   - Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1d)

b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)
   - Recognize and produce rhyming words. (RF.K.2a)
   - Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2b)
   - Blend and segment the onset and rime of single-syllable spoken words. (RF.K.2c)
   - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (RF.K.2d)
   - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2e)
   - Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words.
   - Identify phonemes for letters.

c. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K3)
   - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RF.K.3a)
   - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (RF.K.3b)
   - Read common high-frequency words by sight (for example: *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). (RF.K.3c)

- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3d)

d. Read emergent-reader texts with purpose and understanding. (RF.K.4)

e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)

- Identify new meanings for familiar words and apply them accurately (for example: knowing *duck* is a bird and learning the verb *to duck*). (L.K.4a)
- Use the most frequently occurring inflections and affixes (for example: *-ed*,*-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. (L.K.4b)

f. With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5a)
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5b)
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).(L.K.5c)
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (L.K.5d)

iterary e t

g. Use Key Ideas and Details to:

- With prompting and support, ask and answer questions about key details in a text. (RL.K.1)
- With prompting and support, retell familiar stories, including key details. (RL.K.2)
- With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)

h. Use Craft and Structure to:

- Ask and answer questions about unknown words in a text. (RL.K.4)
- Recognize common types of texts (for example: storybooks, poems). (RL.K.5)
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

i. Use Integration of Knowledge and Ideas to:
   - With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (RL.K.7)
   - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)

j. Use Range of Reading and Level of Text Complexity to:
   - Actively engage in group reading activities with purpose and understanding. (RL.K.10)

nformational e t

k. Use Key Ideas and Details to:
   - With prompting and support, ask and answer questions about key details in a text. (RI.K.1)
   - With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
   - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)

l. Use Craft and Structure to:
   - With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4)
   - Identify the front cover, back cover, and title page of a book. (RI.K.5)
   - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6)

m. Use Integration of Knowledge and Ideas to:
   - With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (RI.K.7)
   - With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)
   - With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (RI.K.9)

n. Use Range of Reading and Level of Text Complexity to:

- Actively engage in group reading activities with purpose and understanding. (RI.K.10)

riting

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: My favorite book is...). (W.K.1)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)

ec anics and Conventions

o. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.K.1)

- Print many upper- and lowercase letters. (L.K.1a)
- Use frequently occurring nouns and verbs. (L.K.1b)
- Form regular plural nouns orally by adding /s/ or /es/ (for example: *dog, dogs*; *wish, wishes*). (L.K.1c)
- Understand and use question words (interrogatives) (for example: *who*, *what*, *where*, *when*, *why*, *how*). (L.K.1d)
- Use the most frequently occurring prepositions (for example: *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). (L.K.1e)
- Produce and expand complete sentences in shared language activities. (L.K.1f)

p. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.K.2)

- Capitalize the first word in a sentence and the pronoun I. (L.K.2a)

○ Recognize and name end punctuation. (L.K.2b) ○ Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2c) o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2d)
To view the Nevada Academic Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Kindergarten Mathematics

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2022

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade K at ematics Pacing Calendar 2021-22

Chapter 1: Numbers to 5 (08/09-08/27)	Chapter 2: Numbers to 10 (08/30-09/24)	Chapter 3: Measurement (09/27-10/14)	Chapter 4: Compare Numbers to 10 (10/18-11/12)	Chapter 5: Flat and Solid Shapes (11/15-12/16)
Chapter 6: Numbers to 20 (01/03-01/28)	Chapter 7: Addition (01/31-02/25)	Chapter 8: Subtraction (02/28-03/25)	Chapter 9: Numbers to 100 (04/04-04/29)	Chapter 10: Sorting (05/02-05/13)

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

at ematical Practices ngoing and m edded in eac unit

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

C a ter 1: Numbers to 5	**Grading Period**: 1	**Days**: 15

Nevada Academic Content Standards Domains

K.CC.A. Counting & Cardinality: Use number names and the count sequence.

K.CC.B. Counting & Cardinality: Count to determine the number of objects.

Nevada Academic Content Standards Standards

K.CC. .5

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

K.CC. .4.

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (cardinality).

K.CC.A.3

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.A.2

Count forward beginning from a given number within the known sequence (e.g., "Starting at the number 5, count up to 11.").

K.CC. .4

Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC. .4.a

When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

C a ter 2: Numbers to 10	**Grading Period**: 1	**Days**: 18

Nevada Academic Content Standards Domains

K.CC.A. Counting & Cardinality: Use number names and the count sequence.

K.CC.B. Counting & Cardinality: Count to determine the number of objects.

K.OA.A. Operations & Algebraic Thinking: Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings.

Nevada Academic Content Standards Standards

K.CC. .5

Count to answer questions about “How many?” when 20 or fewer objects are arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects

K.CC. .4.

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.A.3

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K. A.A.4

For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., using fingers, objects, symbols, tally marks, drawings, or equation).

K.CC.A.2

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC. .4

Understand the relationship between numbers and quantities; connect counting to cardinality.

K. A.A.3

Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions).

K.CC. .4.a

When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

C a ter 3: Measurement	**Grading Period**: 1	**Days**: 12

Nevada Academic Content Standards Domains

K.MD.A. Measurement & Data: Describe and compare measurable attributes.

Nevada Academic Content Standards Standards

K. D.A.2

Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference (e.g., directly compare the length of 10 cubes to a pencil and describe one as longer or shorter).

K. D.A.1

Describe measurable attributes of a single object (e.g., length and weight). Describe measurable attributes of objects, such as length or weight.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

C a ter 4: Compare Number to 10	Grading Period: 2	Days: 15

Nevada Academic Content Standards Domains

K.CC.B. Counting & Cardinality: Count to determine the number of objects.

K.CC.C. Counting & Cardinality: Compare numbers.

Nevada Academic Content Standards Standards

K.CC. .4.c

Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).

K.CC.C.7

Compare two numbers between 1 and 10 presented as written numerals.

K.CC.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

C a ter 5: Flat and Solid Shapes	**Grading Period**: 2	**Days**: 22

Nevada Academic Content Standards Domains

K.G.A. Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.B. Geometry: Analyze, compare, create, and compose shapes.

Nevada Academic Content Standards Standards

K.G. .5

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G. .6

Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

K.G.A.2

Correctly name shapes regardless of their orientations or overall size.

K.G. .4

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

K.G.A.3

Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

K.G.A.1

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

C a ter 6: Number to 20	Grading Period: 3	Days: 18

Nevada Academic Content Standards Domains

K.CC.A. Counting & Cardinality: Use number names and the count sequence.

K.CC.B. Counting & Cardinality: Count to determine the number of objects.

K.NBT.A. Number & Operations in Base Ten: Work with numbers 11–19 to gain foundations for place value.

Nevada Academic Content Standards Standards

K.CC. .5

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

K.CC. .4.

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.A.3

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.A.2

Count forward from a given number other than one, within the known sequence (e.g., "Starting at the number 5, count up to 11.").

K.CC. .4

Understand the relationship between numbers and quantities; connect counting to cardinality.

K.N .A.1

Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects, drawings and/or equations. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g., 18 = 10 + 8). **K.CC. .4.a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

C a ter 7: Addition	**Grading Period**: 3	**Days**: 19
Nevada Academic Content Standards Domains K.OA.A. Operations & Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
Nevada Academic Content Standards Standards		
K. A.A.1 Represent addition and subtraction concretely. See page 7 for Table 1. **K. A.A.5** Fluently add and subtract within 5. **K. A.A.2** Solve addition and subtraction word problems, and add and subtract within 10, see page 7.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

C a ter 8: Subtraction	**Grading Period**: 3-4	**Days**: 19
Nevada Academic Content Standards Domains K.OA.A. Operations & Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
Nevada Academic Content Standards Standards		
K. A.A.1 Represent addition and subtraction concretely. See page 7 for Table 1. **K. A.A.5** Fluently add and subtract within 5. **K. A.A.2** Solve addition and subtraction word problems, and add and subtract within 10, see page 7.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

C a ter 9: Numbers to 100	**Grading Period**: 4	**Days**: 17
Nevada Academic Content Standards Domains K.CC.A. Counting & Cardinality: Use number names and the count sequence. K.CC.B. Counting & Cardinality: Count to determine the number of objects.		
Nevada Academic Content Standards Standards		
K.CC.A.2 Count forward from a given number other than one, within the known sequence (e.g., "Starting at the number 5, count up to 11.").		
K.CC.A.1 Count to 100 by ones and by tens.		
K.CC. .4 Understand the relationship between numbers and quantities; connect counting to cardinality.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

C a ter 10: Sorting	**Grading Period**: 4	**Days**: 20
Nevada Academic Content Standards Domains K.MD.B. Measurement & Data: Classify objects and count the number of objects in each category.		
Nevada Academic Content Standards Standards		
K. D. .3 Classify objects into given categories; count the number in each category and sort the categories by count. (Note: limit category counts to be less than or equal to 10.)		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Kindergarten Science

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade K Science Pacing Calendar 2021-22

Grading Period 1:	Grading Period 2:	Grading Period 3:	Grading Period 4:
Unit: **orce otion** *Push-Pull, Space-Direction, Energy from the Sun* (08/09-10/14)	Unit: **Plant Animals** *Plant Needs, Animal Needs, Reducing Human Impact* (10/18-12/16)	Unit: **eat er** *Weather Conditions, Weather Patterns, Weather Hazards* (01/03-03/10)	Unit: **nvironment** *Habitat, Use of Natural Resources, Organisms' Impact on Environments* (03/14-05/27)

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- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.

- To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Standards below are spiraled throughout each unit of study:

K-2- S1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tc

K-2- S1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2- S1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Please note that "Practices, DCIs, and CCs" refers to Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts. This hyperlink(s) to the Next Generation Science Standards (NGSS) is provided for each unit of study for greater clarification.

Unit of Study: Force and Motion	**Grading Period**: 1	**Days**: 46
odules Push and Pull, Space and Direction, Energy from the Sun		
Nevada Academic Standards		
K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [*Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.*]		
K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [*Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.*] **K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface. [**Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water] [*Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.*]		

K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Plants and Animals	**Grading Period**: 2	**Days**: 37
odules Plant Needs, Animal Needs, Reducing Human Impact		

Nevada Academic Standards
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.]
K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]
K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Weather	**Grading Period**: 3	**Days**: 41
odules Weather Conditions, Weather Patterns, Weather Hazards		

Nevada Academic Standards
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [*Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.*]
K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. [Clarification Statement: Emphasis is on local forms of severe weather.] **K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.** [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Environment	**Grading Period**: 4	**Days**: 50
odules Habitat, Use of Natural Resources, Organisms' Impact on Environments		

Nevada Academic Standards
K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas, and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]
K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.] **K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.** [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Kindergarten Social Studies

2021-2022 Scope & Sequence

100 Academy S.E.T

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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29	30	31	1	2	3	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Kindergarten Social Studies At-a-Glance 2020-2021

Our Community and Us	Holidays and Traditions	Communities Change Over Time	Rules and Responsibilities

Grading Period 1 (Nine Weeks)	**Grading Period 2** (Nine Weeks)
SS.K.9, 10	SS.K.11, 12, 13
SS.K.8, 14, 15, 17, 18, 19	SS.K.14, 10, 15, 16

To view Nevada Academic Standards for Social Studies, visit: https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/

Standards below are spiraled throughout each unit of study:

SS.K.1. With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community.

SS.K.2. With prompting and support, generate supporting questions related to compelling questions.

SS.K.3. With prompting and support, using a primary source from your school or community, develop a reasonable idea about who created the source, when they created it, where they created it, and why they created it.

SS.K.4. With prompting and support, construct responses to compelling questions using examples.

SS.K.5. With prompting and support, construct organized explanations for various audiences and purposes.

SS.K.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning.

SS.K.7. With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems.

SS.K.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.

Unit of Study: Our Communities and Us	**Grading Period**: 1	**Days**: 46
Nevada Academic Content Standards		
SS.K.9. Compare life in the past to life today within the community.		
SS.K.10. Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility.		

Unit of Study: Holidays and Traditions	**Grading Period**: 2	**Days**: 37
Nevada Academic Content Standards		
SS.K.11. Explore strategies to resolve conflicts in the classroom.		
SS.K.12. Identify diverse cultural events, holidays, and symbols and where appropriate, identify these celebrations on a calendar.		
SS.K.13. Describe ways in which students and families are alike and different across cultures.		

Unit of Study: Communities Changed Over Time	**Grading Period**: 3	**Days**: 41
Nevada Academic Content Standards		
SS.K.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.		
SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.		
SS.K.15. Compare and contrast rules from different places and cultures.		
SS.K.17. Use simple geographic models to describe spaces at school and home.		
SS.K.18. Explain why and how people move from place to place within the community.		

SS.K.19. Give examples of choices that are made because of scarcity.

Unit of Study: Rules and Responsibilities	**Grading Period**: 4	**Days**: 50
Nevada Academic Content Standards		
SS.K.10. Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility.		
SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.		
SS.K.15. Compare and contrast rules from different places and cultures.		
SS.K.16. Describe how people work to improve their communities.		

Grade 1 English Language Arts

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022



AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
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19 Progress Report /Report Cards for Middle S.
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28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
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- Staff First and last day
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- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 1 nglis anguage Arts A Pacing Calendar 2021-22

Module 1, 2: Nice to Meet You; My Community (08/09-09/10)	Module 3: Amazing Animals (09/13-10/04)	Module 4: Better Together (10/05-10/26)	Module 5: Now you see it, Now you don't (10/27-11/19)	Module 6: Celebrate America (11/29-12/16)
Module 7: The Big Outdoors (01/03-01/25)	Module 8: Tell Me a Story (01/26-02/18)	Module 9: Grow, Plants, Grow! (02/21-03/10)	Module 10: Dare to Dream (03/14-04/15)	Module 11, 12: Genre Study (04/18-05/27)

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23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view the Nevada Academic Content Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

College and Career eadiness Anc or Standards for eading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key deas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to
support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word
choices shape meaning or tone.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

ntegration of Kno ledge and deas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the
evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

ange of reading and evel of te t Com le ity

10. Read and comprehend complex literary and informational texts independently and proficiently

College and Career eadiness Anc or Standards for riting

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

e t y es and Pur oses

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distri ution of riting

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

esearc to uild and Present Kno ledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

ange of riting

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

To view Speaking and Listening, and Language College & Career Readiness anchor standards, visit:
https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/K-12_ELA_Standards_ADA_Accessible.pdf

ELA Standards embedded into each unit of study

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

P nvestigation	**Grading Period**: 1-4	**Days**: ongoing

Nevada Academic Content Standards

Students will investigate enduring questions throughout the school year using informational and literary texts to these questions and more:

- Why must we be clear about our purpose for research and inquiry?
- How do critical readers connect their existing knowledge to new information?
- Why is it important for us to use several resources to find the answers to our questions?
- Why is it critical for us to use accurate and supported data?
- Teacher created questions.

Participate in shared research and writing projects. For example: explore a number of “how-to” books on a given topic and use them to write a sequence of instructions. (W.1.7)

Write or dictate questions for inquiry that arise during instruction.

With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.

Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.

Identify a clear and significant purpose for research. (for example: Is my purpose for researching frogs clear and is it important to understanding more about mammals?)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

odules 1 2 3 4: Nice to Meet You, My Family, Amazing Animals, Better Together Start Module 4, finish in Q2	**Grading Period**: 1	**Days**: 46

Nevada Academic Content Standards

iterary e t

a. Use Key Ideas and Details to:
   - Ask and answer questions about key details in a text. (RL.1.1)
   - Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)
   - Describe characters, settings, and major events in a story, using key details. (RL.1.3)
   - Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text.

b. Use Craft and Structure to:
   - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4)
   - Explain major differences between books that tell stories and books that give information. (RL.1.5)
   - Identify who is telling the story at various points in a text. (RL.1.6)

c. Use Integration of Knowledge and Ideas to:
   - Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7)
   - Compare and contrast the adventures and experiences of characters in stories. (RL.1.9)

d. Use Range of Reading and Level of Text Complexity to:
   - With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10)

nformational e t

a. Use Key Ideas and Details to:
   - Ask and answer questions about key details in a text. (RI.1.1)
   - Identify the main topic and retell key details of a text. (RI.1.2)

- Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)

b. Use Craft and Structure to:
   - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)
   - Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)
   - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)

c. Use Integration of Knowledge and Ideas to:
   - Use the illustrations and details in a text to describe its key ideas. (RI.1.7)
   - Identify the reasons an author gives to support points in a text. (RI.1.8)
   - Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (RI.1.9)

d. Use Range of Reading and Level of Text Complexity to:
   - With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)

oundational e t

a. Demonstrate understanding of the organization and basic features of print. (RF.1.1)
   - Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (RF.1.1a)

b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2)
   - Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2a)
   - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)
   - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c)

- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2d)

c. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.1.3)
   - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RF.1.3a)
   - Decode regularly spelled one-syllable words. (RF.1.3b)
   - Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3c)
   - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.3d)
   - Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)
   - Read words with inflectional endings. (RF.1.3f)
   - Recognize and read grade-appropriate irregularly spelled words. (RF.1.3g)
   - Read with sufficient accuracy and fluency to support comprehension: (RF.1.4)
     - Read grade-level text with purpose and understanding. (RF.1.4d grade-level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)
     - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c)
   - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (L.1.4)
     - Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4a)
     - Use frequently occurring affixes as a clue to the meaning of a word. (L.1.4b)
     - Identify frequently occurring root words (for example: *look*) and their inflectional forms (for example: *looks*, *looked*, *looking*). (L.1.4c)

- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.1.5)
    - Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (L.1.5a)
    - Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (L.1.5b)
    - Identify real-life connections between words and their use (for example: note places at home that are cozy). (L.1.5c)
    - Distinguish shades of meaning among verbs differing in manner (for example: *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (for example: large, *gigantic*) by defining or choosing them or by acting out the meanings. (L.1.5d)
    - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: *because*). (L.1.6)

riting

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.1.1)
    - Print all upper- and lowercase letters. (L.1.1a)
    - Use common, proper, and possessive nouns. (L.1.1b)
    - Use singular and plural nouns with matching verbs in basic sentences (for example: *He hops*; *We hop*). (L.1.1c)

- Use personal, possessive, and indefinite pronouns (for example: *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*). (L.1.1d)
- Use verbs to convey a sense of past, present, and future (for example: Yesterday I *walked* home; Today I *walk* home; Tomorrow I *will walk* home). (L.1.1e)
- Use frequently occurring adjectives. (L.1.1f)
- Use frequently occurring conjunctions (for example: *and*, *but*, *or*, *so*, *because*). (L.1.1g)
- Use determiners (for example: articles, demonstratives). (L.1.1h)
- Use frequently occurring prepositions (for example: *during*, *beyond*, *toward*). (L.1.1i)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.1.2)
   - Write complete simple sentences.
   - Capitalize dates and names of people. (L.1.2a)
   - Use end punctuation for sentences. (L.1.2b)
   - Use commas in dates and to separate single words in a series. (L.1.2c)
   - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d)
   - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e)

c. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

odules 4 5 6: Better Together, Now You See It/Don't, Celebrate America	**Grading Period**: 2	**Days**: 37

Nevada Academic Content Standards

iterary e t

e. Use Key Ideas and Details to:
   - Ask and answer questions about key details in a text. (RL.1.1)
   - Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)
   - Describe characters, settings, and major events in a story, using key details. (RL.1.3)
   - Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text.

f. Use Craft and Structure to:
   - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4)
   - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RL.1.5)
   - Identify who is telling the story at various points in a text. (RL.1.6)
   - Follow and replicate patterns in predictable poems.

g. Use Integration of Knowledge and Ideas to:
   - Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7)
   - Compare and contrast the adventures and experiences of characters in stories. (RL.1.9)

h. Use Range of Reading and Level of Text Complexity to:
   - With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10)

nformational e t

e. Use Key Ideas and Details to:
   - Ask and answer questions about key details in a text. (RI.1.1)

- Identify the main topic and retell key details of a text. (RI.1.2)
- Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)

f. Use Craft and Structure to:
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)
- Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)

g. Use Integration of Knowledge and Ideas to:
- Use the illustrations and details in a text to describe its key ideas. (RI.1.7)
- Identify the reasons an author gives to support points in a text. (RI.1.8)
- Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (RI.1.9)

h. Use Range of Reading and Level of Text Complexity to:
- With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)

oundational e t

d. Demonstrate understanding of the organization and basic features of print. (RF.1.1)
- Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (RF.1.1a)

e. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2)
- Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2a)
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c)

- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2d)

f. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.1.3)

- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RF.1.3a)
- Decode regularly spelled one-syllable words. (RF.1.3b)
- Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3c)
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.3d)
- Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)
- Read words with inflectional endings. (RF.1.3f)
- Read with sufficient accuracy and fluency to support comprehension: (RF.1.4)
    - Read grade-level text with purpose and understanding. (RF.1.4a)
    - Read grade-level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)
    - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (L.1.4)
    - Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4a)
    - Use frequently occurring affixes as a clue to the meaning of a word. (L.1.4b)
    - Identify frequently occurring root words (for example: *look*) and their inflectional forms (for example: *looks*, *looked*, *looking*). (L.1.4c)
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.1.5)

- Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (L.1.5a)
- Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (L.1.5b)
- Identify real-life connections between words and their use (for example: note places at home that are cozy). (L.1.5c)
- Distinguish shades of meaning among verbs differing in manner (for example: *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (for example: large, *gigantic*) by defining or choosing them or by acting out the meanings. (L.1.5d)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: *because*). (L.1.6)

riting

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)

e. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.1.1)
    - Print all upper- and lowercase letters. (L.1.1a)
    - Use common, proper, and possessive nouns. (L.1.1b)
    - Use singular and plural nouns with matching verbs in basic sentences (for example: *He hops*; *We hop*). (L.1.1c)
    - Use personal, possessive, and indefinite pronouns (for example: *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*). (L.1.1d)

- Use verbs to convey a sense of past, present, and future (for example: Yesterday I *walked* home; Today I *walk* home; Tomorrow I *will walk* home). (L.1.1e)
- Use frequently occurring adjectives. (L.1.1f)
- Use frequently occurring conjunctions (for example: *and*, *but*, *or*, *so*, *because*). (L.1.1g)
- Use determiners (for example: articles, demonstratives). (L.1.1h)
- Use frequently occurring prepositions (for example: *during*, *beyond*, *toward*). (L.1.1i)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)

f. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.1.2)
   - Write complete simple sentences.
   - Capitalize dates and names of people. (L.1.2a)
   - Use end punctuation for sentences. (L.1.2b)
   - Use commas in dates and to separate single words in a series. (L.1.2c)
   - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d)
   - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e)

g. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

h. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

odules 7 8 9: The Big Outdoors, Tell Me a Story, Grow, Plants, Grow	**Grading Period**: 3	**Days**: 41

Nevada Academic Content Standards

iterary e t

i. Use Key Ideas and Details to:
   - Ask and answer questions about key details in a text. (RL.1.1)
   - Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)
   - Describe characters, settings, and major events in a story, using key details. (RL.1.3)
   - Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text.

j. Use Craft and Structure to:
   - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4)
   - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RL.1.5)
   - Identify who is telling the story at various points in a text. (RL.1.6)
   - Follow and replicate patterns in predictable poems.

k. Use Integration of Knowledge and Ideas to:
   - Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7)
   - Compare and contrast the adventures and experiences of characters in stories. (RL.1.9)

l. Use Range of Reading and Level of Text Complexity to:
   - With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10)

nformational e t

i. Use Key Ideas and Details to:
   - Ask and answer questions about key details in a text. (RI.1.1)

- Identify the main topic and retell key details of a text. (RI.1.2)
- Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)
- Activate schema and background knowledge to construct meaning

j. Use Craft and Structure to:
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)
- Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)

k. Use Integration of Knowledge and Ideas to:
- Use the illustrations and details in a text to describe its key ideas. (RI.1.7)
- Identify the reasons an author gives to support points in a text. (RI.1.8)
- Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (RI.1.9)

l. Use Range of Reading and Level of Text Complexity to:
- With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)

oundational e t

g. Demonstrate understanding of the organization and basic features of print. (RF.1.1)
- Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (RF.1.1a)

h. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2)
- Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2a)
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)

- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c)
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2d)

i. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.1.3)
   - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RF.1.3a)
   - Decode regularly spelled one-syllable words. (RF.1.3b)
   - Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3c)
   - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.3d)
   - Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)
   - Read words with inflectional endings. (RF.1.3f)
   - Read with sufficient accuracy and fluency to support comprehension: (RF.1.4)
     - Read grade-level text with purpose and understanding. (RF.1.4a)
     - Read grade-level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)
     - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c)
   - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (L.1.4)
     - Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4a)
     - Use frequently occurring affixes as a clue to the meaning of a word. (L.1.4b)
     - Identify frequently occurring root words (for example: *look*) and their inflectional forms (for example: *looks*, *looked*, *looking*). (L.1.4c)

- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.1.5)
    - Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (L.1.5a)
    - Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (L.1.5b)
    - Identify real-life connections between words and their use (for example: note places at home that are cozy). (L.1.5c)
    - Distinguish shades of meaning among verbs differing in manner (for example: *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (for example: large, *gigantic*) by defining or choosing them or by acting out the meanings. (L.1.5d)
    - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: *because*). (L.1.6)

riting

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)

i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.1.1)
    - Print all upper- and lowercase letters. (L.1.1a)
    - Use common, proper, and possessive nouns. (L.1.1b)
    - Use singular and plural nouns with matching verbs in basic sentences (for example: *He hops*; *We hop*). (L.1.1c)

- Use personal, possessive, and indefinite pronouns (for example: *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*). (L.1.1d)
- Use verbs to convey a sense of past, present, and future (for example: Yesterday I *walked* home; Today I *walk* home; Tomorrow I *will walk* home). (L.1.1e)
- Use frequently occurring adjectives. (L.1.1f)
- Use frequently occurring conjunctions (for example: *and*, *but*, *or*, *so*, *because*). (L.1.1g)
- Use determiners (for example: articles, demonstratives). (L.1.1h)
- Use frequently occurring prepositions (for example: *during*, *beyond*, *toward*). (L.1.1i)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)

j. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.1.2)
- Write complete simple sentences.
- Capitalize dates and names of people. (L.1.2a)
- Use end punctuation for sentences. (L.1.2b)
- Use commas in dates and to separate single words in a series. (L.1.2c)
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d)
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e)

k. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

l. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

odules 10 11 12: Grow Plants Grow!, Dare to Dream, Genre Study	**Grading Period**: 4	**Days**: 50

Nevada Academic Content Standards

iterary e t

m. Use Key Ideas and Details to:
- Ask and answer questions about key details in a text. (RL.1.1)
- Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)
- Describe characters, settings, and major events in a story, using key details. (RL.1.3)
- Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text.

n. Use Craft and Structure to:
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4)
- Identify who is telling the story at various points in a text. (RL.1.6)
- Follow and replicate patterns in predictable poems.

o. Use Integration of Knowledge and Ideas to:
- Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7)
- Compare and contrast the adventures and experiences of characters in stories. (RL.1.9)

p. Use Range of Reading and Level of Text Complexity to:
- With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10)

nformational e t

m. Use Key Ideas and Details to:
- Ask and answer questions about key details in a text. (RI.1.1)
- Identify the main topic and retell key details of a text. (RI.1.2)

- Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)
- Activate schema and background knowledge to construct meaning

n. Use Craft and Structure to:
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)
- Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)

o. Use Integration of Knowledge and Ideas to:
- Use the illustrations and details in a text to describe its key ideas. (RI.1.7)
- Identify the reasons an author gives to support points in a text. (RI.1.8)
- Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (RI.1.9)

p. Use Range of Reading and Level of Text Complexity to:
- With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)

oundational e t

j. Demonstrate understanding of the organization and basic features of print. (RF.1.1)
- Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (RF.1.1a)

k. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2)
- Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2a)
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c)

- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2d)

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- Decode regularly spelled one-syllable words. (RF.1.3b)
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- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.3d)
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    - Read grade-level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)
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    - Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4a)
    - Use frequently occurring affixes as a clue to the meaning of a word. (L.1.4b)
    - Identify frequently occurring root words (for example: *look*) and their inflectional forms (for example: *looks*, *looked*, *looking*). (L.1.4c)
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.1.5)

- Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (L.1.5a)
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- Identify real-life connections between words and their use (for example: note places at home that are cozy). (L.1.5c)
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- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: *because*). (L.1.6)

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Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1)

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- Use singular and plural nouns with matching verbs in basic sentences (for example: *He hops*; *We hop*). (L.1.1c)
- Use personal, possessive, and indefinite pronouns (for example: *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*). (L.1.1d)

- Use verbs to convey a sense of past, present, and future (for example: Yesterday I *walked* home; Today I *walk* home; Tomorrow I *will walk* home). (L.1.1e)
- Use frequently occurring adjectives. (L.1.1f)
- Use frequently occurring conjunctions (for example: *and*, *but*, *or*, *so*, *because*). (L.1.1g)
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- Use frequently occurring prepositions (for example: *during*, *beyond*, *toward*). (L.1.1i)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.1.2)

- Write complete simple sentences.
- Capitalize dates and names of people. (L.1.2a)
- Use end punctuation for sentences. (L.1.2b)
- Use commas in dates and to separate single words in a series. (L.1.2c)
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d)
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

To view the Nevada Academic Standards for ELA, please visit:
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Grade 1 Mathematics

2021-2022 Scope & Sequence

100 Academy S.E.T.

Grade 1 Mathematics Pacing Calendar 2021-22

Chapters: 1, 2 Numbers, Add, Subtract to 10 (08/09-09/14)	Chapter 3: Shapes and Patterns (09/15-10/08)	Chapters 4, 5: Numbers, Add, Subtract (10/11-11/12)	Chapter 6: Numbers to 40 (11/15-12/16)	Chapter 7: Calendar and Time (01/03-01/13)
Chapter 8: Add & Subtract w/in 40 (01/18-02/11)	Chapter 9: Length & Weight (02/15-03/10)	Chapters 10, 11: Numbers, Add, Subtract to 120 (03/14-04/22)	Chapter 12, 13: Graphs, Money (04/25-05/27)	

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
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11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
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22	23	24	25	26
29	30			

M	T	W	Th	F
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13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
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24	25	26	27	28
31				

M	T	W	Th	F
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14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
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21	22	23	24	25
28	29	30	31	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Mathematical Practices – Ongoing and Embedded in each unit

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 1: Numbers to 10 Chapter 2: Addition & Subtraction Within 10	**Grading Period**: 1	**Days**: 25

Nevada Academic Content Standards: Domains

1.NBT.A. Number & Operations in Base Ten: Extend the counting sequence.

1.OA.A. Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction.

1.OA.B. Operations & Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.D. Operations & Algebraic Thinking: Work with addition and subtraction equations.

1.OA.C. Operations & Algebraic Thinking: Add and subtract within 10.

Nevada Academic Content Standards: Standards

Chapter 1

1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

K.CC.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Chapter 2

1.OA.D.7

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 + 1 = 6 - 1, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2).

1.OA.B.4

Understand subtraction as an unknown-addend problem within 20 (e.g., subtract 10 - 8 by finding the number that makes 10 when added to 8).

1.OA.B.3

Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract through 20. (Students need not use formal terms for these properties.)

1.OA.C.5

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.D.8

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations 8 + ▁ = 11, 5 = ▁ - 3, 6 + 6 = ▁).

1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. See page 5.

To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academi

Chapter 3: Shape and Patterns	**Grading Period**: 1	**Days**: 13

Nevada Academic Content Standards: Domains

1.G.A. Geometry: Reason with shapes and their attributes.

Nevada Academic Content Standards: Standards

1.G.A.2

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

1.G.A.1

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.A.3

Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

1.G.A.4

Students do not need to learn formal names such as “right rectangular prism.”

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 4: Numbers to 20 **Chapter 5:** Addition and Subtraction Within 20	**Grading Period**: 2	**Days**: 22

Nevada Academic Content Standards: Domains

1.NBT.A. Number & Operations in Base Ten: Extend the counting sequence.

1.NBT.B. Number & Operations in Base Ten: Understand place value.

1.OA.A. Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction.

1.OA.B. Operations & Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.C. Operations & Algebraic Thinking: Add and subtract within 10.

1.OA.D. Operations & Algebraic Thinking: Work with addition and subtraction equations.

Nevada Academic Content Standards: Standards

Chapter 4

1.NBT.B.2.b

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.B.2.a

10 can be thought of as a bundle of ten ones – called a “ten.”

1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones. Und

K.CC.A.3

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens & ones digits, recording the results of comparisons with the symbols >, =, and <.

Chapter 5

1.OA.D.7

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 + 1 = 6 - 1, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2).

1.OA.B.4

Understand subtraction as an unknown-addend problem within 20 (e.g., subtract 10 - 8 by finding the number that makes 10 when added to 8).

1.OA.B.3

Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract through 20. (Students need not use formal terms for these properties.)

1.OA.C.5

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.D.8

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. See page 5.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 6: Numbers to 40	**Grading Period**: 2	**Days**: 19

Nevada Academic Content Standards: Domains

1.NBT.A. Number & Operations in Base Ten: Extend the counting sequence.

1.NBT.B. Number & Operations in Base Ten: Understand place value.

Nevada Academic Content Standards: Standards

1.NBT.B.2.b

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.B.2.a

10 can be thought of as a bundle of ten ones – called a “ten.”

1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones.

1.NBT.B.2.c

The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens & ones digits, recording the results of comparisons with the symbols >, =, and <.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 7: Calendar and Time	**Grading Period**: 3	**Days**: 9
Nevada Academic Content Standards: Domains 1.MD.B. Measurement & Data: Tell and write time.		
Nevada Academic Content Standards: Standards		
1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academi		

Chapter 8: Addition and Subtraction within 40	**Grading Period**: 3	**Days**: 19
Nevada Academic Content Standards: Domains 1.OA.A. Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction. 1.OA.C. Operations & Algebraic Thinking: Add and subtract within 10. 1.OA.D. Operations & Algebraic Thinking: Work with addition and subtraction equations. 1.NBT.C. Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract. 2.NBT.B. Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.		

2.OA.C. Operations & Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication.

Nevada Academic Content Standards: Standards

2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.OA.C.3

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

1.OA.D.8

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations 8 + ▁ = 11, 5 = ▁ - 3, 6 + 6 = ▁).

1.OA.A.1

Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

1.NBT.C.4

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.OA.C.6

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on;making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

2.OA.C.4

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

1.OA.A.2

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 9: Length and Weight	**Grading Period**: 3	**Days**: 18
Nevada Academic Content Standards: Domains 1.MD.A. Measurement & Data: Measure lengths indirectly and by iterating length units.		
Nevada Academic Content Standards: Standards		
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. **1.MD.A.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.) **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 10: Numbers to 120 **Chapter 11**: Addition and Subtraction Within 100	**Grading Period**: 4	**Days**: 25

Nevada Academic Content Standards: Domains

1.NBT.A. Number & Operations in Base Ten: Extend the counting sequence.

1.NBT.B. Number & Operations in Base Ten: Understand place value.

1.NBT.C. Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.

Nevada Academic Content Standards: Standards

Chapter 10

1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones.

1.NBT.B.2.c

The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens & ones digits, recording the results of comparisons with the symbols >, =, and <.

Chapter 11

1.NBT.C.6

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

1.NBT.C.5

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.C.4

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academi

Chapter 12: Graphs **Chapter 13:** Money	**Grading Period**: 4	**Days**: 25

Nevada Academic Content Standards: Domains

1.MD.C. Measurement & Data: Represent and interpret data.

Nevada Academic Content Standards: Standards

Chapter 12

1.MD.C.4

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Chapter 13

2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Grade 1 Science

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 1 Science Pacing Calendar 2021-22

Grading Period 1:	Grading Period 2:	Grading Period 3:	Grading Period 4:
Unit: **Light & Sound** *Sound, Behavior of Light, Communication* (08/09-10/14)	Unit: **Plant & Animals** *Parts of Animals, Animal Survival, Parts of Plants, Plant Survival* (10/18-12/16)	Unit: **Inheritance & Variation** *Protect the Young, Plant & Animal Trait Inheritance/Variation* (01/03-03/10)	Unit: **Environment** *Seasonal Patterns, Patterns in Space* (03/14-05/27)

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- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.

- To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Standards below are spiraled throughout each unit of study:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tc

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Please note that "Practices, DCIs, and CCs" refers to Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts. This hyperlink(s) to the Next Generation Science Standards (NGSS) is provided for each unit of study for greater clarification.

Unit of Study: Light & Sound	**Grading Period**: 1	**Days**: 46
Modules: Sound, Behavior of Light, Communication		

Nevada Academic Standards
1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]
1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.] **1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.** [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).] [*Assessment Boundary: Assessment does not include the speed of light.*] **1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.** [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats.] [*Assessment Boundary: Assessment does not include technological details for how communication devices work.]*
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Plants and Animals	**Grading Period**: 2	**Days**: 37
Modules: Parts of Animals, Animal Survival, Parts of Plants, Plant Survival		

Nevada Academic Standards
1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]
1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]
1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [*Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids*.]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Inheritance and Variation	**Grading Period**: 3	**Days**: 41
Modules: Protect the Young, Animal Trait Inheritance/Variation, Plant Trait Inheritance/Variation		

Nevada Academic Standards
1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]
1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]
1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [*Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.*]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Environment	**Grading Period**: 4	**Days**: 50
Modules: Seasonal Patterns, Patterns in Space		

Nevada Academic Standards
1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [*Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]*
1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [*Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight*.]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Grade 1 Social Studies

2021-2022 Scope & Sequence

100 Academy S.E.T

100 Academy S.E.T
School Calendar 2021 - 2022



AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 1 Social Studies At-a-Glance 2020-2021

History and Our Community	Geography: Local and State	Conflict and Change	Growing Communities	Good and Services

Grading Period 1 (Nine Weeks)	**Grading Period 2** (Nine Weeks)
SS.1.3, 4, 6, 7 SS.1.9, 15, 19	SS.1.3, 4, 6, 7 S.1.19, 20
SS.1.3, 4, 6, 7 SS.1.11, 14, 15, 16, 17	SS.1.1, 2, 4, 5, 6, 7, 8 SS.1.18, 20, 21, 22

To view Nevada Academic Standards for Social Studies, visit: https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/

Unit of Study: History and Our Community	**Grading Period**: 1	**Days**: 46
Nevada Academic Content Standards		
SS.1.3. With prompting and support, analyze two or more primary sources from the school or community. For each source, determine who created it, when they created it, where they created it, and/or why they created it.		
SS.1.4. With prompting and support, construct responses to compelling questions using examples.		
SS.1.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning.		
SS.1.7. With prompting and support, list and discuss group or individual actions to help address community problems.		
SS.1.9. Compare life in the past to life today for different cultural groups within the community.		
SS.1.15. Describe and give examples of how all people, not just official leaders, play important roles in the community.		

Unit of Study: Geography: Local and State	**Grading Period**: 2	**Days**: 37
Nevada Academic Content Standards		
SS.1.3. With prompting and support, analyze two or more primary sources from the school or community. For each source, determine who created it, when they created it, where they created it, and/or why they created it.		
SS.1.4. With prompting and support, construct responses to compelling questions using examples.		
SS.1.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning.		

SS.1.7. With prompting and support, list and discuss group or individual actions to help address community problems.
SS.1.19. Use simple geographic models to describe environmental and physical characteristics of the community.
SS.1.20. Describe how the environment impacts how we live and the work we do.

Unit of Study: Conflict and Change	**Grading Period**: 3	**Days**: 20
Nevada Academic Content Standards		
SS.1.3. With prompting and support, analyze two or more primary sources from the school or community. For each source, determine who created it, when they created it, where they created it, and/or why they created it.		
SS.1.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning.		
SS.1.7. With prompting and support, list and discuss group or individual actions to help address community problems.		
SS.1.11. Demonstrate the ability to resolve conflicts.		
SS.1.14. Discuss the importance of culturally, racially, and ethnically diverse people in building a strong and equitable community.		
SS.1.15. Describe and give examples of how all people, not just official leaders, play important roles in the community.		
SS.1.17. Describe a situation that exemplifies democratic principles, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.		

Unit of Study: Growing Communities	**Grading Period**: 3	**Days**: 21
Nevada Academic Content Standards		
SS.1.15. Describe and give examples of how all people, not just official leaders, play important roles in the community.		
SS.1.16. Explain the purpose of different government functions, including but not limited to: garbage collection, passing and enforcing laws, road building, and schools.		

Unit of Study: Good and Services	**Grading Period**: 4	**Days**: 50
Nevada Academic Content Standards		
SS.1.1. With prompting and support, generate compelling questions to explore the places people live and work.		
SS.1.2. With prompting and support, generate supporting questions related to compelling questions.		
SS.1.4. With prompting and support, construct responses to compelling questions using examples.		
SS.1.5. With prompting and support, construct organized explanations for various audiences and purposes.		
SS.1.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning.		
SS.1.7. With prompting and support, list and discuss group or individual actions to help address community problems		
SS.1.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in the community.		
SS.1.18. Compare and contrast the different ways people work to improve the community.		
SS.1.20. Describe how the environment impacts how we live and the work we do.		
SS.1.21. Describe the roles of financial institutions and other businesses in the community.		
SS.1.22. Compare the goods and services produced locally with those that are produced in other communities.		

Grade 2 English Language Arts

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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JANUARY 2022

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MAY 2022

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 2 English Language Arts (ELA) Pacing Calendar 2021-22

Module 1, 2: Be a Super Citizen; Look Around & Explore (08/09-09/21)	Module 3: Meet in the Middle (09/22-10/14)	Module 4: Once Upon a Time (10/18-11/05)	Module 5: Lead the Way (11/08-11/19)	Module 6: Weather Wise (11/29-12/16)
Module 7: Everyone Has a Story (01/03-01/25)	Module 8: Time to Grow! (01/26-02/18)	Module 9: Home Sweet Habitat (02/21-03/10)	Module 10: Many Cultures, One World (03/14-04/08)	Module 11, 12: Genre Study (04/11-05/27)

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- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view the Nevada Academic Content Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to
support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word
choices shape meaning or tone.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the
evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of reading and Level of text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

To view Speaking and Listening, and Language College & Career Readiness anchor standards, visit:
https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/K-12_ELA_Standards_ADA_Accessible.pdf

ELA Standards embedded into each unit of study

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.2.7 Participate in shared research and writing projects

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

PBL Investigation	Grading Period: 1-4	Days: ongoing

Nevada Academic Content Standards

Students will investigate enduring questions throughout the school year using informational and literary texts to these questions and more:

- Why is it important to read accurately and fluently?
- How does re-reading help us understand?
- How does structure affect our understanding of a text?
- How does comparing two texts help build our understanding?
- How do we ensure our research is relevant and accurate?
- Why is it important for us to include others' points of view in our research?
- Teacher created questions.

Participate in shared research and writing projects. For example: read a number of books on a single topic to produce a report; record science observations. (W.2.7)

Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, internet web page).

Identify a specific question and gather information for purposeful investigation and inquiry.

Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type.

Use a variety of multimedia sources to answer questions of interest.

Ask primary questions of depth and breadth.

Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Modules 1, 2, 3: Be a Super Citizen, Look Around and Explore!, Meet in the Middle	**Grading Period**: 1	**Days**: 46

Nevada Academic Content Standards

Literary Text

a. Use Key Ideas and Details to:
   - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (RL.2.1) *
   - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)
   - Describe how characters in a story respond to major events and challenges. (RL.2.3)*

b. Use Craft and Structure to:
   - Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)
   - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) *
   - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.2.6)
   - Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry

c. Use Integration of Knowledge and Ideas to:
   - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.2.7)
   - Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (RL.2.9) *

d. Use Range of Reading and Level of Text Complexity to:
   - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.2.10)

Informational Text

a. Use Key Ideas and Details to:
    - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)*
    - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (RI.2.2)
    - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)

b. Use Craft and Structure to:
    - Determine the meaning of words and phrases in a text relevant to *a grade 2 topic or subject area*. (RI.2.4)
    - Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) *
    - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) *

c. Use Integration of Knowledge and Ideas to:
    - Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7) *
    - Describe how reasons support specific points the author makes in a text. (RI.2.8)
    - Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9) *

d. Use Range of Reading and Level of Text Complexity to:
    - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)

Spelling patterns, and Word meanings

a. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3)
    - Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3a) *

- Know spelling-sound correspondences for additional common vowel teams. (RF.2.3b) *
- Decode regularly spelled two-syllable words with long vowels. (RF.2.3c) *
- Decode words with common prefixes and suffixes. (RF.2.3d) *
- Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3e) *
- Recognize and read grade-appropriate irregularly spelled words. (RF.2.3f) *

b. Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)
   - Read grade-level text with purpose and understanding. (RF.2.4a)
   - Read grade-level text orally with accuracy, appropriate rate, and expression. (RF.2.4b)
   - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4c) *

c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English. (L.2.3a)

d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (L.2.4)
   - Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4a)
   - Determine the meaning of the new word formed when a known prefix is added to a known word (for example: *happy/unhappy*, *tell/retell*). (L.2.4b) *
   - Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *addition*, *additional*). (L.2.4c) *
   - Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). (L.2.4d) *
   - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4e)

e. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.2.5)

- Identify real-life connections between words and their use (for example: *describe foods that are spicy or juicy*). (L.2.5a)
- Distinguish shades of meaning among closely related verbs (for example: *toss*, *throw*, *hurl*) and closely related adjectives (for example: *thin*, *slender*, *skinny*, *scrawny*). (L.2.5b)

f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: *When other kids are happy that makes me happy*). (L.2.6)

Writing

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.2.1)
   - Use collective nouns (for example: *group*). (L.2.1a)
   - Use reflexive pronouns (for example: *myself*, *ourselves*). (L.2.1c)
   - Form and use the past tense of frequently occurring irregular verbs (for example: *sat*, *hid*, *told*). (L.2.1d)
   - Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1e)
   - Produce, expand, and rearrange complete simple and compound sentences (for example: *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*). (L.2.1f)

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.2.2)
   - Capitalize holidays, product names, and geographic names. (L.2.2a)
   - Use commas in greetings and closings of letters. (L.2.2b)

- Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2c)
- Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil). (L.2.2d)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2e)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Modules 4, 5, 6: Once Upon a Time, Lead the Way, Weather Wise	**Grading Period**: 2	**Days**: 37

Nevada Academic Content Standards

Literary Text

e. Use Key Ideas and Details to:
   - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (RL.2.1) *
   - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)
   - Describe how characters in a story respond to major events and challenges. (RL.2.3)*

f. Use Craft and Structure to:
   - Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)
   - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) *
   - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.2.6)
   - Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry

g. Use Integration of Knowledge and Ideas to:
   - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.2.7)
   - Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (RL.2.9) *

h. Use Range of Reading and Level of Text Complexity to:
   - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.2.10)

Informational Text

e. Use Key Ideas and Details to:
   - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)*
   - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (RI.2.2)
   - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)

f. Use Craft and Structure to:
   - Determine the meaning of words and phrases in a text relevant to *a grade 2 topic or subject area*. (RI.2.4)
   - Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) *
   - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) *

g. Use Integration of Knowledge and Ideas to:
   - Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7) *
   - Describe how reasons support specific points the author makes in a text. (RI.2.8)
   - Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9) *

h. Use Range of Reading and Level of Text Complexity to:
   - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)

Spelling patterns, and Word meanings

g. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3)
   - Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3a) *

- Know spelling-sound correspondences for additional common vowel teams. (RF.2.3b) *
- Decode regularly spelled two-syllable words with long vowels. (RF.2.3c) *
- Decode words with common prefixes and suffixes. (RF.2.3d) *
- Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3e) *
- Recognize and read grade-appropriate irregularly spelled words. (RF.2.3f) *

h. Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)
- Read grade-level text with purpose and understanding. (RF.2.4a)
- Read grade-level text orally with accuracy, appropriate rate, and expression. (RF.2.4b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4c) *

i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English. (L.2.3a)

j. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (L.2.4)
- Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4a)
- Determine the meaning of the new word formed when a known prefix is added to a known word (for example: *happy/unhappy*, *tell/retell*). (L.2.4b) *
- Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *addition*, *additional*). (L.2.4c) *
- Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). (L.2.4d) *
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4e)

k. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.2.5)

- Identify real-life connections between words and their use (for example: *describe foods that are spicy or juicy*). (L.2.5a)
- Distinguish shades of meaning among closely related verbs (for example: *toss*, *throw*, *hurl*) and closely related adjectives (for example: *thin*, *slender*, *skinny*, *scrawny*). (L.2.5b)

l. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: *When other kids are happy that makes me happy*). (L.2.6)

Writing

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)

c. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.2.1)
   - Use collective nouns (for example: *group*). (L.2.1a)
   - Use reflexive pronouns (for example: *myself*, *ourselves*). (L.2.1c)
   - Form and use the past tense of frequently occurring irregular verbs (for example: *sat*, *hid*, *told*). (L.2.1d)
   - Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1e)
   - Produce, expand, and rearrange complete simple and compound sentences (for example: *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*). (L.2.1f)

d. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.2.2)
   - Capitalize holidays, product names, and geographic names. (L.2.2a)
   - Use commas in greetings and closings of letters. (L.2.2b)

- Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2c)
- Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil). (L.2.2d)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2e)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6)

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Modules 7, 8, 9: Everyone Has a Story, Time to Grow!, Home Sweet Habitat	**Grading Period**: 3	**Days**: 41

Nevada Academic Content Standards

Literary Text

i. Use Key Ideas and Details to:
   - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (RL.2.1) *
   - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)
   - Describe how characters in a story respond to major events and challenges. (RL.2.3)*

j. Use Craft and Structure to:
   - Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)
   - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) *
   - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.2.6)
   - Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry

k. Use Integration of Knowledge and Ideas to:
   - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.2.7)
   - Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (RL.2.9) *

l. Use Range of Reading and Level of Text Complexity to:
   - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.2.10)

Informational Text

i. Use Key Ideas and Details to:
   - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)*
   - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (RI.2.2)
   - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)

j. Use Craft and Structure to:
   - Determine the meaning of words and phrases in a text relevant to *a grade 2 topic or subject area*. (RI.2.4)
   - Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) *
   - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) *

k. Use Integration of Knowledge and Ideas to:
   - Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7) *
   - Describe how reasons support specific points the author makes in a text. (RI.2.8)
   - Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9) *

l. Use Range of Reading and Level of Text Complexity to:
   - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)

Spelling patterns, and Word meanings

m. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3)
   - Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3a) *

- Know spelling-sound correspondences for additional common vowel teams. (RF.2.3b) *
- Decode regularly spelled two-syllable words with long vowels. (RF.2.3c) *
- Decode words with common prefixes and suffixes. (RF.2.3d) *
- Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3e) *
- Recognize and read grade-appropriate irregularly spelled words. (RF.2.3f) *

n. Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)
- Read grade-level text with purpose and understanding. (RF.2.4a)
- Read grade-level text orally with accuracy, appropriate rate, and expression. (RF.2.4b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4c) *

o. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English. (L.2.3a)

p. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (L.2.4)
- Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4a)
- Determine the meaning of the new word formed when a known prefix is added to a known word (for example: *happy/unhappy*, *tell/retell*). (L.2.4b) *
- Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *addition*, *additional*). (L.2.4c) *
- Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). (L.2.4d) *
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4e)

q. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.2.5)

- Identify real-life connections between words and their use (for example: *describe foods that are spicy or juicy*). (L.2.5a)
- Distinguish shades of meaning among closely related verbs (for example: *toss*, *throw*, *hurl*) and closely related adjectives (for example: *thin*, *slender*, *skinny*, *scrawny*). (L.2.5b)

r. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: *When other kids are happy that makes me happy*). (L.2.6)

Writing

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)

e. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.2.1)
   - Use collective nouns (for example: *group*). (L.2.1a)
   - Use reflexive pronouns (for example: *myself*, *ourselves*). (L.2.1c)
   - Form and use the past tense of frequently occurring irregular verbs (for example: *sat*, *hid*, *told*). (L.2.1d)
   - Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1e)
   - Produce, expand, and rearrange complete simple and compound sentences (for example: *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*). (L.2.1f)

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   - Capitalize holidays, product names, and geographic names. (L.2.2a)
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Modules 10, 11, 12: Many Cultures/One World, Genre Study	**Grading Period**: 4	**Days**: 50

Nevada Academic Content Standards

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   - Determine the meaning of words and phrases in a text relevant to *a grade 2 topic or subject area*. (RI.2.4)
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Grade 2 Mathematics

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 2 Mathematics Pacing Calendar 2021-22

Chapters: 1, 2, 3 1,000 Numbers, Add, Subtract (08/09-10/28)	Chapter 4: Using Bar Models (11/01-11/19)	Chapters 5: Length (11/29-01/13)	Chapter 6: Mass (01/18-01/31)
Chapter 7: Graphs and Line Plots (02/01-02/22)	Chapter 8, 9: Multiplication & Division (02/23-04/08)	Chapter 10: Time and Money (04/11-04/29)	Chapters 11: Shapes (05/02-05/27)

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
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28	29	30	31	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
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M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Mathematical Practices – Ongoing and Embedded in each unit

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

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Chapter 1: Numbers to 1,000 **Chapter 2: Addition Within 1,000** **Chapter 3: Subtraction Within 1,000**	**Grading Period**: 1-2	**Days**: 48

Nevada Academic Content Standards: Domains

2.NBT.A. Number & Operations in Base Ten: Understand place value.

2.NBT.B. Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.

2.OA.B. Operations & Algebraic Thinking: Add and subtract within 20.

2.OA.C. Operations & Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication.

Nevada Academic Content Standards: Standards

Chapter 1 (14 days)

2.NBT.A.1.a

100 can be thought of as a bundle of ten tens – called a “hundred.”

2.NBT.A.2

Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

2.NBT.A.1.b

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.B.8

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.A.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Chapter 2 (20 days)

2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.OA.C.3

Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2's). Write an equation to express an even number as a sum of two equal addends.

2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.OA.B.2

Fluently add and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.

2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.NBT.B.8

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

Chapter 3 (19 days)

2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.NBT.B.8

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 4: Using Bar Models: Addition & Subtraction	**Grading Period**: 2	**Days**: 14

Nevada Academic Content Standards: Domains

2.OA.A. Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction.

2.NBT.B. Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.

Nevada Academic Content Standards: Standards

Chapter 4

2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 5: Length	Grading Period: 2-3	Days: 23

Nevada Academic Content Standards: Domains

2.MD.A. Measurement & Data: Measure and estimate lengths in standard units.

2.MD.B. Measurement & Data: Relate addition and subtraction to length.

Nevada Academic Content Standards: Standards

2.MD.A.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.A.3

Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.B.5

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

2.MD.A.4

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.B.6

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.

2.MD.A.2

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Understand that depending on the size of the unit, the number of units for the same length varies.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 6: Mass	**Grading Period**: 3	**Days**: 10
Nevada Academic Content Standards: Domains 3.MD.A. Measurement & Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
Nevada Academic Content Standards: Standards		
3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 7: Graphs and Line Plots	**Grading Period**: 3	**Days**: 15
Nevada Academic Content Standards: Domains 2.MD.D. Measurement & Data: Represent and interpret data.		
Nevada Academic Content Standards: Standards		
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.		

2.MD.D.9

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 8: Multiplication and Division **Chapter 9:** Multiplication Tables	**Grading Period**: 3-4	**Days**: 27

Nevada Academic Content Standards: Domains

2.OA.A. Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction.

2.OA.B. Operations & Algebraic Thinking: Add and subtract within 20.

2.OA.C. Operations & Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication.

Nevada Academic Content Standards: Standards

Chapter 8

2.OA.C.3

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

3.OA.A.1

Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.

3.OA.A.2

Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

3.OA.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA.C.4

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Chapter 9

3.OA.A.4

Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.C.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.B.6

Understand division as an unknown-factor problem.

3.OA.A.1

Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.

3.OA.A.2

Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

3.OA.B.5

Apply properties of operations as strategies to multiply and divide.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 10: Time and Money	**Grading Period**: 4	**Days**: 15
Nevada Academic Content Standards: Domains 2.MD.C. Measurement & Data: Work with time and money.		
Nevada Academic Content Standards: Standards		
2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 11: Shapes	**Grading Period**: 4	**Days**: 20
Nevada Academic Content Standards: Domains 2.G.A. Geometry: Reason with shapes and their attributes.		
Nevada Academic Content Standards: Standards		
2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. **2.G.A.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Grade 2 Science

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 2 Science Pacing Calendar 2021-22

Grading Period 1:	Grading Period 2:	Grading Period 3:	Grading Period 4:
Unit: **Matter & Its Properties** *Properties/States of Matter, Properties/Materials, Building Blocks of Matter, Heat* (08/09-10/14)	Unit: **Plant & Animals** *What Plants Need, Animal & Plant Dependence, Diversity of Living Things* (10/18-12/16)	Unit: **Changes to Land** *Quick Change to Land, Slow Changes to Land, Effects of Wind & Water* (01/03-03/10)	Unit: **Earth Changes** *Mapping Our World, Forms of Water on Earth* (03/14-05/27)

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23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.

- To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Standards below are spiraled throughout each unit of study:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tc

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Please note that "Practices, DCIs, and CCs" refers to Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts. This hyperlink(s) to the Next Generation Science Standards (NGSS) is provided for each unit of study for greater clarification.

Unit of Study: Matter & Its Properties	**Grading Period**: 1	**Days**: 46
Modules: Properties and States of Matter, Properties & Materials, Building Blocks of Matter, Changes from Heat		
Nevada Academic Standards		
2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.] **2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.** [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [*Assessment Boundary: Assessment of quantitative measurements is limited to length.*] **2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.** [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]		

2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]

Unit of Study: Plants and Animals	**Grading Period**: 2	**Days**: 37
Modules: What Plants Need, Animal & Plant Dependence, Diversity of Living Things		

Nevada Academic Standards
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. *[Assessment Boundary: Assessment is limited to testing one variable at a time.]*
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] *[Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.*]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Changes to Land	**Grading Period**: 3	**Days**: 41
Modules: Quick Change to Land, Slow Changes to Land, Effects of Wind & Water		

Nevada Academic Standards
2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] *[Assessment Boundary: Assessment does not include quantitative measurements of timescales.]*
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Earth Changes	**Grading Period**: 4	**Days**: 50
Modules: Mapping Our World, Forms of Water on Earth		

Nevada Academic Standards

2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. *[Assessment Boundary: Assessment does not include quantitative scaling in models.]*

2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Grade 2 Social Studies

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

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NOVEMBER 2021

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21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

S	M	T	W	Th	F	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 2 Social Studies At-a-Glance 2020-2021

Historical Contributions and National Symbols	Cultural Celebrations and Changes	Geographic Interactions	Civics and the Economy

Grading Period 1 (Nine Weeks)	**Grading Period 2** (Nine Weeks)
SS.2.1, 9, 10, 11, 21	SS.2.1, 7, 8, 12, 13, 14, 15
SS.2.20, 22, 23	SS.2.8, 16, 17, 18, 19, 24, 25

To view Nevada Academic Standards for Social Studies, visit: https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/

Standards below are spiraled throughout each unit of study:

SS.2.2. With prompting and support, generate supporting questions related to compelling questions.

SS.2.3. With prompting and support, analyze multiple primary sources to determine the author and time period, author's perspective and main idea.

SS.2.4. With prompting and support, construct responses to compelling questions using reasoning, examples, and relevant details.

SS.2.5. With prompting and support, construct organized explanations for various audiences and purposes.

SS.2.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning.

Unit of Study: Historical Contributions and National Symbols	**Grading Period**: 1	**Days**: 46
Nevada Academic Content Standards		
SS.2.1. With prompting and support, generate compelling questions to explore national identity and culture.		
SS.2.9. Identify major political leaders who have impacted U.S. history.		
SS.2.10. Explore significant events that have shaped national identity.		
SS.2.11. Identify how individuals have made a difference in the communities in which they live.		
SS.2.21. Identify major national landmarks associated with historical events.		

Unit of Study: Cultural Celebrations and Change	**Grading Period**: 2	**Days**: 37
Nevada Academic Content Standards		
SS.2.1. With prompting and support, generate compelling questions to explore national identity and culture.		
SS.2.7. With prompting and support, list and discuss group or individual actions to help address local, regional, and/or national problems.		
SS.2.8. With prompting and support, use deliberative and democratic procedures to take action.		
SS.2.12. Examine major events in U.S. history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.		
SS.2.13. Explain how people from different groups work through conflict when solving problems throughout U.S. history.		
SS.2.14. Identify and compare cultural practices and traditions in the U.S.		

SS.2.15. Discuss the contributions and positive impacts of culturally, racially, and ethnically diverse people in U.S. history.

Unit of Study: Geographic Interactions	**Grading Period**: 3	**Days**: 41
Nevada Academic Content Standards		
SS.2.20. Locate major historical events in national history on a map.		
SS.2.22. Examine how environmental characteristics shape the development of the nation.		
SS.2.23. Describe why people made decisions to move in early U.S. history, including but not limited to: cultural, economic, environmental, political, social.		

Unit of Study: Civics and the Economy	**Grading Period**: 4	**Days**: 50
Nevada Academic Content Standards		
SS.2.8. With prompting and support, use deliberative and democratic procedures to take action.		
SS.2.16. Explain how diverse individuals have played important roles in developing the nation's civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.		
SS.2.17. Describe the role and responsibilities of the U.S. president.		
SS.2.18. Determine the civic dispositions and democratic principles that have influenced the U.S.		
SS.2.19. Describe the rights and responsibilities of citizenship.		
SS.2.24. Identify times in the nation's history when scarce resources led to conflict.		
SS.2.25. Identify how natural resources were used to produce goods and services in the past and present.		

Grade 3 English Language Arts

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
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26	27	28	29	30		

OCTOBER 2021

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31						

NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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29	30	31	1	2	3	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 3 English Language Arts (ELA) Pacing Calendar 2021-22

Module 1, 2: What a Character; Use Your Words (08/09-09/21)	Module 3: Let Freedom Ring! (09/22-10/14)	Module 4: Stories on Stage (10/18-11/04)	Module 5: Teamwork (11/05-11/19)	Module 6: Animal Behaviors (11/29-12/16)
Module 7: Make a Difference (01/03-01/25)	Module 8: Imagine! Invent! (01/26-02/18)	Module 9: From Farm to Table (02/21-03/10)	Module 10: Tell a Tale (03/14-04/08)	Module 11, 12: Genre Study (04/11-05/27)

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23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view the Nevada Academic Content Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of reading and Level of text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

To view Speaking and Listening, and Language College & Career Readiness anchor standards, visit:
https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/K-12_ELA_Standards_ADA_Accessible.pdf

ELA Standards embedded into each unit of study

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard		3	4	5	6	7	8	9-10	11-12
L.3.1f.	Ensure subject-verb and pronoun-antecedent agreement.	x	x	x	x	x	x	x	x
L.3.3a.	Choose words and phrases for effect.	x	x	x	x	x	x	x	x
L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		x	x	x	x	x	x	x
L.4.1g.	Correctly use frequently confused words (e.g., *to*/*too*/*two*; *there*/*their*).		x	x	x	x	x	x	x
L.4.3a.	Choose words and phrases to convey ideas precisely.*		x	x	x				
L.4.3b.	Choose punctuation for effect.		x	x	x	x	x	x	x
L.5.1d.	Recognize and correct inappropriate shifts in verb tense.			x	x	x	x	x	x
L.5.2a.	Use punctuation to separate items in a series.**			x	x	x	x		
L.6.1c.	Recognize and correct inappropriate shifts in pronoun number and person.				x	x	x	x	x
L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				x	x	x	x	x
L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				x	x	x	x	x
L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				x	x	x	x	x
L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.***				x	x	x	x	
L.6.3b.	Maintain consistency in style and tone.				x	x	x	x	x
L.7.1c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					x	x	x	x
L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					x	x	x	x
L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.						x	x	x
L.9–10.1a.	Use parallel structure.							x	x

PBL Investigation	Grading Period: 1-4	Days: ongoing

Nevada Academic Content Standards

Students will investigate enduring questions throughout the school year using informational and literary texts to these questions and more:

- Why do we use more than one resource when researching?
- How do visuals support information presented in research?
- How do we gather accurate information?
- Why is it important for us to label text features?
- How do we structure writing effectively?
- Why is it important for us to include others' points of view in our research?
- Teacher created questions.

Conduct short research projects that build knowledge about a topic. (W.3.7)

Interpret and communicate the information learned by developing a brief summary with supporting details.

Develop supporting visual information (for example: charts, maps, illustrations, models).

Present a brief report of the research findings to an audience.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Modules 1, 2, 3: What a Character!, Use Your Words, Let Freedom Ring!	**Grading Period**: 1	**Days**: 46

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
  - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2)
  - Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)
  - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (RL.3.5)
  - Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6)
- Use Integration of Knowledge and Ideas to:
  - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (RL.3.7)
  - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (RL.3.9)
- Use Range of Reading and Complexity of Text to:
  - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (RL.3.10)
- **Informational Text**

- Use Key Ideas and Details to:
    - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)
    - Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)
    - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)
- Use Craft and Structure to:
    - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (RI.3.4)
    - Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)
    - Distinguish their own point of view from that of the author of a text. (RI.3.6)
- Use Integration of Knowledge and Ideas to:
    - Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: *where*, *when*, *why*, and *how* key events occur). (RI.3.7)
    - Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (RI.3.8)
    - Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)
- Use Range of Reading and Complexity of Text to:
    - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10)

- **Spelling patterns and word meanings**
- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.3.3)
    - Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3a)

- Decode words with common Latin suffixes. (RF.3.3b)
- Decode multisyllable words. (RF.3.3c)
- Read grade-appropriate irregularly spelled words. (RF.3.3d)

- Read with sufficient accuracy and fluency to support comprehension. (RF.3.4)
  - Read grade-level text with purpose and understanding. (RF.3.4a)
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.3.4b)
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4c)
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (L.3.4)
  - Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)
  - Determine the meaning of the new word formed when a known affix is added to a known word (for example: *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat /preheat*). (L.3.4b)
  - Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
  - Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *company*, *companion*). (L.3.4c)
  - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4d)
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.3.5)
  - Distinguish the literal and nonliteral meanings of words and phrases in context (for example: *take steps*). (L.3.5a)
  - Identify real-life connections between words and their use (for example: describe people who are *friendl*y or *helpful*). (L.3.5b)

- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: *knew*, *believed*, *suspected*, *heard*, *wondered*). (L.3.5c)

- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: *After dinner that night we went looking for them*). (L.3.6)

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1)

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (W.3.1a)
- Provide reasons that support the opinion. (W.3.1b)
- Use linking words and phrases (for example: because, therefore, since, for example) to connect opinion and reasons. (W.3.1c)
- Provide a concluding statement or section. (W.3.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2a)
- Develop the topic with facts, definitions, and details. (W.3.2b)
- Use linking words and phrases (for example: also, another, and, more, but) to connect ideas within categories of information. (W.3c)
- Provide a concluding statement or section. (W.3.2d)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3a)
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3b)
- Use temporal words and phrases to signal event order. (W.3.3c)
- Provide a sense of closure. (W.3.3d)

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.3.1)

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1a)
- Use abstract nouns (for example: *childhood*). (L.3.1c)
- Form and use regular and irregular verbs. (L.3.1d)

- Form and use the simple (for example: I *walked*; I *walk*; I *will walk*) verb tenses. (L.3.1e)
- Ensure pronoun-antecedent agreement. (L.3.1f)
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1g)
- Use coordinating and subordinating conjunctions. (L.3.1h)
- Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (L.3.1i)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.3.2)

- Capitalize appropriate words in titles. (L.3.2a)
- Use commas in addresses. (L.3.2b)
- Use commas and quotation marks in dialogue. (L.3.2c)
- Form and use possessives. (L.3.2d)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: *sitting*, *smiled*, *cries*, *happiness*). (L.3.2e)
- Use spelling patterns and generalizations (for example: *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words. (L.3.2f)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2g)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3.3)

- Choose words and phrases for effect. (L.3.3a)
- Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3b)

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4)

- Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4b)

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (L.3.4c)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (W.3.4d)

Demonstrate understanding of word relationships and nuances in word meanings. (L.3.5)

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5a)
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (L.3.5b)
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5c)

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Modules 4, 5, 6: Stories on Stage, Teamwork, Animal Behaviors	**Grading Period**: 2	**Days**: 37

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
  - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2)
  - Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)
  - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (RL.3.5)
  - Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6)
- Use Integration of Knowledge and Ideas to:
  - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (RL.3.7)
  - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (RL.3.9)
- Use Range of Reading and Complexity of Text to:
  - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (RL.3.10)
- **Informational Text**

- Use Key Ideas and Details to:
    - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)
    - Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)
    - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)
- Use Craft and Structure to:
    - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (RI.3.4)
    - Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)
    - Distinguish their own point of view from that of the author of a text. (RI.3.6)
- Use Integration of Knowledge and Ideas to:
    - Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: *where*, *when*, *why*, and *how* key events occur). (RI.3.7)
    - Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (RI.3.8)
    - Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)
- Use Range of Reading and Complexity of Text to:
    - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10)

- **Spelling patterns and word meanings**
- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.3.3)
    - Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3a)

- Decode words with common Latin suffixes. (RF.3.3b)
- Decode multisyllable words. (RF.3.3c)
- Read grade-appropriate irregularly spelled words. (RF.3.3d)

- Read with sufficient accuracy and fluency to support comprehension. (RF.3.4)
  - Read grade-level text with purpose and understanding. (RF.3.4a)
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.3.4b)
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4c)
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (L.3.4)
  - Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)
  - Determine the meaning of the new word formed when a known affix is added to a known word (for example: *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat /preheat*). (L.3.4b)
  - Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
  - Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *company*, *companion*). (L.3.4c)
  - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4d)
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.3.5)
  - Distinguish the literal and nonliteral meanings of words and phrases in context (for example: *take steps*). (L.3.5a)
  - Identify real-life connections between words and their use (for example: describe people who are *friendl*y or *helpful*). (L.3.5b)

- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: *knew*, *believed*, *suspected*, *heard*, *wondered*). (L.3.5c)

- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: *After dinner that night we went looking for them*). (L.3.6)

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1)

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (W.3.1a)
- Provide reasons that support the opinion. (W.3.1b)
- Use linking words and phrases (for example: because, therefore, since, for example) to connect opinion and reasons. (W.3.1c)
- Provide a concluding statement or section. (W.3.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2a)
- Develop the topic with facts, definitions, and details. (W.3.2b)
- Use linking words and phrases (for example: also, another, and, more, but) to connect ideas within categories of information. (W.3c)
- Provide a concluding statement or section. (W.3.2d)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3a)
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3b)
- Use temporal words and phrases to signal event order. (W.3.3c)
- Provide a sense of closure. (W.3.3d)

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.3.1)

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1a)
- Use abstract nouns (for example: *childhood*). (L.3.1c)
- Form and use regular and irregular verbs. (L.3.1d)

- Form and use the simple (for example: I *walked*; I *walk*; I *will walk*) verb tenses. (L.3.1e)
- Ensure pronoun-antecedent agreement. (L.3.1f)
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1g)
- Use coordinating and subordinating conjunctions. (L.3.1h)
- Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (L.3.1i)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.3.2)

- Capitalize appropriate words in titles. (L.3.2a)
- Use commas in addresses. (L.3.2b)
- Use commas and quotation marks in dialogue. (L.3.2c)
- Form and use possessives. (L.3.2d)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: *sitting*, *smiled*, *cries*, *happiness*). (L.3.2e)
- Use spelling patterns and generalizations (for example: *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words. (L.3.2f)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2g)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3.3)

- Choose words and phrases for effect. (L.3.3a)
- Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3b)

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4)

- Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4b)

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (L.3.4c)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (W.3.4d)

Demonstrate understanding of word relationships and nuances in word meanings. (L.3.5)

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5a)
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (L.3.5b)
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5c)

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10)

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Modules 7, 8, 9: Make a Difference, Imagine! Invent!, From Farm to Table	**Grading Period**: 3	**Days**: 41

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
  - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2)
  - Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)
  - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (RL.3.5)
  - Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6)
- Use Integration of Knowledge and Ideas to:
  - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (RL.3.7)
  - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (RL.3.9)
- Use Range of Reading and Complexity of Text to:
  - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (RL.3.10)
- **Informational Text**

- Use Key Ideas and Details to:
    - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)
    - Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)
    - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)
- Use Craft and Structure to:
    - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (RI.3.4)
    - Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)
    - Distinguish their own point of view from that of the author of a text. (RI.3.6)
- Use Integration of Knowledge and Ideas to:
    - Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: *where*, *when*, *why*, and *how* key events occur). (RI.3.7)
    - Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (RI.3.8)
    - Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)
- Use Range of Reading and Complexity of Text to:
    - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10)

- **Spelling patterns and word meanings**
- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.3.3)
    - Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3a)

- Decode words with common Latin suffixes. (RF.3.3b)
- Decode multisyllable words. (RF.3.3c)
- Read grade-appropriate irregularly spelled words. (RF.3.3d)

- Read with sufficient accuracy and fluency to support comprehension. (RF.3.4)
  - Read grade-level text with purpose and understanding. (RF.3.4a)
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.3.4b)
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4c)
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (L.3.4)
  - Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)
  - Determine the meaning of the new word formed when a known affix is added to a known word (for example: *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat /preheat*). (L.3.4b)
  - Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
  - Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *company*, *companion*). (L.3.4c)
  - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4d)
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.3.5)
  - Distinguish the literal and nonliteral meanings of words and phrases in context (for example: *take steps*). (L.3.5a)
  - Identify real-life connections between words and their use (for example: describe people who are *friendl*y or *helpful*). (L.3.5b)

- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: *knew*, *believed*, *suspected*, *heard*, *wondered*). (L.3.5c)

- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: *After dinner that night we went looking for them*). (L.3.6)

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1)

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (W.3.1a)
- Provide reasons that support the opinion. (W.3.1b)
- Use linking words and phrases (for example: because, therefore, since, for example) to connect opinion and reasons. (W.3.1c)
- Provide a concluding statement or section. (W.3.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2a)
- Develop the topic with facts, definitions, and details. (W.3.2b)
- Use linking words and phrases (for example: also, another, and, more, but) to connect ideas within categories of information. (W.3c)
- Provide a concluding statement or section. (W.3.2d)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3a)
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3b)
- Use temporal words and phrases to signal event order. (W.3.3c)
- Provide a sense of closure. (W.3.3d)

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.3.1)

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1a)
- Use abstract nouns (for example: *childhood*). (L.3.1c)
- Form and use regular and irregular verbs. (L.3.1d)

- Form and use the simple (for example: I *walked*; I *walk*; I *will walk*) verb tenses. (L.3.1e)
- Ensure pronoun-antecedent agreement. (L.3.1f)
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1g)
- Use coordinating and subordinating conjunctions. (L.3.1h)
- Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (L.3.1i)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.3.2)

- Capitalize appropriate words in titles. (L.3.2a)
- Use commas in addresses. (L.3.2b)
- Use commas and quotation marks in dialogue. (L.3.2c)
- Form and use possessives. (L.3.2d)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: *sitting*, *smiled*, *cries*, *happiness*). (L.3.2e)
- Use spelling patterns and generalizations (for example: *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words. (L.3.2f)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2g)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3.3)

- Choose words and phrases for effect. (L.3.3a)
- Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3b)

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4)

- Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4b)

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (L.3.4c)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (W.3.4d)

Demonstrate understanding of word relationships and nuances in word meanings. (L.3.5)

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5a)
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (L.3.5b)
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5c)

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10)

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Modules 10, 11, 12: From Farm to Table, Tell a Tale, Genre Study	**Grading Period**: 4	**Days**: 50

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
  - Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting).
  - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2)
  - Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)
  - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (RL.3.5)
  - Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6)
- Use Integration of Knowledge and Ideas to:
  - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (RL.3.7)
  - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (RL.3.9)
- Use Range of Reading and Complexity of Text to:

    - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (RL.3.10)

- **Informational Text**
- Use Key Ideas and Details to:
    - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)
    - Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)
    - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)
- Use Craft and Structure to:
    - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (RI.3.4)
    - Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)
    - Distinguish their own point of view from that of the author of a text. (RI.3.6)
- Use Integration of Knowledge and Ideas to:
    - Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: *where*, *when*, *why*, and *how* key events occur). (RI.3.7)
    - Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (RI.3.8)
    - Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)
- Use Range of Reading and Complexity of Text to:
    - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10)

- **Spelling patterns and word meanings**

- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.3.3)
    - Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3a)
    - Decode words with common Latin suffixes. (RF.3.3b)
    - Decode multisyllable words. (RF.3.3c)
    - Read grade-appropriate irregularly spelled words. (RF.3.3d)
- Read with sufficient accuracy and fluency to support comprehension. (RF.3.4)
    - Read grade-level text with purpose and understanding. (RF.3.4a)
    - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.3.4b)
    - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4c)
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (L.3.4)
    - Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)
    - Determine the meaning of the new word formed when a known affix is added to a known word (for example: *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat /preheat*). (L.3.4b)
    - Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *company*, *companion*). (L.3.4c)
    - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4d)
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.3.5)
    - Distinguish the literal and nonliteral meanings of words and phrases in context (for example: *take steps*). (L.3.5a)
    - Identify real-life connections between words and their use (for example: describe people who are *friendl*y or *helpful*). (L.3.5b)

- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: *knew*, *believed*, *suspected*, *heard*, *wondered*). (L.3.5c)

- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: *After dinner that night we went looking for them*). (L.3.6)

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1)

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (W.3.1a)
- Provide reasons that support the opinion. (W.3.1b)
- Use linking words and phrases (for example: because, therefore, since, for example) to connect opinion and reasons. (W.3.1c)
- Provide a concluding statement or section. (W.3.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2a)
- Develop the topic with facts, definitions, and details. (W.3.2b)
- Use linking words and phrases (for example: also, another, and, more, but) to connect ideas within categories of information. (W.3c)
- Provide a concluding statement or section. (W.3.2d)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3a)
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3b)
- Use temporal words and phrases to signal event order. (W.3.3c)
- Provide a sense of closure. (W.3.3d)

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.3.1)

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1a)
- Use abstract nouns (for example: *childhood*). (L.3.1c)
- Form and use regular and irregular verbs. (L.3.1d)

- Form and use the simple (for example: I *walked*; I *walk*; I *will walk*) verb tenses. (L.3.1e)
- Ensure pronoun-antecedent agreement. (L.3.1f)
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1g)
- Use coordinating and subordinating conjunctions. (L.3.1h)
- Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (L.3.1i)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.3.2)

- Capitalize appropriate words in titles. (L.3.2a)
- Use commas in addresses. (L.3.2b)
- Use commas and quotation marks in dialogue. (L.3.2c)
- Form and use possessives. (L.3.2d)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: *sitting*, *smiled*, *cries*, *happiness*). (L.3.2e)
- Use spelling patterns and generalizations (for example: *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words. (L.3.2f)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2g)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3.3)

- Choose words and phrases for effect. (L.3.3a)
- Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3b)

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4)

- Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4b)

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (L.3.4c)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (W.3.4d)

Demonstrate understanding of word relationships and nuances in word meanings. (L.3.5)

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5a)
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (L.3.5b)
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5c)

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Grade 3 Mathematics

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2022

S	M	T	W	Th	F	Sa
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16	17	18	19	20	21	22
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FEBRUARY 2022

S	M	T	W	Th	F	Sa
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6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28					

MARCH 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
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MAY 2022

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 3 Mathematics Pacing Calendar 2021-22

Chapters: 1, 2, 3 10,000 Numbers, Add, Subtract (08/09-09/30)	Chapter 4, 5: Multiplication (10/04-11/19)	Chapters 6: Using Bar Models: Four Operations (11/29-12/16)	Chapter 7: Fractions (01/03-01/21)
Chapter 8, 9: Measurement, Area, Perimeter (01/24-02/28)	Chapter 10: Time (03/01-03/18)	Chapter 11, 12: Graphs/Plots; Angles, Lines, & 2D Figures (03/21-04/15)	Review and Enrich (04/18-05/27)

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16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
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6	7	8	9	10
13	14	15	16	17
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M	T	W	Th	F
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4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
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6	7	8	9	10
13	14	15	16	17
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M	T	W	Th	F
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24	25	26	27	28
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M	T	W	Th	F
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M	T	W	Th	F
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M	T	W	Th	F
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4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Mathematical Practices – Ongoing and Embedded in each unit

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 1: Numbers to 10,000 **Chapter 2: Addition Within 10,000** **Chapter 3: Subtraction Within 10,000**	**Grading Period**: 1	**Days**: 37

Nevada Academic Content Standards: Domains

3.NBT.A. Number & Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.
3.OA.D. Operations & Algebraic Thinking: Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Nevada Academic Content Standards: Standards

Chapter 1 (12 days)

3.NBT.A.1

Use place value understanding to round whole numbers to the nearest 10 or 100.

Chapter 2 (14 days)

3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.OA.D.9

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

3.NBT.A.1

Use place value understanding to round whole numbers to the nearest 10 or 100**.**

3.OA.D.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Chapter 3 (12 days)

3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NBT.A.1

Use place value understanding to round whole numbers to the nearest 10 or 100.

3.OA.D.8

S Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 4: Multiplication Tables **Chapter 5:** Multiplication	**Grading Period**: 1-2	**Days**: 32

Nevada Academic Content Standards: Domains

3.OA.A. Operations & Algebraic Thinking: Represent and solve problems involving multiplication and division.

3.OA.B. Operations & Algebraic Thinking: Understand properties of multiplication and the relationship between multiplication and division.

3.OA.C. Operations & Algebraic Thinking: Multiply and divide within 100.

3.OA.D. Operations & Algebraic Thinking: Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3.NBT.A. Number & Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Nevada Academic Content Standards: Standards

Chapter 4 (19 days)

3.OA.A.4

Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.C.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.B.6

Understand division as an unknown-factor problem.

3.OA.D.9

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

3.OA.A.1

Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.

3.OA.A.2

Interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each).

3.OA.B.5

Apply properties of operations as strategies to multiply and divide.

Chapter 5 (12 days)

3.OA.A.4

Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.OA.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 6: Using Bar Models: The Four Operations	**Grading Period**: 2	**Days**: 14

Nevada Academic Content Standards: Domains

3.OA.A. Operations & Algebraic Thinking: Represent and solve problems involving multiplication and division.

3.OA.D. Operations & Algebraic Thinking: Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Nevada Academic Content Standards: Standards

3.OA.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.D.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 7: Fractions	**Grading Period**: 3	**Days**: 13

Nevada Academic Content Standards: Domains

3.G.A. Geometry: Reason with shapes and their attributes.

3.NF.A. Number & Operations—Fractions: Develop understanding of fractions as numbers.

Nevada Academic Content Standards: Standards

3.G.A.2

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

3.NF.A.3.b

Recognize and generate simple equivalent fractions, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent.

3.NF.A.1

Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.

3.NF.A.3.d

Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols >, =, or <, and justify conclusions.

3.NF.A.3.c

Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

3.NF.A.3.a

Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.A.2

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3.NF.A.2.a

Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.

3.NF.A.2.b

Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.

3.NF.A.3

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 8: Measurement **Chapter 9:** Area and Perimeter	**Grading Period**: 3	**Days**: 25

Nevada Academic Content Standards: Domains

3.MD.A. Measurement & Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD.C. Measurement & Data: Geometric measurement: Understand concepts of area and relate area to multiplication and to addition.

3.MD.D. Measurement & Data: Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Nevada Academic Content Standards: Standards

Chapter 8 (10 days)

3.MD.A.2

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Chapter 9 (16 days)

3.MD.C.5

Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.C.7

Relate area to the operations of multiplication and addition.

3.MD.C.5.a

A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.

3.MD.C.6

Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.C.7.d

Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

3.MD.C.7.b

Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

3.MD.D.8

Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths, finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters.

3.MD.C.5.b

A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units

3.MD.C.7.a

Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3.MD.C.7.c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 10: Time	**Grading Period**: 3-4	**Days**: 13
Nevada Academic Content Standards: Domains 3.MD.A. Measurement & Data: Solve problems involving measurement		
Nevada Academic Content Standards: Standards		
3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., representing the problem on a number line diagram).		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 11: Graphs and Line Plots **Chapter 12:** Angles, Lines, and Two-Dimensional Figures	**Grading Period**: 4	**Days**: 15
Nevada Academic Content Standards: Domains 3.G.A. Geometry: Reason with shapes and their attributes. 3.MD.B. Measurement & Data: Represent and interpret data.		
Nevada Academic Content Standards: Standards		
Chapter 11 (10 days) **3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. **3.MD.B.3**		

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

Chapter 12 (11 days)

4.G.A.2

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.A.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

3.G.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Review and Enrich	**Grading Period**: 4	**Days**: Remaining

Nevada Academic Content Standards

In Review – teacher selected through in-depth class-specific and student-specific data analysis

Using student data from unit tests, benchmarks, and formative assessments, create and implement a yearly review targeting those student expectations for whole class, small group, and individual needs. The emphasis is to review important mathematical concepts and skills.

Engage in a Problem-Based Learning project posing these questions for inquiry and research

- How can a visual model support making sense of and solving word problems?
- How can the patterns in addition and/or multiplication tables help predict probable solutions to a given problem?
- How can I use models and strategies to show what I know about multiplication?

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Grade 3 Science

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 3 Science Pacing Calendar 2021-22

Grading Period 1:	Grading Period 2:	Grading Period 3:	Grading Period 4:
Unit: **Force Types & Motion** *Objects and Motion, Electric and Magnetic Forces* (08/09-10/14)	Unit: **Plant & Animals** *Life Cycle, Social/Group Behavior, Inheritance & Variation, Environmental Traits* (10/18-12/16)	Unit: **Biological Environment** *Adaptations, Environmental Changes/Effects, Plant & Animal Extinction, Fossils* (01/03-03/10)	Unit: **Weather** *Survival of the Fittest, Weather and Climate, Processes & Impacts of Natural Hazards* (03/14-05/27)

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- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.

- To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Standards below are spiraled throughout each unit of study:

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Please note that "Practices, DCIs, and CCs" refers to Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts. This hyperlink(s) to the Next Generation Science Standards (NGSS) is provided for each unit of study for greater clarification.

Unit of Study: Types of Forces, and Motion	**Grading Period**: 1	**Days**: 46
Modules: Objects and Motion, Electric and Magnetic Forces		

Nevada Academic Standards

3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [*Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.*]

3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a seesaw.] [*Assessment Boundary: Assessment does not include technical terms such as period and frequency.*]

3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [*Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.*]

3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets. [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]

To view Nevada Academic Standards for Science, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Plants and Animals	**Grading Period**: 2	**Days**: 37
Modules: Life Cycle, Social and Group Behavior, Inheritance and Variation of Traits, Environmental Traits		

Nevada Academic Standards
3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] *[Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]*
3-LS2-1. Construct an argument that some animals form groups that help members survive.
3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [*Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.*] **3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.** [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Biological Environment	**Grading Period**: 3	**Days**: 41
Modules: Adaptations, Environmental Changes/Effects, Plant and Animal Extinction, Fossils		

Nevada Academic Standards
3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] *[Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]*
3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]
3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]
3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [*Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.*]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Weather	**Grading Period**: 4	**Days**: 50
Modules: Survival of the Fittest, Weather and Climate, Processes & Impacts of Natural Hazards		

Nevada Academic Standards

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]

3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [*Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.*]

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Grade 3 Social Studies

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 3 Social Studies At-a-Glance 2020-2021

Rule of Law and Justice	Cultural Similarities and Differences	Migration and Immigration	Depending on Each Other, Financial Literacy

Grading Period 1 (Nine Weeks)	**Grading Period 2** (Nine Weeks)
SS.3.9, 10 SS.3.10, 15, 18, 19	SS.3.13, 17, 23
SS.3.11, 12, 14, SS.3.16, 20, 21	SS.3.22, 24, 25 SS.3.26, 27, 28

To view Nevada Academic Standards for Social Studies, visit: https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/

Standards below are spiraled throughout each unit of study:

SS.3.1. Generate compelling questions to explore movement around the world.

SS.3.2. Generate and answer supporting questions that help address compelling questions.

SS.3.3. Determine the credibility of one source by comparing it to another source about the same topic (corroboration).

SS.3.4. Identify the differences between primary and secondary sources and explain why both are important to constructing a narrative of the past.

SS.3.5. Cite evidence that supports a response to supporting and compelling questions.

SS.3.6. Construct responses to compelling questions using reasoning, examples, and relevant details.

SS.3.7. Construct organized explanations for various audiences and purposes using evidence and reasoning.

SS.3.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.

Unit of Study: Rule of Law and Justice	**Grading Period**: 1	**Days**: 46
Nevada Academic Content Standards		
SS.3.9. List and discuss group or individual action to help address local, regional, or global problems.		
SS.3.10. Use deliberative and democratic procedures to take action about an issue.		
SS.3.15. Examine major events in world history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.		
SS.3.18. Identify how democratic principles motivate individuals to migrate.		
SS.3.19. Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in societies throughout the world.		

Unit of Study: Cultural Similarities and Differences	**Grading Period**: 2	**Days**: 30
Nevada Academic Content Standards		
SS.3.13. Analyze the cultural contributions that different migrant groups have made to Nevada's history.		
SS.3.17. Analyze the contributions and positive impacts of culturally, racially, and ethnically diverse people throughout the world.		
SS.3.23. Describe how various cultures have interacted with and influenced each other.		

Unit of Study: Migration and Immigration	**Grading Period**: 2/3	**Days**: 55
Nevada Academic Content Standards		
SS.3.11. Investigate government responses to migration and immigration.		
SS.3.12. Compare and contrast conflicting historical perspectives about migration and immigration.		
SS.3.14. Explore the impact of migration and immigration on global conflicts.		
SS.3.16. Analyze how migrants and immigrants interact with people in their new community.		
SS.3.20. Use a map to explain how the unique characteristics of a place affect people's decisions to relocate both nationally and globally.		
SS.3.21. Examine how environmental and cultural characteristics influence people's choices to live in different areas around the world.		

Unit of Study: Depending on Each Other, Financial Lit.	**Grading Period**: 4	**Days**: 50
Nevada Academic Content Standards		
SS.3.22. Explain how human settlements and movements relate to a location's physical geography and natural resources.		
SS.3.24. Identify how people use natural resources, human resources, and physical capital to produce goods and services to trade around the world.		
SS.3.25. Explain why people in one country trade goods and services with people in other countries.		
SS.3.26. Distinguish between needs and wants.		
SS.3.27. Describe the difference between saving and spending.		
SS.3.28. Define personal information and what is appropriate to share or keep private.		

Grade 4 English Language Arts

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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DECEMBER 2021

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DECEMBER 2021

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30-3 Staff PD days

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 4 English Language Arts (ELA) Pacing Calendar 2021-22

Module 1, 2: What Makes Us Who …; Come to Your Senses (08/09-09/21)	Module 3: Rise to the Occasion (09/22-10/14)	Module 4: Heroic Feats (10/18-11/04)	Module 5: Art Everywhere (11/05-11/19)	Module 6: Marvels of Nature (11/29-12/16)
Module 7: Tricksters & Tall Tales (01/03-01/25)	Module 8: Food for Thought (01/26-02/18)	Module 9: Global Guardians (02/21-03/10)	Module 10: Communication Nation (03/14-04/08)	Module 11, 12: Genre Study (04/11-05/27)

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view the Nevada Academic Content Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

ELA Standards embedded into each unit of study

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.

d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.4 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases to convey ideas precisely.*
b. Choose punctuation for effect.*
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard		3	4	5	6	7	8	9-10	11-12
L.3.1f.	Ensure subject-verb and pronoun-antecedent agreement.	x	x	x	x	x	x	x	x
L.3.3a.	Choose words and phrases for effect.	x	x	x	x	x	x	x	x
L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		x	x	x	x	x	x	x
L.4.1g.	Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).		x	x	x	x	x	x	x
L.4.3a.	Choose words and phrases to convey ideas precisely.*		x	x	x				
L.4.3b.	Choose punctuation for effect.		x	x	x	x	x	x	x
L.5.1d.	Recognize and correct inappropriate shifts in verb tense.			x	x	x	x	x	x
L.5.2a.	Use punctuation to separate items in a series.**			x	x	x	x		
L.6.1c.	Recognize and correct inappropriate shifts in pronoun number and person.				x	x	x	x	x
L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				x	x	x	x	x
L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				x	x	x	x	x
L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				x	x	x	x	x
L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.***				x	x	x	x	
L.6.3b.	Maintain consistency in style and tone.				x	x	x	x	x
L.7.1c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					x	x	x	x
L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					x	x	x	x
L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.						x	x	x
L.9–10.1a.	Use parallel structure.							x	x

PBL Investigation	Grading Period: 1-4	Days: ongoing

Nevada Academic Content Standards

Students will investigate enduring questions throughout the school year using informational and literary texts to these questions and more:

- Why is it important to read accurately and fluently?
- How does re-reading help us understand?
- How does structure affect our understanding of a text?
- How does comparing two texts help build our understanding?
- How do we ensure our research is relevant and accurate?
- Why is it important for us to include others' points of view in our research?
- Teacher created questions.

a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)
    - Identify a topic and formulate open-ended research questions for further inquiry and learning.
    - Present a brief report of the research findings to an audience.

b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8)

c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)
    - Apply *grade 4 Reading standards* to literature (for example: “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [for example: a character’s thoughts, words, or actions].”). (W.4.9.a)
    - Apply *grade 4 Reading standards* to informational texts (for example: “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9.b)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Modules 1, 2, 3: What Makes Us Who We Are?, Come to Your Senses, Rise to the Occasion	**Grading Period**: 1	**Days**: 46

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)
  - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (RL.4.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (RL.4.4)
  - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (RL.4.5)
  - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6)
- Use Integration of Knowledge and Ideas to:
  - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL.4.7)
  - Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (RL.4.9)
- Use Range of Reading and Complexity of Text to:

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10)

Informational Text

- Use Key Ideas and Details to:
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)
  - Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)
- Use Craft and Structure to:
  - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4)
  - Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)
  - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6)
- Use Integration of Knowledge and Ideas to:
  - Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)
  - Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
  - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)
- Use Range of Reading and Complexity of Text to:
  - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)

Reading Foundation

- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.4.3)
    - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3a)
- Read with sufficient accuracy and fluency to support comprehension. (RF.4.4)
    - Read grade-level text with purpose and understanding. (RF.4.4a)
    - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.4.4b)
    - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4c)

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1)

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (W.4.1a)
- Provide reasons that are supported by facts and details. (W.4.1b)
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (W.4.1c)
- Provide a concluding statement or section related to the opinion presented. (W.4.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2)

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2a)
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2b)
- Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (W.4.2c)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2d)
- Provide a concluding statement or section related to the information or explanation presented. (W.4.2e)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.4.3)

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3a)
- Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3b)
- Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3c)
- Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3d)
- Provide a conclusion that follows from the narrated experiences or events. (W.4.3e)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.4.5)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

- Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). (W.4.9a)
- Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9b)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10)

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Modules 4, 5, 6: Heroic Feats, Art Everywhere, Marvels of Nature	**Grading Period**: 2	**Days**: 37

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)
  - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (RL.4.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (RL.4.4)
  - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (RL.4.5)
  - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6)
- Use Integration of Knowledge and Ideas to:
  - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL.4.7)
  - Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (RL.4.9)
- Use Range of Reading and Complexity of Text to:

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10)

Informational Text

- Use Key Ideas and Details to:
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)
  - Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)
- Use Craft and Structure to:
  - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4)
  - Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)
  - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6)
- Use Integration of Knowledge and Ideas to:
  - Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)
  - Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
  - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)
- Use Range of Reading and Complexity of Text to:
  - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)

Reading Foundation

- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.4.3)
    - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3a)
- Read with sufficient accuracy and fluency to support comprehension. (RF.4.4)
    - Read grade-level text with purpose and understanding. (RF.4.4a)
    - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.4.4b)
    - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4c)

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1)

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (W.4.1a)
- Provide reasons that are supported by facts and details. (W.4.1b)
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (W.4.1c)
- Provide a concluding statement or section related to the opinion presented. (W.4.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2)

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2a)
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2b)
- Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (W.4.2c)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2d)
- Provide a concluding statement or section related to the information or explanation presented. (W.4.2e)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.4.3)

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3a)
- Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3b)
- Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3c)
- Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3d)
- Provide a conclusion that follows from the narrated experiences or events. (W.4.3e)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.4.5)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

- Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). (W.4.9a)
- Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9b)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10)

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Modules 7, 8, 9: Tricksters & Tell Tales, Food for Thought, Global Guardians	**Grading Period**: 3	**Days**: 41

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)
  - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (RL.4.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (RL.4.4)
  - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (RL.4.5)
  - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6)
- Use Integration of Knowledge and Ideas to:
  - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL.4.7)
  - Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (RL.4.9)
- Use Range of Reading and Complexity of Text to:

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10)

Informational Text

- Use Key Ideas and Details to:
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)
  - Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)
- Use Craft and Structure to:
  - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4)
  - Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)
  - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6)
- Use Integration of Knowledge and Ideas to:
  - Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)
  - Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
  - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)
- Use Range of Reading and Complexity of Text to:
  - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)

Reading Foundation

- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.4.3)
    - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3a)
- Read with sufficient accuracy and fluency to support comprehension. (RF.4.4)
    - Read grade-level text with purpose and understanding. (RF.4.4a)
    - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.4.4b)
    - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4c)

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1)

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (W.4.1a)
- Provide reasons that are supported by facts and details. (W.4.1b)
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (W.4.1c)
- Provide a concluding statement or section related to the opinion presented. (W.4.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2)

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2a)
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2b)
- Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (W.4.2c)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2d)
- Provide a concluding statement or section related to the information or explanation presented. (W.4.2e)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.4.3)

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3a)
- Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3b)
- Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3c)
- Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3d)
- Provide a conclusion that follows from the narrated experiences or events. (W.4.3e)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.4.5)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

- Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). (W.4.9a)
- Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9b)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10)

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Modules 11, 12: Communication Nation, Genre Study	**Grading Period**: 4	**Days**: 50

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)
  - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (RL.4.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (RL.4.4)
  - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (RL.4.5)
  - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6)
- Use Integration of Knowledge and Ideas to:
  - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL.4.7)
  - Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (RL.4.9)
- Use Range of Reading and Complexity of Text to:

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10)

Informational Text

- Use Key Ideas and Details to:
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)
  - Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)
- Use Craft and Structure to:
  - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4)
  - Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)
  - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6)
- Use Integration of Knowledge and Ideas to:
  - Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)
  - Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
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    - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3a)
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- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2b)
- Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (W.4.2c)
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Grade 4 Mathematics

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 4 Mathematics Pacing Calendar 2021-22

Chapter 1: Working with Whole Numbers (08/09-09/03)	Chapter 2: Multiplication & Division (09/08-10/08)	Chapter 3: Fraction & Mixed Numbers (10/11-12/16)	Chapter 4: Decimals (01/03-01/28)
Chapter 5: Conversion of Measurements (01/31-02/21)	Chapter 6: Area & Perimeter (02/22-03/07)	Chapter 7, 8: Angles, Lines; Polygons (03/08-04/08)	Chapter 9, and Review: Tables & Line Graphs; Review and Enrich (04/11-05/27)

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Mathematical Practices – Ongoing and Embedded in each unit

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

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Chapter 1: Working with Whole Numbers	**Grading Period**: 1	**Days**: 20

Nevada Academic Content Standards: Domains

4.NBT.A. Number & Operations in Base Ten: Generalize place value understanding for multi-digit whole numbers.

4.NBT.B. Number & Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.

4.OA.A. Operations & Algebraic Thinking: Use the four operations with whole numbers to solve problems.

4.OA.C. Operations & Algebraic Thinking: Generate and analyze patterns.

Nevada Academic Content Standards: Standards

4.NBT.A.2

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

4.NBT.A.3

Use place value understanding to round multi-digit whole numbers to any place.

4.OA.A.3

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.NBT.B.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.A.1

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.OA.C.5

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

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Chapter 2: Multiplication and Division	**Grading Period**: 1	**Days**: 18

Nevada Academic Content Standards: Domains

4.OA.A. Operations & Algebraic Thinking: Use the four operations with whole numbers to solve problems.

4.OA.B. Operations & Algebraic Thinking: Gain familiarity with factors and multiples.

4.NBT.B. Number & Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Nevada Academic Content Standards: Standards

4.OA.B.4

Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

4.OA.A.2

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.OA.A.1

Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.A.3

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.NBT.B.5

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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Chapter 3: Fractions and Mixed Numbers	**Grading Period**: 2	**Days**: 41

Nevada Academic Content Standards: Domains

4.MD.B. Measurement & Data: Represent and interpret data.

4.NF.A. Number & Operations—Fractions: Extend understanding of fraction equivalence and ordering.

4.NF.B. Number & Operations—Fractions: Build fractions from unit fractions.

Nevada Academic Content Standards: Standards

4.MD.B.4

Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

4.NF.B.3.c

Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

4.NF.B.4.a

Understand a fraction *a*/*b* as a multiple of 1/*b*.

4.NF.A.2

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.B.3.b

Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

4.NF.B.3.d

Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.B.4.b

Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number.

4.NF.B.3

Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

4.NF.B.3.a

Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

4.NF.B.4.c

Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

4.NF.B.4

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

4.NF.A.1

Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions
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Chapter 4: Decimals	**Grading Period**: 3	**Days**: 18
Nevada Academic Content Standards: Domains 4.NF.C. Number & Operations—Fractions: Use decimal notation for fractions, and compare decimal fractions.		
Nevada Academic Content Standards: Standards		
4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. **4.NF.C.6** Use decimal notation for fractions with denominators 10 or 100. **4.NF.C.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 5: Conversion of Measurements	**Grading Period**: 3	**Days**: 15

Nevada Academic Content Standards: Domains

4.MD.A. Measurement & Data: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Nevada Academic Content Standards: Standards

4.MD.A.1

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

4.MD.A.2

Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

To view Nevada Academic Content Standards in Math, visit:
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Chapter 6: Area and Perimeter	**Grading Period**: 3	**Days**: 10
Nevada Academic Content Standards: Domains 4.MD.A. Measurement & Data: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
Nevada Academic Content Standards: Standards		
4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 7: Angles and Line Segments **Chapter 8:** Polygons and Symmetry	**Grading Period**: 4	**Days**: 18

Nevada Academic Content Standards: Domains

4.MD.C. Measurement & Data: Geometric measurement: Understand concepts of angle and measure angles.

4.G.A. Geometry: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Nevada Academic Content Standards: Standards

Chapter 7 (days)

4.MD.C.7

Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

4.MD.C.5

Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

4.MD.C.5.b

An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

4.G.A.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.MD.C.5.a

An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.

4.MD.C.6

Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

More on next page □

Chapter 8 (days)

4.G.A.2

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.A.3

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 9: Tables and Line Graphs	**Grading Period**: 4	**Days**: 10

Nevada Academic Content Standards: Domains

4.MD.C. Measurement & Data: Geometric measurement: Understand concepts of angle and measure angles.

4.G.A. Geometry: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Nevada Academic Content Standards: Standards

Chapter 9 (10 days)

3.MD.B.3

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

5.G.A.2
Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Review and Enrich	**Grading Period**: 4	**Days**: Remaining
Nevada Academic Content Standards: Domains In Review – teacher selected through in-depth class-specific and student-specific data analysis		
Using student data from unit tests, benchmarks, and formative assessments, create and implement a yearly review targeting those student expectations for whole class, small group, and individual needs. The emphasis is to review important mathematical concepts and skills. Engage in a Problem-Based Learning project posing these questions for inquiry and research ● Why is it helpful to organize data in line plots? ● When might you see fractions in real-world data? ● Why is it important to establish the whole when plotting fractions on a line plot? ● How do labels help the reader determine the size of the numbers represented in a line plot?		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Grade 4 Science

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

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FEBRUARY 2022

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APRIL 2022

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MAY 2022

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- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 4 Science Pacing Calendar 2021-22

Grading Period 1:	Grading Period 2:	Grading Period 3:	Grading Period 4:
Unit: **Energy** *Energy Transfer & Electrical Currents, Transfer of Energy in Collision, Energy & Speed, Using Stored Energy* (08/09-10/14)	Unit: **Waves – Light & Sound** *Motions of Waves, Wavelength and Amplitude, Light Reflection, Information Technology* (10/18-12/16)	Unit: **Biology & Rock Patterns** *Plant and Animal Parts, Sense Receptors, Rock Patterns* (01/03-03/10)	Unit: **Natural Processes** *Changing Land, Plate Tectonics, (Non)Renewable Resources, Natural Processes* (03/14-05/27)

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- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.

- To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Standards below are spiraled throughout each unit of study:

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Please note that "Practices, DCIs, and CCs" refers to Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts. This hyperlink(s) to the Next Generation Science Standards (NGSS) is provided for each unit of study for greater clarification.

Unit of Study: Energy	**Grading Period**: 1	**Days**: 46
Modules: Energy Transfer & Electrical Currents, Transfer of Energy in Collision, Energy & Speed, Using Stored Energy		
Nevada Academic Standards		
4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object. *[Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]*		
4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. *[Assessment Boundary: Assessment does not include quantitative measurements of energy.]*		
4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide. [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.] *[Assessment Boundary: Assessment does not include quantitative measurements of energy.]*		

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.] *[Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.]*

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Waves - Sound, Light	**Grading Period**: 2	**Days**: 37

Modules: Motions of Waves, Wavelength and Amplitude, Light Reflection, Information Technology

Nevada Academic Standards

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.] *[Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.]*

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. *[Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]*

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information. [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Biology & Rock Patterns	**Grading Period**: 3	**Days**: 41
Modules: Plant and Animal Parts, Sense Receptors, Rock Patterns		

Nevada Academic Standards
4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [*Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.*]
4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Clarification Statement: Emphasis is on systems of information transfer.] [*Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.*]
4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] *[Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]*
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Natural Processes & Resources	**Grading Period**: 4	**Days**: 50
Modules: Changing Land, Plate Tectonics, (Non)Renewable Resources, Natural Processes		

Nevada Academic Standards
4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.] [*Assessment Boundary: Assessment is limited to a single form of weathering or erosion.*]
4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features. [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]
4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non- renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]
4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.] [*Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.*]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Grade 4 Social Studies

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
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14-18 Parent-Teacher Conferences
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MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 4 Social Studies At-a-Glance 2020-2021

Early Nevada	Westward Expansion	Problems and Promise	Modern Nevada

Grading Period 1 (Nine Weeks)	**Grading Period 2** (Nine Weeks)
SS.4.12, 13, SS.4.17, 18, 19, SS.4.21, 22, 23, 26, 27, 28	SS.4.11-22 SS.4.24-29
SS.4.11-22 SS.4.24, 25, 29	SS.4.15, 16 SS.4.19, 21-23 SS.4.27-33

To view Nevada Academic Standards for Social Studies, visit: https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/

Standards below are spiraled throughout each unit of study:

SS.4.1. Generate compelling questions to explore the history of Nevada.

SS.4.2. Generate and answer supporting questions that help address compelling questions.

SS.4.3. Analyze primary and secondary sources and use them to construct arguments about the past.

SS.4.4. Analyze the sourcing and context of sources through corroboration and close reading.

SS.4.5. Cite evidence that supports a response to supporting and compelling questions.

SS.4.6. Construct responses to compelling questions using reasoning, examples, and relevant details.

SS.4.7. Construct organized explanations for various audiences and purposes using evidence and reasoning.

SS.4.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.

SS.4.9. List and discuss group or individual action to help address local or regional problems.

SS.4.10. Use deliberative and democratic procedures to take action about an issue.

Unit of Study: Early Nevada	**Grading Period**: 1	**Days**: 46
Nevada Academic Content Standards		
SS.4.12. Analyze how Nevada's population and culture have changed over time.		
SS.4.13. Analyze the diverse population of Nevada's Native Americans and settlers of this state and discuss their unique experiences and contributions.		
SS.4.17. Analyze the impact of Native people on the culture of Nevada. **SS.4.18.** Identify and analyze the diversity and cultural traditions of Nevada's people, including but not limited to: Native communities, Basque communities.		
SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.		
SS.4.21. Identify and discuss examples of rules, laws, and authorities that keep people and property safe and secure in the state of Nevada. **SS.4.22.** Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.		
SS.4.23. Create maps that include human and physical features and that demonstrate spatial patterns in Nevada.		
SS.4.26. Describe the differences in population distribution across Nevada.		
SS.4.27. Using historical and contemporary examples discuss the importance of major industries in Nevada's economy. **SS.4.28.** Describe the intended and unintended consequences of decisions made regarding limited and shared resources in Nevada.		

Unit of Study: Westward Expansion	**Grading Period**: 2	**Days**: 37
Nevada Academic Content Standards		
SS.4.11. Evaluate why Nevada became a state and its role in national politics.		
SS.4.12. Analyze how Nevada's population and culture have changed over time.		
SS.4.13. Analyze the diverse population of Nevada's Native Americans and settlers of this state and discuss their unique experiences and contributions.		
SS.4.14. Evaluate the development and evolution of Nevada's symbols, mottoes, and slogans.		
SS.4.15. Analyze how racism and discriminatory practices have led to oppression in Nevada. **SS.4.16.** Analyze how diverse individuals and groups in Nevada led movements for social justice in response to discriminatory practices.		
SS.4.17. Analyze the impact of Native people on the culture of Nevada. **SS.4.18.** Identify and analyze the diversity and cultural traditions of Nevada's people, including but not limited to: Native communities, Basque communities.		
SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.		
SS.4.20. Evaluate how core civic dispositions and democratic principles have guided and/or continue to guide local and state government in Nevada.		
SS.4.21. Identify and discuss examples of rules, laws, and authorities that keep people and property safe and secure in the state of Nevada. **SS.4.22.** Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.		
SS.4.24. Examine how and why Nevada's landscape has been impacted by humans. **SS.4.25.** Analyze how technological changes have impacted the environment and economy of Nevada.		
SS.4.26. Describe the differences in population distribution		

across Nevada.
SS.4.27. Using historical and contemporary examples discuss the importance of major industries in Nevada's economy. **SS.4.28.** Describe the intended and unintended consequences of decisions made regarding limited and shared resources in Nevada.
SS.4.29. Investigate the role of Nevada's economy in relation to the national economy.

Unit of Study: Problems and Promise	**Grading Period**: 3	**Days**: 41
Nevada Academic Content Standards		
SS.4.11. Evaluate why Nevada became a state and its role in national politics.		
SS.4.12. Analyze how Nevada's population and culture have changed over time.		
SS.4.13. Analyze the diverse population of Nevada's Native Americans and settlers of this state and discuss their unique experiences and contributions.		
SS.4.14. Evaluate the development and evolution of Nevada's symbols, mottoes, and slogans.		
SS.4.15. Analyze how racism and discriminatory practices have led to oppression in Nevada. **SS.4.16.** Analyze how diverse individuals and groups in Nevada led movements for social justice in response to discriminatory practices.		
SS.4.17. Analyze the impact of Native people on the culture of Nevada. **SS.4.18.** Identify and analyze the diversity and cultural traditions of Nevada's people, including but not limited to: Native communities, Basque communities.		
SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.		
SS.4.20. Evaluate how core civic dispositions and democratic principles have guided and/or continue to guide local and state government in Nevada.		
SS.4.21. Identify and discuss examples of rules, laws, and authorities that keep people and property safe and secure in the state of Nevada. **SS.4.22.** Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.		
SS.4.24. Examine how and why Nevada's landscape has been impacted by humans. **SS.4.25.** Analyze how technological changes have impacted the environment and economy of Nevada.		
SS.4.29. Investigate the role of Nevada's economy in relation		

to the national economy.

Unit of Study: Modern Nevada	**Grading Period**: 4	**Days**: 50
Nevada Academic Content Standards		
SS.4.15. Analyze how racism and discriminatory practices have led to oppression in Nevada. **SS.4.16.** Analyze how diverse individuals and groups in Nevada led movements for social justice in response to discriminatory practices.		
SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.		
SS.4.21. Identify and discuss examples of rules, laws, and authorities that keep people and property safe and secure in the state of Nevada. **SS.4.22.** Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.		
SS.4.23. Create maps that include human and physical features and that demonstrate spatial patterns in Nevada.		
SS.4.27. Using historical and contemporary examples discuss the importance of major industries in Nevada's economy. **SS.4.28.** Describe the intended and unintended consequences of decisions made regarding limited and shared resources in Nevada.		
SS.4.29. Investigate the role of Nevada's economy in relation to the national economy.		
SS.4.30. Explain the benefits of saving and methods of saving, including but not limited to: financial institutions and saving at home.		
SS.4.31. Identify methods of payment for goods and services.		
SS.4.32. Determine the consequences of sharing personal information with others.		
SS.4.33. Examine jobs related to a career of interest.		

Grade 5 English Language Arts

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
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26	27	28	29	30		

OCTOBER 2021

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31						

NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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27	28					

MARCH 2022

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27	28	29	30	31		

APRIL 2022

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MAY 2022

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29	30	31	1	2	3	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 5 English Language Arts (ELA) Pacing Calendar 2021-22

Module 1, 2: Inventors at Work; What a Story (08/09-09/21)	Module 3: Natural Disasters (09/22-10/14)	Module 4: Wild West (10/18-11/04)	Module 5: Project Earth (11/05-11/19)	Module 6: Art for Everyone (11/29-12/16)
Module 7: Above, Below, & Beyond (01/03-01/25)	Module 8: A New Home (01/26-02/18)	Module 9: Unexpected, Unexplained (02/21-03/11)	Module 10: Lives of Animals (03/14-04/08)	Module 11, 12: Genre Study (04/12-05/27)

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M	T	W	Th	F
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31				

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28				

M	T	W	Th	F
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M	T	W	Th	F
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25	26	27	28	29

M	T	W	Th	F
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view the Nevada Academic Content Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

ELA Standards embedded into each unit of study

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions.
d. Recognize and correct inappropriate shifts in verb tense.
e. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.
b. Use a comma to separate an introductory element from the rest of the sentence.
c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

d. Use underlining, quotation marks, or italics to indicate titles of works.
e. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figurative language, including similes and metaphors, in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard		3	4	5	6	7	8	9-10	11-12
L.3.1f.	Ensure subject-verb and pronoun-antecedent agreement.	x	x	x	x	x	x	x	x
L.3.3a.	Choose words and phrases for effect.	x	x	x	x	x	x	x	x
L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		x	x	x	x	x	x	x
L.4.1g.	Correctly use frequently confused words (e.g., *to*/*too*/*two*; *there*/*their*).		x	x	x	x	x	x	x
L.4.3a.	Choose words and phrases to convey ideas precisely.*		x	x	x				
L.4.3b.	Choose punctuation for effect.		x	x	x	x	x	x	x
L.5.1d.	Recognize and correct inappropriate shifts in verb tense.			x	x	x	x	x	x
L.5.2a.	Use punctuation to separate items in a series.**			x	x	x	x		
L.6.1c.	Recognize and correct inappropriate shifts in pronoun number and person.				x	x	x	x	x
L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				x	x	x	x	x
L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				x	x	x	x	x
L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				x	x	x	x	x
L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.***				x	x	x	x	
L.6.3b.	Maintain consistency in style and tone.				x	x	x	x	x
L.7.1c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					x	x	x	x
L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					x	x	x	x
L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.						x	x	x
L.9–10.1a.	Use parallel structure.							x	x

PBL Investigation	Grading Period: 1-4	Days: ongoing

Nevada Academic Content Standards

Students will investigate enduring questions throughout the school year using informational and literary texts to these questions and more:

- Why is it important to read accurately and fluently?
- How does re-reading help us understand?
- How do we create visuals based on research?
- How do we cite our research?
- How do we ensure our research is relevant and accurate?
- Why is it important for us to include others' points of view in our research?
- Teacher created questions.

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)
    - Summarize and support key ideas
    - Demonstrate comprehension of information with supporting logical and valid inferences.
    - Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)
    - Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
    - Provide documentation of sources used in a grade-appropriate format.
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
    - Apply *grade 5 Reading standards* to literature (for example: “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]”). (W.5.9a)

- Apply *grade 5 Reading standards* to informational texts (for example: “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). (W.5.9b)

Modules 1, 2, 3: Inventors at Work, What a Story, Natural Disaster	**Grading Period**: 1	**Days**: 46

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)
  - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2)
  - Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (RL.5.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)
  - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)
  - Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)
- Use Integration of Knowledge and Ideas to:
  - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (RL.5.7)
  - Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9)
- Use Range of Reading and Complexity of Text to:
  - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (RL.5.10)

Informational Text

- Use Key Ideas and Details to:
    - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
    - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)
    - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)
- Use Craft and Structure to:
    - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (RI.5.4)
    - Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)
    - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
- Use Integration of Knowledge and Ideas to:
    - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)
    - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)
    - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)
- Use Range of Reading and Complexity of Text to:
    - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10)

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (W.5.1a)
- Provide logically ordered reasons that are supported by facts and details. (W.5.1b)
- Link opinion and reasons using words, phrases, and clauses (for example: consequently, specifically). (W.5.1c)
- Provide a concluding statement or section related to the opinion presented. (W.5.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2a)
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2b)
- Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (W.5.2c)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2d)
- Provide a concluding statement or section related to the information or explanation presented. (W.5.2e)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3a)
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (W.5.3b)
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (W.5.3c)
- Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3d)
- Provide a conclusion that follows from the narrated experiences or events. (W.5.3e)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10)
To view the Nevada Academic Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Modules 4, 5, 6: Wild West, Project Earth, Art for Everyone	**Grading Period**: 2	**Days**: 37

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)
  - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2)
  - Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (RL.5.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)
  - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)
  - Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)
- Use Integration of Knowledge and Ideas to:
  - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (RL.5.7)
  - Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9)
- Use Range of Reading and Complexity of Text to:
  - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (RL.5.10)

Informational Text

- Use Key Ideas and Details to:
    - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
    - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)
    - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)
- Use Craft and Structure to:
    - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (RI.5.4)
    - Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)
    - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
- Use Integration of Knowledge and Ideas to:
    - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)
    - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)
    - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)
- Use Range of Reading and Complexity of Text to:
    - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10)

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (W.5.1a)
- Provide logically ordered reasons that are supported by facts and details. (W.5.1b)
- Link opinion and reasons using words, phrases, and clauses (for example: consequently, specifically). (W.5.1c)
- Provide a concluding statement or section related to the opinion presented. (W.5.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2a)
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2b)
- Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (W.5.2c)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2d)
- Provide a concluding statement or section related to the information or explanation presented. (W.5.2e)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3a)
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (W.5.3b)
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (W.5.3c)
- Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3d)
- Provide a conclusion that follows from the narrated experiences or events. (W.5.3e)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10)
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Modules 7, 8, 9: Above, Below, and Beyond; A New Home; Unexpected, Unexplained	**Grading Period**: 3	**Days**: 41

Nevada Academic Content Standards

Literary Text

- Use Key Ideas and Details to:
  - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)
  - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2)
  - Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (RL.5.3)
- Use Craft and Structure to:
  - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)
  - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)
  - Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)
- Use Integration of Knowledge and Ideas to:
  - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (RL.5.7)
  - Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9)
- Use Range of Reading and Complexity of Text to:
  - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (RL.5.10)

Informational Text

- Use Key Ideas and Details to:
    - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
    - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)
    - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)
- Use Craft and Structure to:
    - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (RI.5.4)
    - Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)
    - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
- Use Integration of Knowledge and Ideas to:
    - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)
    - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)
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- Use Range of Reading and Complexity of Text to:
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Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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Modules 10, 11, 12: The Lives of Animals; Genre Study	**Grading Period**: 4	**Days**: 50

Nevada Academic Content Standards

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Grade 5 Mathematics

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2022

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 5 Mathematics Pacing Calendar 2021-22

Chapter 1: Whole Numbers & Operations (08/09-08/27)	Chapter 2, 3: Fractions; Multiply/Divide (08/30-10/28)	Chapter 4, 5: Decimals; Decimal Operations (11/01-01/07)	Chapter 6: Volume (01/10-01/28)
Chapter 7: Line Plots & Coordinate Plane (01/31-02/11)	Chapter 8: Polygons (02/15-02/25)	Chapter 9, 10: Ratio; Percent (02/28-04/11)	Review and Enrich (04/12-05/27)

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Mathematical Practices – Ongoing and Embedded in each unit

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

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Chapter 1: Whole Numbers and Four Operations	**Grading Period**: 1	**Days**: 15

Nevada Academic Content Standards: Domains

5.NBT.A. Number & Operations in Base Ten: Understand the place value system.

5.NBT.B. Number & Operations in Base Ten: Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.OA.A. Operations & Algebraic Thinking: Write and interpret numerical expressions.

Nevada Academic Content Standards: Standards

4.OA.A.3

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

5.NBT.B.6

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NBT.A.1

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

5.NBT.B.5

Fluently multiply multi-digit whole numbers using the standard algorithm.

5.OA.A.2

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

5.NBT.A.2

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.OA.A.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

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Chapter 2: Fractions and Mixed Numbers **Chapter 3:** Multiply and Dividing Fractions and Mixed Numbers	**Grading Period**: 1-2	**Days**: 37

Nevada Academic Content Standards: Domains

5.NF.A. Number & Operations—Fractions: Use equivalent fractions as a strategy to add and subtract fractions.

5.NF.B. Number & Operations—Fractions: Apply and extend previous understandings of multiplication and division.

5.OA.A. Operations & Algebraic Thinking: Write and interpret numerical expressions.

Nevada Academic Content Standards: Standards

Chapter 2 (16 days)

5.NF.B.3

Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

5.NF.A.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Chapter 3 (21 days)

5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

5.NF.B.7.c

Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

5.NF.B.7.b

Interpret division of a whole number by a unit fraction, and compute such quotients.

5.NF.B.4

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.B.7

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

5.NF.B.5.a

Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

5.NF.B.6

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.A.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or

equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

5.NF.B.5.a

Interpret multiplication as scaling (resizing), by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

5.NF.B.7.a

Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

5.NF.B.4.b

Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.B.4.a

Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

5.NF.B.5.b

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5.OA.A.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 4: Decimals **Chapter 5:** Four Operations of Decimals	**Grading Period**: 2-3	**Days**: 33

Nevada Academic Content Standards: Domains

5.NBT.A. Number & Operations in Base Ten: Understand the place value system.

5.NBT.B. Number & Operations in Base Ten: Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.MD.A. Measurement & Data: Convert like measurement units within a given measurement system.

Nevada Academic Content Standards: Standards

Chapter 4 (10 days)

5.NBT.A.4

Use place value understanding to round decimals to any place.

5.NBT.A.3.b

Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

5.NBT.A.3.a

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).

5.NBT.A.3

Read, write, and compare decimals to thousandths.

Chapter 5 (25 days)

5.MD.A.1

Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

5.NBT.B.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

5.NBT.A.2

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 6: Volume	**Grading Period**: 3	**Days**: 13

Nevada Academic Content Standards: Domains

5.MD.C. Measurement & Data: Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.

Nevada Academic Content Standards: Standards

5.MD.C.3.a

A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

5.MD.C.5.c

Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

5.MD.C.5

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

5.MD.C.3.b

A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.

5.MD.C.3
Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 7: Line Plots and the Coordinate Plane	**Grading Period**: 3	**Days**: 10

Nevada Academic Content Standards: Domains

5.G.A. Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems.

5.G.B. Geometry: Classify two-dimensional figures into categories based on their properties.

5.MD.B. Measurement & Data: Represent and interpret data.

Nevada Academic Content Standards: Standards

5.G.A.1

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).

5.MD.B.2

Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

5.G.A.2

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

5.OA.B.3

Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 8: Polygons	**Grading Period**: 3	**Days**: 9
Nevada Academic Content Standards: Domains 5.G.B. Geometry: Classify two-dimensional figures into categories based on their properties.		
Nevada Academic Content Standards: Standards		
5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. **5.G.B.4** Classify two-dimensional figures in a hierarchy based on properties.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 9: Ratio **Chapter 10:** Percents	**Grading Period**: 3-4	**Days**: 25

Nevada Academic Content Standards: Domains

6.RP.A. Ratios & Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems.

Nevada Academic Content Standards: Standards

Chapter 9 (14 days)

6.RP.A.3

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

6.RP.A.3.a

Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

6.RP.A.1

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Chapter 10 (11 days)

6.RP.A.3.c

Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Review and Enrich	**Grading Period**: 4	**Days**: Remaining
Nevada Academic Content Standards: Domains In Review – teacher selected through in-depth class-specific and student-specific data analysis		
Using student data from unit tests, benchmarks, and formative assessments, create and implement a yearly review targeting those student expectations for whole class, small group, and individual needs. The emphasis is to review important mathematical concepts and skills. Engage in a Problem-Based Learning project posing these questions for inquiry and research ● (Given a data set of fractional measurements with unlike denominators) What will you consider in deciding how to label the tick marks on the line for your line plot? When might you see fractions in real-world data? ● How are volume and area related in a solid figure? ● Why is multiplication used when computing the volume of a solid figure, instead of another operation? ● What are things in the real world that are designed like a coordinate plane or that use a coordinate system? ● Why are the axes of the coordinate plane made to form right angles instead of acute and obtuse angles?		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Grade 5 Science

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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22	23	24	25	26	27	28
29	30	31	1	2	3	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 5 Science Pacing Calendar 2021-22

Grading Period 1:	Grading Period 2:	Grading Period 3:	Grading Period 4:
Unit: **Properties of Matter** *Matter is Everywhere,* *Properties of Matter,* *Changes to Matter,* *Gravity*	Unit: **Earth and Space** *Earth's Rotation,* *Observing the Stars,* *Objects in the Sky,* *Earth's Systems Interactions*	Unit: **Water, Use, Transfer** *Water Sources,* *Reducing Human Footprint,* *Energy Transfer*	Unit: **Life Sciences** *Matter and Energy in Plants,* *Food Webs,* *Matter Cycles,* *Ecosystems*
(08/09-10/14)	(10/18-12/16)	(01/03-03/10)	(03/14-05/27)

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- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.

- To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Standards below are spiraled throughout each unit of study:

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Please note that "Practices, DCIs, and CCs" refers to Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts. This hyperlink(s) to the Next Generation Science Standards (NGSS) is provided for each unit of study for greater clarification.

Unit of Study: Properties of Matter	**Grading Period**: 1	**Days**: 46
Modules: Matter is Everywhere, Properties of Matter, Changes to Matter, Gravity		

Nevada Academic Standards
5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [*Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.*]
5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]
5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [*Assessment Boundary: Assessment does not include density or distinguishing mass and weight.*]
5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.] *[Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]*
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Earth & Space	**Grading Period**: 2	**Days**: 37
Modules: Earth's Rotation, Observing the Stars, Objects in the Sky, Earth's Systems Interactions		

Nevada Academic Standards
5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. *[Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).]*
5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [*Assessment Boundary: Assessment does not include causes of seasons.]*
5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] *[Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]*
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Water, Use, Transfer	**Grading Period**: 3	**Days**: 41
Modules: Water Sources, Reducing Human Footprint, Energy Transfer		
Nevada Academic Standards		
5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. *[Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]*		
5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. **5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.** [Clarification Statement: Examples of models could include diagrams, and flow charts.]		
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/		

Unit of Study: Life Sciences	**Grading Period**: 4	**Days**: 50
Modules: Matter and Energy in Plants, Food Webs, Matter Cycles, Ecosystems		
Nevada Academic Standards		
5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]		
5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] *[Assessment Boundary: Assessment does not include molecular explanations.]*		

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Grade 5 Social Studies

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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27	28					

MARCH 2022

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APRIL 2022

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MAY 2022

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

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OCTOBER 2021

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DECEMBER 2021

6-10 Spirit Week
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JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
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FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
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MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
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14 Pi day "π day"
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21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 5 Social Studies At-a-Glance 2020-2021

Pre-Columbian Era, and Explorers	Colonization	Revolutionary War	American Democracy

Grading Period 1 (Nine Weeks)	**Grading Period 2** (Nine Weeks)
SS.5.13-15 SS.5.17, 19, 28, 29, 31, 33	SS.5.12-17, 19 SS.5.22, 23, 27-35
SS.5.12-19, 21, 23, 27 SS.5.28-35	SS.5.11-12, 14-24, 26-35

To view Nevada Academic Standards for Social Studies, visit: https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/

Standards below are spiraled throughout each unit of study:

SS.5.1. Generate compelling questions to explore the creation of the United States.

SS.5.2. Generate and answer supporting questions that help address compelling questions.

SS.5.3. Determine the credibility of multiple sources by using corroboration and close reading.

SS.5.4. Gather primary and secondary sources and use them to construct responses to support compelling questions.

SS.5.5. Cite evidence from multiple sources in response to supporting and compelling questions.

SS.5.6. Construct an argument to answer a compelling question, using evidence and reasoning skills.

SS.5.7. Construct organized explanations for various audiences and purposes using evidence and reasoning.

SS.5.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.

SS.5.9. List and discuss group or individual action to help address local, regional, and/or national problems.

SS.5.10. Use deliberative and democratic procedures to take action about an issue.

Unit of Study: Pre-Columbian Era and Explorers	**Grading Period**: 1	**Days**: 46
Nevada Academic Content Standards		
SS.5.13. Explore the development of colonial America and compare differences among the colonies.		
SS.5.14. Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history.		
SS.5.15. Analyze how various political, religious, and intellectual ideas have influenced the development of early American society and government.		
SS.5.17. Analyze how and why racial, ethnic, and other groups were oppressed in early American history.		
SS.5.19. Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.		
SS.5.27. Describe how the nation changed in the past and continues to change in order to limit and/or protect individual rights.		
SS.5.28. Analyze various maps to connect environmental, political, and cultural characteristics of a region and their influence on historical events in early American history.		
SS.5.29. Evaluate the relationship between humans and the environment in early American history.		
SS.5.31. Analyze how physical geography and natural resources affected exploration within the settlement of people, and the development of culture in early U.S. history.		

Unit of Study: Colonization	**Grading Period**: 2	**Days**: 37
Nevada Academic Content Standards		
SS.5.12. Investigate what it meant to be an American for different groups of people in early American history.		
SS.5.13. Explore the development of colonial America and compare differences among the colonies.		
SS.5.14. Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history.		
SS.5.15. Analyze how various political, religious, and intellectual ideas have influenced the development of early American society and government.		
SS.5.16. Evaluate the causes and effects of the American Revolution.		
SS.5.17. Analyze how and why racial, ethnic, and other groups were oppressed in early American history.		
SS.5.19. Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.		
SS.5.22. Analyze core civic dispositions and democratic principles and their influence on early American history.		
SS.5.23. Investigate how individuals exercise rights and responsibilities.		
SS.5.27. Describe how the nation changed in the past and continues to change in order to limit and/or protect individual rights.		
SS.5.28. Analyze various maps to connect environmental, political, and cultural characteristics of a region and their influence on historical events in early American history.		
SS.5.29. Evaluate the relationship between humans and the environment in early American history.		
SS.5.30. Analyze rules and laws that encouraged or restricted migration and immigration within regions of the early United States		
SS.5.31. Analyze how physical geography and natural resources affected exploration within the settlement of		

people, and the development of culture in early U.S. history.
SS.5.32. Compare and contrast the similarities and differences of the economies of the colonial regions.
SS.5.33. Investigate the development of the early U.S. economy.
SS.5.34. Evaluate the role of slavery in the early U.S. economy.
SS.5.35. Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the United States

Unit of Study: Revolutionary War	**Grading Period**: 3	**Days**: 41
Nevada Academic Content Standards		
SS.5.12. Investigate what it meant to be an American for different groups of people in early American history.		
SS.5.13. Explore the development of colonial America and compare differences among the colonies.		
SS.5.14. Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history.		
SS.5.15. Analyze how various political, religious, and intellectual ideas have influenced the development of early American society and government.		
SS.5.16. Evaluate the causes and effects of the American Revolution.		
SS.5.17. Analyze how and why racial, ethnic, and other groups were oppressed in early American history.		
SS.5.18. Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history.		
SS.5.19. Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.		
SS.5.21. Describe representative government and explore debates that formed of the U.S. Constitution.		
SS.5.23. Investigate how individuals exercise rights and responsibilities.		
SS.5.27. Describe how the nation changed in the past and continues to change in order to limit and/or protect individual rights.		
SS.5.28. Analyze various maps to connect environmental, political, and cultural characteristics of a region and their influence on historical events in early American history.		
SS.5.29. Evaluate the relationship between humans and the environment in early American history.		
SS.5.30. Analyze rules and laws that encouraged or restricted migration and immigration within regions of the early United States		

SS.5.31. Analyze how physical geography and natural resources affected exploration within the settlement of people, and the development of culture in early U.S. history.
SS.5.32. Compare and contrast the similarities and differences of the economies of the colonial regions.
SS.5.33. Investigate the development of the early U.S. economy.
SS.5.34. Evaluate the role of slavery in the early U.S. economy.
SS.5.35. Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the United States

Unit of Study: American Democracy	**Grading Period**: 4	**Days**: 50
Nevada Academic Content Standards		
SS.5.11. Examine the development of political parties in American history.		
SS.5.12. Investigate what it meant to be an American for different groups of people in early American history.		
SS.5.14. Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history.		
SS.5.15. Analyze how various political, religious, and intellectual ideas have influenced the development of early American society and government.		
SS.5.16. Evaluate the causes and effects of the American Revolution.		
SS.5.17. Analyze how and why racial, ethnic, and other groups were oppressed in early American history.		
SS.5.18. Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history.		
SS.5.19. Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.		

SS.5.20. Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time.
SS.5.21. Describe representative government and explore debates that formed of the U.S. Constitution.
SS.5.22. Analyze core civic dispositions and democratic principles and their influence on early American history.
SS.5.23. Investigate how individuals exercise rights and responsibilities.
SS.5.24. Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society.
SS.5.25. Analyze how the Bill of Rights shaped the rights of Americans.
SS.5.26. Explain the structures of constitutional government and the role of checks and balances.
SS.5.27. Describe how the nation changed in the past and continues to change in order to limit and/or protect individual rights.
SS.5.28. Analyze various maps to connect environmental, political, and cultural characteristics of a region and their influence on historical events in early American history.
SS.5.29. Evaluate the relationship between humans and the environment in early American history.
SS.5.30. Analyze rules and laws that encouraged or restricted migration and immigration within regions of the early United States
SS.5.31. Analyze how physical geography and natural resources affected exploration within the settlement of people, and the development of culture in early U.S. history.
SS.5.33. Investigate the development of the early U.S. economy.
SS.5.34. Evaluate the role of slavery in the early U.S. economy.
SS.5.35. Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the United States

SS.5.36. Describe the importance of setting financial goals.
SS.5.37. Compare interest rates in regard to credit and savings.
SS.5.38. Identify methods of how to protect one's identity from common threats.
SS.5.39. Explain the standard of living in relationship to quality of life.

Grade 6 English Language Arts

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021

S	M	T	W	Th	F	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2022

S	M	T	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

S	M	T	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 6 English Language Arts (ELA) Pacing Calendar 2021-2022

Multiple Genres (Unit 1, HMH) 8/09-9/17	Multiple Genres (Unit 2, HMH) 9/20-10/28	Multiple Genres (Unit 3, HMH) 11/01-12/16	Multiple Genres (Unit 4, HMH) 01/03-02/11	Multiple Genres (Unit 5, HMH) 02/15-04/08	Multiple Genres & Review (Unit 6, HMH) 04/11-5/27

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view the Nevada Academic Content Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Spiraling English Language Arts Standards - - Embedded in each unit of study

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
b. Use intensive pronouns (e.g., myself, ourselves).
c. Recognize and correct inappropriate shifts in pronoun number and person.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
b. Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning, reader/ listener interest, and style.

b. Maintain consistency in style and tone.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., personification) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard		3	4	5	6	7	8	9-10	11-12
L.3.1f.	Ensure subject-verb and pronoun-antecedent agreement.	x	x	x	x	x	x	x	x
L.3.3a.	Choose words and phrases for effect.	x	x	x	x	x	x	x	x
L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		x	x	x	x	x	x	x
L.4.1g.	Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).		x	x	x	x	x	x	x
L.4.3a.	Choose words and phrases to convey ideas precisely.*		x	x	x				
L.4.3b.	Choose punctuation for effect.		x	x	x	x	x	x	x
L.5.1d.	Recognize and correct inappropriate shifts in verb tense.			x	x	x	x	x	x
L.5.2a.	Use punctuation to separate items in a series.**			x	x	x	x		
L.6.1c.	Recognize and correct inappropriate shifts in pronoun number and person.				x	x	x	x	x
L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				x	x	x	x	x
L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				x	x	x	x	x
L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				x	x	x	x	x
L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.***				x	x	x	x	
L.6.3b.	Maintain consistency in style and tone.				x	x	x	x	x
L.7.1c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					x	x	x	x
L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					x	x	x	x
L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.						x	x	x
L.9–10.1a.	Use parallel structure.							x	x

Project Based Learning (PBL)

Writing Task: Write an Informational Essay
Speaking and Listening Task: Present a Film Critique
Writing Task: Create a Multimodal Presentation
Writing Task: Personal Narrative
Writing Task: Write an Argument
Speaking and Listening Task: Present a Podcast
Writing Task: Write a Short Story
Writing Task: Write a Research Report
Speaking and Listening Task: Participate in a Panel Discussion

HMH Unit 1 and Unit 2 (starts): Multiple Genres	**Grading Period**: 1	**Days**: 46
Nevada Academic Content Standards		
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.6.2) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (RL.6.4) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5) Explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6) Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (RL.6.7) Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (RL.6.9) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10) RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
To view the Nevada Academic Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

HMH Unit 2 (finishes) and Unit 3: Multiple Genres	**Grading Period**: 2	**Days**: 46

Nevada Academic Content Standards
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3)
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (RL.6.4)
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5)
Explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (RL.6.7)
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (RL.6.9)
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10)
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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HMH Unit 4 and Unit 5 (starts): Multiple Genres	**Grading Period**: 3	**Days**: 41

Nevada Academic Content Standards

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (RL.6.4)

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5)

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Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (RL.6.9)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10)

RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

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a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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HMH Unit 5 (finishes) and Unit 6: Multiple Genres	**Grading Period**: 4	**Days**: 49

Nevada Academic Content Standards

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Grade 6 Mathematics

2021-2022 Scope & Sequence

100 Academy S.E.T

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

NOVEMBER 2021

S	M	T	W	Th	F	Sa
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21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2022

S	M	T	W	Th	F	Sa
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23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

S	M	T	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

S	M	T	W	Th	F	Sa
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6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
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24	25	26	27	28	29	30

MAY 2022

S	M	T	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 6 Mathematics Pacing Calendar 2021-22

Chapter 1, 2, 3: Numbers; Negatives; Fractions/Decimals (08/09-10/13)	Chapter 4: Ratio (10/14-11/03)	Chapter 5: Rates and Speed (11/04-11/30)	Chapter 6: Percents (12/01-12/16)	Chapter 7, 8: Algebraic Exps; Equation & Inequalities (01/03-02/11)
Chapter 9: The Coordinate Plane (02/15-02/25)	Chapter 10: Areas of Polygons (02/28-03/14)	Chapter 11: Surface Area & Volume (03/15-04/05)	Chapter 12, 13: Intro to Stats; Central Tendency & Variability; and Review/Enrich (04/06-05/27)	

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
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18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
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22	23	24	25	26
29	30			

M	T	W	Th	F
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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
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31				

M	T	W	Th	F
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14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
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14	15	16	17	18
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28	29	30	31	

M	T	W	Th	F
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11	12	13	14	15
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25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Mathematical Practices – Ongoing and Embedded in each unit

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

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Chapter 1: Whole Numbers, Prime Numbers, and Prime Factorization **Chapter 2:** Number Lines and Negative Numbers **Chapter 3:** Fractions and Decimals	**Grading Period**: 1	**Days**: 45

Nevada Academic Content Standards: Domains

6.EE.A. Expressions & Equations: Apply and extend previous understandings of arithmetic to algebraic expressions.

6.NS.A. The Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

6.NS.B. The Number System: Compute fluently with multi-digit numbers and find common factors and multiples.

6.NS.C. The Number System: Apply and extend previous understandings of numbers to the system of rational numbers.

Nevada Academic Content Standards: Standards

Chapter 1 (8 days)

6.EE.A.1

Write and evaluate numerical expressions involving whole-number exponents.

6.NS.B.4

Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor

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Chapter 2 (10 days)

6.NS.C.6.a

Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.

6.NS.C.7.c

Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

6.NS.C.5

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation

above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.C.7.a

Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.

6.NS.C.7.b

Write, interpret, and explain statements of order for rational numbers in real-world contexts.

6.NS.C.6.c

Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.NS.C.7.d

Distinguish comparisons of absolute value from statements about order.

6.NS.C.6

Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

Chapter 3 (17 days)

6.NS.B.2

Fluently divide multi-digit numbers using the standard algorithm.

6.NS.A.1

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

6.NS.B.3

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 4: Ratio	**Grading Period**: 2	**Days**: 13
Nevada Academic Content Standards: Domains 6.RP.A. Ratios & Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems.		
Nevada Academic Content Standards: Standards		
6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. **6.RP.A.3.d** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. **6.RP.A.3.a** Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 5: Rate and Speed	**Grading Period**: 2	**Days**: 13
Nevada Academic Content Standards: Domains 6.RP.A. Ratios & Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems.		
Nevada Academic Content Standards: Standards		
6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. **6.RP.A.2** Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. **6.RP.A.3.b** Solve unit rate problems including those involving unit pricing and constant speed.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 6: Percents	**Grading Period**: 2	**Days**: 12
Nevada Academic Content Standards: Domains 6.RP.A. Ratios & Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems.		
Nevada Academic Content Standards: Standards		
6.RP.A.3.c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 7: Algebraic Expressions **Chapter 8:** Equations and Inequalities	**Grading Period**: 3	**Days**: 28

Nevada Academic Content Standards: Domains

6.EE.A. Expressions & Equations: Apply and extend previous understandings of arithmetic to algebraic expressions.

6.EE.B. Expressions & Equations: Reason about and solve one-variable equations and inequalities.

6.EE.C. Expressions & Equations: Represent and analyze quantitative relationships between dependent and independent variables.

Nevada Academic Content Standards: Standards

Chapter 7 (14 days)

6.EE.A.2.a

Write expressions that record operations with numbers and with letters standing for numbers.

6.EE.A.4

Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

6.EE.A.2.b

Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

6.EE.A.2

Write, read, and evaluate expressions in which letters stand for numbers.

6.EE.A.3

Apply the properties of operations to generate equivalent expressions.

6.EE.B.6

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.A.2.c

Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

Chapter 8 (14 days)

6.RP.A.3.a

Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

6.EE.C.9

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

6.EE.B.8

Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

6.EE.B.5

Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.B.7

Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

6.EE.B.6

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 9: The Coordinate Plane	**Grading Period**: 3	**Days**: 9

Nevada Academic Content Standards: Domains

6.EE.C. Expressions & Equations: Represent and analyze quantitative relationships between dependent and independent variables.

6.EE.A. Expressions & Equations: Apply and extend previous understandings of arithmetic to algebraic expressions.

6.G.A. Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.

6.NS.C. The Number System: Apply and extend previous understandings of numbers to the system of rational numbers.

Nevada Academic Content Standards: Standards

6.NS.C.6.b

Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

6.G.A.3

Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

6.EE.C.9

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent

variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

6.NS.C.6.c

Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.EE.A.2.c

Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

6.NS.C.6

Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

6.NS.C.8

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 10: Areas of Polygons	**Grading Period**: 3-4	**Days**: 10

Nevada Academic Content Standards: Domains

6.NS.C. The Number System: Apply and extend previous understandings of numbers to the system of rational numbers.

6.EE.A. Expressions & Equations: Apply and extend previous understandings of arithmetic to algebraic expressions.

6.G.A. Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.

Nevada Academic Content Standards: Standards
6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **6.NS.C.6.c** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. **6.EE.A.2.c** Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 11: Surface Area and Volumes of Solids	**Grading Period**: 4	**Days**: 11

Nevada Academic Content Standards: Domains
6.EE.A. Expressions & Equations: Apply and extend previous understandings of arithmetic to algebraic expressions. 6.G.A. Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.

Nevada Academic Content Standards: Standards
6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

6.G.A.4

Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

6.EE.A.2.c

Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 12: Introduction to Statistics **Chapter 13:** Measures of Central Tendency and Variability	**Grading Period**: 4	**Days**: 20

Nevada Academic Content Standards: Domains

6.SP.A. Statistics & Probability: Develop understanding of statistical variability.

6.SP.B. Statistics & Probability: Summarize and describe distributions.

Nevada Academic Content Standards: Standards

Chapter 12 (8 days)

6.SP.B.5.b

Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

6.SP.B.4

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.B.5.a

Reporting the number of observations.

6.SP.A.2

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6.SP.A.1

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

Chapter 13 (13 days)

6.SP.A.3

Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

6.SP.B.4

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.B.5.c

Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

6.SP.B.5.a

Reporting the number of observations.

6.SP.B.5.d

Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

6.SP.A.2

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

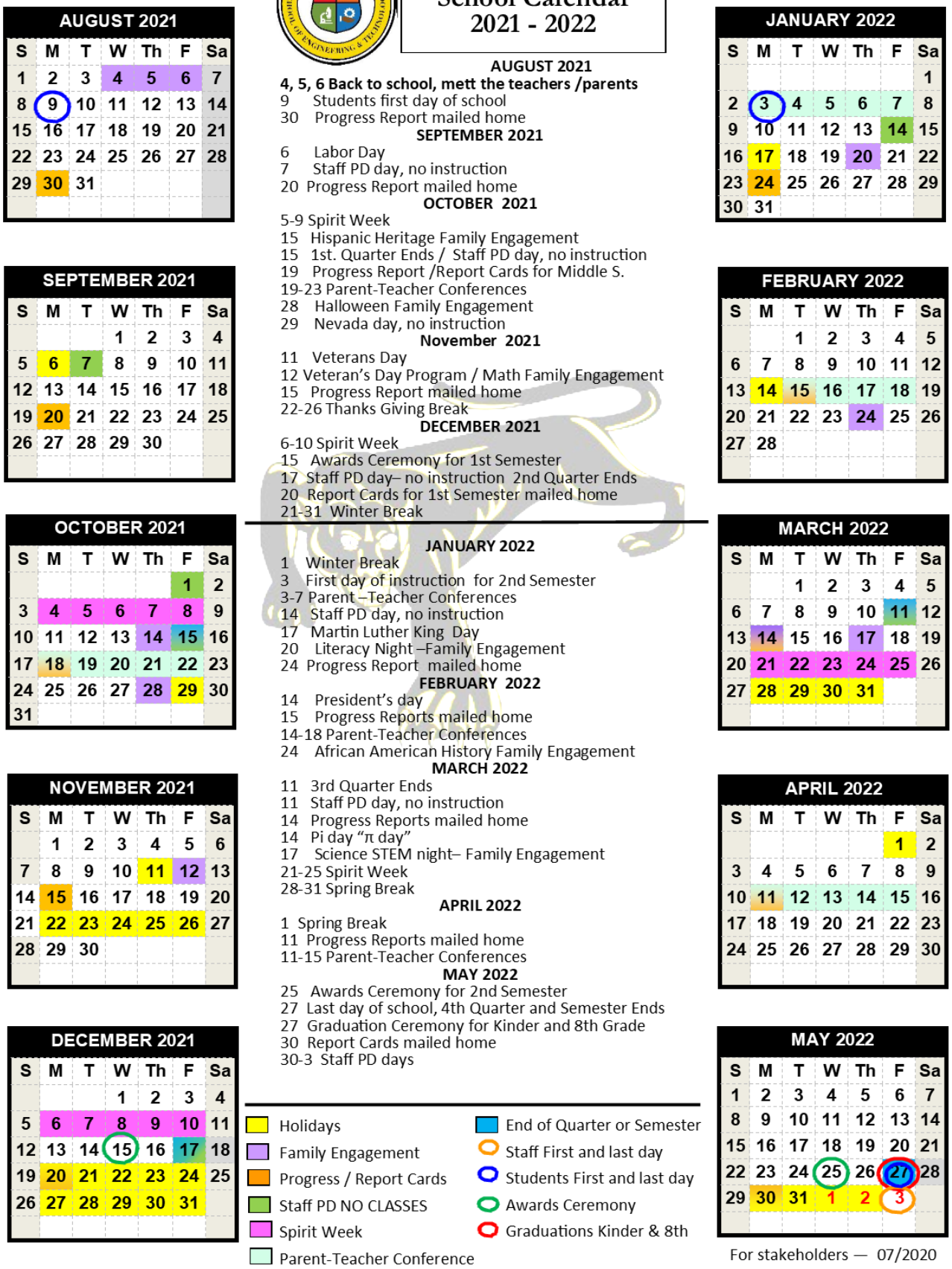
Review and Enrich	**Grading Period**: 4	**Days**: Remaining
Nevada Academic Content Standard in Mathematics In Review – teacher selected through in-depth class-specific and student-specific data analysis		
Using student data from unit tests, benchmarks, and formative assessments, create and implement a yearly review targeting those student expectations for whole class, small group, and individual needs. The emphasis is to review important mathematical concepts and skills. Engage in a Problem-Based Learning project posing these questions for inquiry and research ● What is the difference between what area measures and what volume measures? ● How does using decomposition aid in finding the area of composite figures? ● What distinguishes a statistical question from a question that is not a statistical question? ● Why do we have numerical measures for both the center of a data set and the variability of a data set? ● How are nets of three-dimensional figures used to find surface area?		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Grade 6 Science

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022



AUGUST 2021						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021						
S	M	T	W	Th	F	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021						
S	M	T	W	Th	F	Sa
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24	25	26	27	28	29	30
31						

NOVEMBER 2021						
S	M	T	W	Th	F	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021						
S	M	T	W	Th	F	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
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23	24	25	26	27	28	29
30	31					

FEBRUARY 2022						
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27	28					

MARCH 2022						
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27	28	29	30	31		

APRIL 2022						
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24	25	26	27	28	29	30

MAY 2022						
S	M	T	W	Th	F	Sa
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22	23	24	25	26	27	28
29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 6 Science Pacing Calendar 2021-22

Grading Period 1:	Grading Period 2:	Grading Period 3:	Grading Period 4:
Unit: **Cells and Organisms** *Cells, Anatomy of Cells, Bodies and Systems, Sensory Receptors* (08/09-10/14)	Unit: **Organic Reproduction** *Reproduction Plants & Animals, Growth of Organisms, Inheritance and Genetic Variation* (10/18-12/16)	Unit: **Energy and Motion** *Thermal Energy Transfer, Energy Transfer & Temperature, Kinetic Energy* (01/03-03/10)	Unit: **Weather & Climate** *See Modules Below* (03/14-05/27)

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	Th	F
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11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.

- To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Standards below are spiraled throughout each unit of study:

MS-ETS1-1.	**Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**
MS-ETS1-2.	**Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**
MS-ETS1-3.	**Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.**
MS-ETS1-4.	**Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**

Please note that "Practices, DCIs, and CCs" refers to Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts. This hyperlink(s) to the Next Generation Science Standards (NGSS) is provided for each unit of study for greater clarification.

Unit of Study: Cells and Organisms	**Grading Period**: 1	**Days**: 46
Modules: Cells, Anatomy of Cells, Bodies and Systems, Sensory Receptors		

Nevada Academic Standards
MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.]
MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [*Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts*.]
MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [*Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems*.]
MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. *[Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]*
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Organic Reproduction	**Grading Period**: 2	**Days**: 37
Modules: Reproduction in Plants and Animals, Growth of Organisms, Inheritance and Genetic Variation		

Nevada Academic Standards
MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] *[Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.]*
MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. [Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]
MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.] [*Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes*.]

MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. *[Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]*

MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. [Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.]

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Energy and Motion	**Grading Period**: 3	**Days**: 41
Modules: Thermal Energy Transfer, Energy Transfer & Temperature, Kinetic Energy (also in grade 8)		

Nevada Academic Standards

MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.] [*Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.*]

MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [*Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.*]

MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.] *[Assessment Boundary: Assessment does not include calculations of energy.]*
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Weather and Climate	**Grading Period**: 4	**Days**: 50
Modules: Water cycle, Predicting weather, Influences of Weather & Climate, Ocean Currents, Human Activities-Global Climate Change, Human Impact on the Environment		

Nevada Academic Standards
MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] [*Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.*]
MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).] *[Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.]*
MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. [Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis Effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis Effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.] *[Assessment Boundary: Assessment does not include the dynamics of the Coriolis Effect.]*
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of

human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]
MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Grade 6 Social Studies

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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22	23	24	25	26	27	28
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- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 6 Social Studies At-a-Glance 2020-2021

Geography of the Ancient World	Mesopotamia	Egypt	Africa
Persia and India	China	Greece and Rome	Maya, Aztec, Inca; Financial Literacy

Grading Period 1 (Nine Weeks)	**Grading Period 2** (Nine Weeks)
SS.6-8.EWC.26-29 SS.6-8.EWC.13, 15-17, 21-23, 27, 29, 31, 32	SS.6-8.EWC.12, 13, 14, 16, 17, 19, 20, 22-25, 27-32
SS.6-8.EWC.12-16, 18-24, 28, 30-32	SS.6-8.EWC.12-19, 21-25, 27, 28, 30, 31 SS.6-8.FL.1-11

To view Nevada Academic Standards for Social Studies, visit: https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/

Standards below are spiraled throughout each unit of study:

SS.6-8.EWC.1. Construct compelling questions based upon disciplinary concepts.

SS.6-8.EWC.2. Evaluate various interpretations to answer compelling questions within and across disciplines.

SS.6.8.EWC.3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions.

SS.6-8.EWC.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts through close reading and disciplinary skills.

SS.6-8.EWC.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.

SS.6-8.EWC.6. Using varied source material, develop an argument based on substantive claims, with strong evidence, and clear reasoning.

SS.6-8.EWC.7. Examine different arguments while pointing out the strengths and limitations of each.

SS.6-8.EWC.8. Construct organized explanations for various audiences and purposes using evidence and reasoning.

SS.6-8.EWC.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.

SS.6-8.EWC.10. Draw on disciplinary concepts to explain challenges people have faced, are facing, and opportunities they created in addressing local, regional and global problems at various times and places.

SS.6-8.EWC.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Unit of Study: Geography of the Ancient World	**Grading Period**: 1	**Days**: 20
Nevada Academic Content Standards		
SS.6-8.EWC.26. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early civilizations.		
SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		
SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various early civilizations.		
SS.6-8.EWC.29. Explain how global changes in population distribution patterns affect changes in land use in early civilizations including, but not limited to: rural versus urban, major waterways, pandemics, slavery.		

Unit of Study: Mesopotamia	**Grading Period**: 1	**Days**: 26
Nevada Academic Content Standards		
SS.6-8.EWC.13. Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.		
SS.6-8.EWC.15. Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.		
SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.		
SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, & cultures in the ancient world.		
SS.6-8.EWC.21. Investigate the ways in which civilizations build communities of respect, equity, and diversity throughout early world history.		
SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.		
SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.		

SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.
SS.6-8.EWC.29. Explain how global changes in population distribution patterns affect changes in land use in early civilizations including, but not limited to: rural vs. urban, major waterways, pandemics, slavery.
SS.6-8.EWC.31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary system, and other factors.
SS.6-8.EWC.32. Explain how trade has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.

Unit of Study: Egypt	**Grading Period**: 2	**Days**: 19
Nevada Academic Content Standards		
SS.6-8.EWC.13. Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.		
SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.		
SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.		
SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.		
SS.6-8.EWC.19. Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.		
SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.		
SS.6-8.EWC.24. Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.		
SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		

SS.6-8.EWC.29. Explain how global changes in population distribution patterns affect changes in land use in early civilizations including, but not limited to: rural vs. urban, major waterways, pandemics, slavery.
SS.6-8.EWC.31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.

Unit of Study: Africa	**Grading Period**: 2	**Days**: 18
Nevada Academic Content Standards		
SS.6-8.EWC.12. Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.		
SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.		
SS.6-8.EWC.20. Assess the impacts of cultural diffusion when diverse groups interact within and across early civilizations.		
SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.		
SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.		
SS.6-8.EWC.25. Compare and contrast government structures, processes, and laws within and across early civilizations.		
SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various early civilizations.		
SS.6-8.EWC.32. Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, and resources and income distribution in different ancient civilizations.		

Unit of Study: Persia and India	**Grading Period**: 3	**Days**: 21
Nevada Academic Content Standards		
SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.		

SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.
SS.6-8.EWC.18. Analyze the use of conflict and/or diplomacy in ancient world interactions.
SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.
SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.
SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various early civilizations.
SS.6-8.EWC.30. Differentiate economic systems, patterns of trade, and how those impact civilizations.

Unit of Study: China	**Grading Period**: 3	**Days**: 20
Nevada Academic Content Standards		
SS.6-8.EWC.12. Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.		
SS.6-8.EWC.13. Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.		
SS.6-8.EWC.15. Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.		
SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.		
SS.6-8.EWC.19. Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.		
SS.6-8.EWC.20. Assess the impacts of cultural diffusion when diverse groups interact within and across early civilizations.		
SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.		

SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.
SS.6-8.EWC.24. Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.
SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various early civilizations.
SS.6-8.EWC.30. Differentiate economic systems and patterns of trade, and how those impact civilizations.
SS.6-8.EWC.31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.
SS.6-8.EWC.32. Explain how trade has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.

Unit of Study: Greece and Rome	**Grading Period**: 4	**Days**: 20
Nevada Academic Content Standards		
SS.6-8.EWC.12. Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.		
SS.6-8.EWC.13. Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.		
SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.		
SS.6-8.EWC.15. Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered…		
SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.		
SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.		
SS.6-8.EWC.18. Analyze the use of conflict and/or diplomacy in ancient world interactions.		

SS.6-8.EWC.19. Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.
SS.6-8.EWC.21. Investigate the ways in which civilizations build communities of respect, equity, and diversity throughout early world history.
SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.
SS.6-8.EWC.23. Describe the different political, civil, religious and economic organizations of early civilizations.
SS.6-8.EWC.24. Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.
SS.6-8.EWC.25. Compare and contrast government structures, processes, and laws within and across early civilizations.
SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.
SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various early civilizations.
SS.6-8.EWC.30. Differentiate economic systems, patterns of trade, and how those impact civilizations.

Unit of Study: Maya, Aztecs, Incas	**Grading Period**: 4	**Days**: 20
Nevada Academic Content Standards		
SS.6-8.EWC.12. Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.		
SS.6-8.EWC.13. Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.		
SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.		

SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.
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SS.6-8.EWC.21. Investigate the ways in which civilizations build communities of respect, equity, and diversity throughout early world history.
SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.
SS.6-8.EWC.23. Describe the different political, civil, religious and economic organizations of early civilizations.
SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.
SS.6-8.EWC.31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.

Unit of Study: Financial Literacy	**Grading Period**: 4	**Days**: 10
Nevada Academic Content Standards		
SS.6-8.FL.1. Prioritize and evaluate personal finance goals based on needs and wants.		
SS.6-8.FL.2. Investigate consequences of potential financial decisions to make reasoned financial choices.		
SS.6-8.FL.3. Describe the services offered by various financial institutions, and government agencies, including but not limited to: Matching Grant Money for College, Prepaid College Tuition, and 529 College Savings Plan.		
SS.6-8.FL.4. Discuss the components of a personal budget - including income, planned spending, expenses, and saving.		
SS.6-8.FL.5. Explain how debit cards differ from credit cards.		
SS.6-8.FL.6. Explain an individual's rights and responsibilities as a consumer.		

SS.6-8.FL.7. Discuss the cost of borrowing money for different types of goods and services, including but not limited to: consumables, vehicles, higher education, and housing.
SS.6-8.FL.8. Investigate ways to prevent and limit the consequences of identity theft and fraud.
SS.6-8.FL.9. Explain how some investments differ from traditional savings accounts in potential risks and returns.
SS.6-8.FL.10. Identify college and career options and their effect on income and unemployment. SS.6-8.FL.11. Identify important academic requirements for financing postsecondary programs, including but not limited to: Governor Guinn Millennium Scholarship Program, Nevada Prepaid Tuition, and 529 College Savings Programs.

Grade 7 English Language Arts

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

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1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
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FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
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17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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22	23	24	25	26	27	28
29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 7 English Language Arts Pacing Calendar 2021-2022

Multiple Genres (Unit 1, HMH) 08/09-09/17	Multiple Genres (Unit 2, HMH) 09/20-10/28	Multiple Genres (Unit 3, HMH) 11/01-12/16	Multiple Genres (Unit 4, HMH) 01/03-02/11	Multiple Genres (Unit 5, HMH) 02/15-04/08	Multiple Genres & Review (Unit 6, HMH) 04/11-05/27

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view the Nevada Academic Content Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Spiraling English Language Arts Standards - - Embedded in each unit of study

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Explain the function of phrases and clauses in general and their function in specific sentences.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use a comma to separate coordinate adjectives
b. Spell correctly.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Project Based Learning (PBL)

Writing Task: Write an Informational Essay
Speaking and Listening Task: Present a Film Critique
Writing Task: Create a Multimodal Presentation
Writing Task: Personal Narrative
Writing Task: Write an Argument
Speaking and Listening Task: Present a Podcast
Writing Task: Write a Short Story
Writing Task: Write a Research Report
Speaking and Listening Task: Participate in a Panel Discussion

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard		3	4	5	6	7	8	9-10	11-12
L.3.1f.	Ensure subject-verb and pronoun-antecedent agreement.	x	x	x	x	x	x	x	x
L.3.3a.	Choose words and phrases for effect.	x	x	x	x	x	x	x	x
L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		x	x	x	x	x	x	x
L.4.1g.	Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).		x	x	x	x	x	x	x
L.4.3a.	Choose words and phrases to convey ideas precisely.*		x	x	x				
L.4.3b.	Choose punctuation for effect.		x	x	x	x	x	x	x
L.5.1d.	Recognize and correct inappropriate shifts in verb tense.			x	x	x	x	x	x
L.5.2a.	Use punctuation to separate items in a series.**			x	x	x	x		
L.6.1c.	Recognize and correct inappropriate shifts in pronoun number and person.				x	x	x	x	x
L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				x	x	x	x	x
L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				x	x	x	x	x
L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				x	x	x	x	x
L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.***				x	x	x	x	
L.6.3b.	Maintain consistency in style and tone.				x	x	x	x	x
L.7.1c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					x	x	x	x
L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					x	x	x	x
L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.						x	x	x
L.9–10.1a.	Use parallel structure.							x	x

HMH Unit 1 and Unit 2 (starts): Multiple Genres	**Grading Period**: 1	**Days**: 46

Nevada Academic Content Standards

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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https://doe.nv.gov/Nevada_Academic_Standards/ELA/

HMH Unit 2 (finishes) and Unit 3: Multiple Genres	**Grading Period**: 2	**Days**: 37

Nevada Academic Content Standards

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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HMH Unit 4 and Unit 5 (starts): Multiple Genres	**Grading Period**: 3	**Days**: 41
Nevada Academic Content Standards		
RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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HMH Unit 5 (finishes) and Unit 6: Multiple Genres	**Grading Period**: 4	**Days**: 50

Nevada Academic Content Standards

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

Grade 7 Mathematics

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 7 Mathematics Pacing Calendar 2021-22

Chapter 1: Rational Numbers (08/09-09/21)	Chapter 2: Algebraic Expressions (09/22-10/19)	Chapter 3: Algebraic Equations and Inequalities (10/20-11/19)	Chapter 4: Proportion and Percent of Change (11/29-12/16)
Chapter 5: Angle Properties and Straight Lines (01/03-01/25)	Chapter 6: Geometric Construction (01/26-02/18)	Chapter 7: Circumference, Area, Volume, and Surface Area (02/21-03/14)	Chapter 8, 9: Intro to Stats; Central Tendency & Variability; and Review/Enrich (03/15-05/27)

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- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Mathematical Practices – Ongoing and Embedded in each unit

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 1: Rational Numbers	**Grading Period**: 1	**Days**: 30

Nevada Academic Content Standards: Domains

7.NS.A. The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7.EE.B. Expressions & Equations: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Nevada Academic Content Standards: Standards

7.NS.A.2.c

Apply properties of operations as strategies to multiply and divide rational numbers.

7.NS.A.1.c

Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

7.NS.A.2.a

Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

7.NS.A.1.b

Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

7.NS.A.2.d

Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

7.NS.A.2.b

Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

7.NS.A.1.d

Apply properties of operations as strategies to add and subtract rational numbers.

7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

7.NS.A.2

Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

7.NS.A.1

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

7.NS.A.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

7.NS.A.1.a

Describe situations in which opposite quantities combine to make 0.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 2: Algebraic Expressions	**Grading Period**: 1	**Days**: 29

Nevada Academic Content Standards: Domains

7.EE.A. Expressions & Equations: Use properties of operations to generate equivalent expressions.

7.EE.B. Expressions & Equations: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.G.B. Geometry: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Nevada Academic Content Standards: Standards

7.EE.B.4

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.G.B.4

Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

7.EE.A.1

Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7.EE.A.2

Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 3: Algebraic Equations and Inequalities	**Grading Period**: 2	**Days**: 21

Nevada Academic Content Standards: Domains

7.G.B. Geometry: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

7.EE.B. Expressions & Equations: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Nevada Academic Content Standards: Standards

7.EE.B.4.b

Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

7.EE.B.4.a

Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

7.EE.A.1

Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 4: Proportion and Percent of Change	**Grading Period**: 2	**Days**: 14

Nevada Academic Content Standards: Domains

7.RP.A. Ratios & Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems.

Nevada Academic Content Standards: Standards

7.RP.A.2.d

Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.

7.RP.A.2.b

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

7.RP.A.3

Use proportional relationships to solve multistep ratio and percent problems.

7.RP.A.1

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

7.RP.A.2

Recognize and represent proportional relationships between quantities.

7.RP.A.2.a

Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

7.RP.A.2.c

Represent proportional relationships by equations.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 5: Angle Properties and Straight Lines	**Grading Period**: 3	**Days**: 15
Nevada Academic Content Standards: Domains 7.G.B. Geometry: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
Nevada Academic Content Standards: Standards		
7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 6: Geometric Construction	**Grading Period**: 3	**Days**: 17
Nevada Academic Content Standards: Domains 7.G.A. Geometry: Draw, construct, and describe geometrical figures and describe the relationships between them.		
Nevada Academic Content Standards: Standards		
7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. **7.G.A.2** Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 7: Circumference, Area, Volume, and Surface Area	**Grading Period**: 3-4	**Days**: 15

Nevada Academic Content Standards: Domains

7.G.B. Geometry: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Nevada Academic Content Standards: Standards

7.G.B.4

Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

7.G.A.3

Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

7.G.B.5

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 8: Statistics and Probability **Chapter 9:** Probability of Compound Events	**Grading Period**: 4	**Days**: 20

Nevada Academic Content Standards: Domains

7.SP.A. Statistics & Probability: Use random sampling to draw inferences about a population.

7.SP.B. Statistics & Probability: Draw informal comparative inferences about two populations.

7.SP.C. Statistics & Probability: Investigate chance processes and develop, use, and evaluate probability models.

Nevada Academic Content Standards: Standards

Chapter 8 (13 days)

7.SP.C.5

Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

7.SP.C.7.a

Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.

7.SP.B.4

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

7.SP.A.1

Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Chapter 9: (8 days)

7.SP.C.8.a

Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Review and Enrich	**Grading Period**: 4	**Days**: Remaining
Nevada Academic Content Standards: Domains In Review – teacher selected through in-depth class-specific and student-specific data analysis		
Using student data from unit tests, benchmarks, and formative assessments, create and implement a yearly review targeting those student expectations for whole class, small group, and individual needs. The emphasis is to review important mathematical concepts and skills. Engage in a Problem-Based Learning project posing these questions for inquiry and research ● Why would a researcher use sampling for a study or survey? ● Why does random sampling give more trustworthy results than nonrandom sampling in a study or survey? How might methods for obtaining a sample for a study or survey affect the results of the survey? ● How can a winner be concluded in an election, from a sample, before counting all the ballots? ● How can we use measures of center and variability to compare two data sets? Why is it not wise to compare two data sets using only measures of center? ● What might a discrepancy in the predicted outcome and the actual outcome of a chance event tell us?		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Grade 7 Science

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 7 Science Pacing Calendar 2021-22

Grading Period 1:	Grading Period 2:	Grading Period 3:	Grading Period 4:
Unit: **Physical Science** *See unit for modules* (08/09-10/14)	Unit: **Matter & Energy** *See unit for modules* (10/18-12/16)	Unit: **Earth & Resources** *See unit for modules* (01/03-03/10)	Unit: **Biodiversity & Nature** *See unit for modules* (03/14-05/27)

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- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.

- To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Standards below are spiraled throughout each unit of study:

MS-ETS1-1.	**Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**
MS-ETS1-2.	**Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**
MS-ETS1-3.	**Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.**
MS-ETS1-4.	**Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**

Please note that "Practices, DCIs, and CCs" refers to Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts. This hyperlink(s) to the Next Generation Science Standards (NGSS) is provided for each unit of study for greater clarification.

Unit: Physical Science	**Grading Period**: 1	**Days**: 46
STEMscopes modules: Structures of Matter, Physical & Chemical Properties, Synthetic Materials, Changes in Energy on Molecular Level		
Nevada Academic Content Standards		
MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.] [*Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.*]		
MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.] *[Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule, or extended structure.]*		
MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] *[Assessment Boundary: Assessment is limited to qualitative information.]*		
MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]		

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit: Matter and Energy	**Grading Period**: 2	**Days**: 37
STEMScopes Modules: Organisms Interactions in Ecosystems, Relationships in Ecosystems, Intro to Photosynthesis, Energy Flow in Organisms, Modeling Conservation of Mass, Thermal Energy in Chemical Reactions		
Nevada Academic Content Standards		
MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]		
MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [*Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]*		
MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] *[Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]* **MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.** [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]		

MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]

MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.] [*Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.*]

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit: Earth and Resources	**Grading Period**: 3	**Days**: 41

STEMScopes Modules: Earth Materials, Weathering & Erosion, Plate Tectonics, Flow of Energy in Ecosystems, Human Dependence on Natural Resources

Nevada Academic Content Standards

MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]

MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [*Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.*]

MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.] *[Assessment Boundary: Assessment does not include the identification and naming of minerals.]*

MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.]

MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).] *[Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.]*

MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Biodiversity and Nature	**Grading Period**: 4	**Days**: 50
STEMScopes Modules: Dynamics of Nature, Ecosystem Biodiversity		

Nevada Academic Content Standards
MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]
MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services. [Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Grade 7 Social Studies

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022



AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

AUGUST 2021

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DECEMBER 2021

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MARCH 2022

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APRIL 2022

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MAY 2022

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29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 7 Social Studies At-a-Glance 2020-2021

American Revolution	New Nation (Constitution)	Early Republic	Westward Expansion
Antebellum America	Civil War	Reconstruction	Closing the Frontier; Financial Literacy

Grading Period 1 (Nine Weeks)	**Grading Period 2** (Nine Weeks)
SS.6-8.EUSH.12, 13, 17, 21, 22 SS.6-8.EUSH.24 SS.6-8.EUSH.32, 33, 34 SS.6-8.EUSH.35, 36, 37, 38, 39 SS.6-8.EUSH.41, 42	SS.6-8.EUSH.12, 13, 17, 18, 19, 21, SS.6-8.EUSH.24, 26, 27, 29 SS.6-8.EUSH.31, 32 SS.6-8.EUSH.35, 36, 37, 38 SS.6-8.EUSH.41, 42, 43
SS.6-8.EUSH.14, 15, 16, 18, 22 SS.6-8.EUSH.23, 24, 25, 28 SS.6-8.EUSH.30, 31, 33, 34 SS.6-8.EUSH.35, 37, 38 SS.6-8.EUSH.41, 42	SS.6-8.EUSH.12, 13, 14, 15, 17, 18, 19, 20 SS.6-8.EUSH.23, 24, 25, 26, 29 SS.6-8.EUSH.30, 32, 33, 34 SS.6-8.EUSH.35, 36, 37, 38, SS.6-8.EUSH.40, 41 SS.6-8.FL.1-11

To view Nevada Academic Standards for Social Studies, visit: https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/

Standards below are spiraled throughout each unit of study:

SS.6-8.EUSH.1. Construct compelling questions based upon disciplinary concepts.

SS.6-8.EUSH.2. Evaluate various interpretations in answer to compelling questions within and across disciplines.

SS.6-8.EUSH.3. Generate supporting documents that will lead to inquiry and research on compelling issues within the discipline.

SS.6-8.EUSH.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and disciplinary skills.

SS.6-8.EUSH.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.

SS.6-8.EUSH.6. Use varied source materials, develop an argument based on substantive claims, with strong evidence, and clear reasoning.

SS.6-8.EUSH.7. Examine different arguments while pointing out the strengths and limitations of each.

SS.6-8.EUSH.8. Construct organized explanations for various audiences and purposes using evidence and reasoning.

SS.6-8.EUSH.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued.

SS.6-8.EUSH.10. Draw on disciplinary concepts to explain the challenges people faced, are facing, and opportunities they have created in addressing local, regional, and global problems at various times and places.

SS.6-8.EUSH.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Unit of Study: American Revolution	**Grading Period**: 1	**Days**: 23
Nevada Academic Content Standards		
SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history, and how that relates to views of American identity today.		
SS.6-8.EUSH.21. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.		
SS.6-8.EUSH.22. Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. history.		
SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.		
SS.6-8.EUSH.32. Analyze the expansion of representative government throughout early U.S. history.		
SS.6-8.EUSH.39. Explain how global circumstances affect changes in immigration, land use, and population distribution in various regions across early U.S history.		
SS.6-8.EUSH.42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.		

Unit of Study: New Nation (Constitution)	**Grading Period**: 1	**Days**: 23
Nevada Academic Content Standards		
SS.6-8.EUSH.12. Assess the impact of diverse ideologies on politics, society, and culture in early U.S. history.		
SS.6-8.EUSH.17. Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history		
SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.		
SS.6-8.EUSH.32. Analyze the expansion of representative government throughout early U.S. history.		
SS.6-8.EUSH.33. Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.		
SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.		
SS.6-8.EUSH.41. Evaluate how economic policies impact individuals, businesses, and society.		

Unit of Study: Early Republic	**Grading Period**: 2	**Days**: 20
Nevada Academic Content Standards		
SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history and how that relates to views of American identity today.		
SS.6-8.EUSH.17. Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of United States history.		
SS.6-8.EUSH.21. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.		
SS.6-8.EUSH.26. Assess the impacts of cultural diffusion when diverse groups interact within early U.S. history.		
SS.6-8.EUSH.31. Describe the different political, civil, religious, and economic organizations throughout U.S. history.		

SS.6-8.EUSH.35. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S history.
SS.6-8.EUSH.41. Evaluate how economic policies impact individuals, businesses, and society including, but not limited to: Louisiana Purchase, the slave trade, plantation economy, Reconstruction.
SS.6-8.EUSH.42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.

Unit of Study: Westward Expansion	**Grading Period**: 2	**Days**: 17
Nevada Academic Content Standards		
SS.6-8.EUSH.12. Assess the impact of diverse ideologies on politics, society, and culture in early U.S. history.		
SS.6-8.EUSH.19. Analyze the impact of westward expansion on the Native communities of Nevada.		
SS.6-8.EUSH.21. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.		
SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.		
SS.6-8.EUSH.27.Investigate the ways in which individuals and groups build communities of respect, equity, and diversity throughout early U.S. history.		
SS.6-8.EUSH.29. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in early U.S. history.		
SS.6-8.EUSH.32. Analyze the expansion of representative government throughout early U.S. history.		
SS.6-8.EUSH.36. Explain how the human, physical, and environmental characteristics of early U.S. regions influenced and impacted the creation of new cultures.		
SS.6-8.EUSH.37. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history.		
SS.6-8.EUSH.38.Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history.		

SS.6-8.EUSH.41. Evaluate how economic policies impact individuals, businesses, and society.
SS.6-8.EUSH.43. Investigate the effects of U.S. foreign economic policy both nationally and globally across early U.S. history.

Unit of Study: Antebellum American (Sectionalism)	**Grading Period**: 3	**Days**: 21
Nevada Academic Content Standards		
SS.6-8.EUSH.14. Interpret historical events from a variety of historical and cultural perspectives.		
SS.6-8.EUSH.15. Evaluate the causes and effects of regional differences in early U.S. history.		
SS.6-8.EUSH.16. Analyze the influence of diverse cultural traditions on early American society.		
SS.6-8.EUSH.22. Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. history.		
SS.6-8.EUSH.23. Analyze the causes, impact, and abolition of slavery in U.S. history.		
SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.		
SS.6-8.EUSH.25. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.		
SS.6-8.EUSH.30. Examine the role the media has played in shaping public perception and policies throughout early U.S. history.		
SS.6-8.EUSH.31. Describe the different political, civil, religious, and economic organizations throughout U.S. history.		
SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.		
SS.6-8.EUSH.35. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S history.		
SS.6-8.EUSH.38.Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history.		
SS.6-8.EUSH.41. Evaluate how economic policies impact individuals, businesses, and society.		
SS.6-8.EUSH.42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.		

Unit of Study: Civil War	**Grading Period**: 3	**Days**: 20
Nevada Academic Content Standards		
SS.6-8.EUSH.14. Interpret historical events from a variety of historical and cultural perspectives.		
SS.6-8.EUSH.18. Explain how individuals and events in Nevada's history both influence and are influenced by the larger national context.		
SS.6-8.EUSH.22. Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. history.		
SS.6-8.EUSH.23. Analyze the causes, impact, and abolition of slavery in U.S. history.		
SS.6-8.EUSH.28. Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.		
SS.6-8.EUSH.33. Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.		
SS.6-8.EUSH.37. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history.		

Unit of Study: Reconstruction	**Grading Period**: 4	**Days**: 20
Nevada Academic Content Standards		
SS.6-8.EUSH.12. Assess the impact of diverse ideologies on politics, society, and culture in early U.S. history.		
SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history and how that relates to views of American identity today.		
SS.6-8.EUSH.14. Interpret historical events from a variety of historical and cultural perspectives.		
SS.6-8.EUSH.17. Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.		
SS.6-8.EUSH.23. Analyze the causes, impact, and abolition of slavery in U.S. history.		

SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.
SS.6-8.EUSH.25. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.
SS.6-8.EUSH.32. Analyze the expansion of representative government throughout early U.S. history.
SS.6-8.EUSH.33. Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.
SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.
SS.6-8.EUSH.36. Explain how the human, physical, and environmental characteristics of early U.S. regions influenced and impacted the creation of new cultures.
SS.6-8.EUSH.41. Evaluate how economic policies impact individuals, businesses, and society.

Unit of Study: Closing the Frontier	**Grading Period**: 4	**Days**: 20
Nevada Academic Content Standards		
SS.6-8.EUSH.15. Evaluate the causes and effects of regional differences in early U.S. history.		
SS.6-8.EUSH.18. Explain how individuals and events in Nevada's history both influence and are influenced by the larger national context.		
SS.6-8.EUSH.19. Analyze the impact of westward expansion on the Native communities of Nevada.		
SS.6-8.EUSH.20. Investigate migration and immigration patterns to Nevada as part of U.S. history.		
SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.		
SS.6-8.EUSH.26. Assess the impacts of cultural diffusion when diverse groups interact within early U.S. history.		
SS.6-8.EUSH.29. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in early U.S. history.		

SS.6-8.EUSH.30. Examine the role the media has played in shaping public perception and policies throughout early U.S. history.
SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.
SS.6-8.EUSH.35. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S history.
SS.6-8.EUSH.37. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history.
SS.6-8.EUSH.38.Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history.
SS.6-8.EUSH.40. Analyze the role of innovations and entrepreneurship in institutions throughout early U.S history.

Unit of Study: Financial Literacy	**Grading Period**: 4	**Days**: 10
Nevada Academic Content Standards		
SS.6-8.FL.1. Prioritize and evaluate personal finance goals based on needs and wants.		
SS.6-8.FL.2. Investigate consequences of potential financial decisions to make reasoned financial choices.		
SS.6-8.FL.3. Describe the services offered by various financial institutions, and government agencies, including but not limited to: Matching Grant Money for College, Prepaid College Tuition, and 529 College Savings Plan.		
SS.6-8.FL.4. Discuss the components of a personal budget - including income, planned spending, expenses, and saving.		
SS.6-8.FL.5. Explain how debit cards differ from credit cards.		
SS.6-8.FL.6. Explain an individual's rights and responsibilities as a consumer.		
SS.6-8.FL.7. Discuss the cost of borrowing money for different types of goods and services, including but not limited to: consumables, vehicles, higher education, and housing.		
SS.6-8.FL.8. Investigate ways to prevent and limit the consequences of identity theft and fraud.		
SS.6-8.FL.9. Explain how some investments differ from traditional savings accounts in potential risks and returns.		
SS.6-8.FL.10. Identify college and career options and their effect on income and unemployment. SS.6-8.FL.11. Identify important academic requirements for financing postsecondary programs, including but not limited to: Governor Guinn Millennium Scholarship Program, Nevada Prepaid Tuition, and 529 College Savings Programs.		

Grade 8 English Language Arts

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022



AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021

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28	29	30				

DECEMBER 2021

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26	27	28	29	30	31	

JANUARY 2022

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23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

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20	21	22	23	24	25	26
27	28					

MARCH 2022

S	M	T	W	Th	F	Sa
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20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 8 English Language Arts (ELA) Pacing Calendar 2021-2022

Multiple Genres (Unit 1, HMH) 08/09-09/17	Multiple Genres (Unit 2, HMH) 09/20-10/28	Multiple Genres (Unit 3, HMH) 11/01-12/16	Multiple Genres (Unit 4, HMH) 01/03-02/11	Multiple Genres (Unit 5, HMH) 02/15-04/08	Multiple Genres & Review (Unit 6, HMH) 04/11-05/27

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	Th	F
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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

M	T	W	Th	F
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10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view the Nevada Academic Content Standards for ELA, please visit: https://doe.nv.gov/Nevada_Academic_Standards/ELA/

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
b. Form and use verbs in the active and passive voice.
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

b. Use an ellipsis to indicate an omission.
b. Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g. verbal irony, puns) in context.
b. Use the relationship between particular words to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard		3	4	5	6	7	8	9-10	11-12
L.3.1f.	Ensure subject-verb and pronoun-antecedent agreement.	x	x	x	x	x	x	x	x
L.3.3a.	Choose words and phrases for effect.	x	x	x	x	x	x	x	x
L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		x	x	x	x	x	x	x
L.4.1g.	Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).		x	x	x	x	x	x	x
L.4.3a.	Choose words and phrases to convey ideas precisely.*		x	x	x				
L.4.3b.	Choose punctuation for effect.		x	x	x	x	x	x	x
L.5.1d.	Recognize and correct inappropriate shifts in verb tense.			x	x	x	x	x	x
L.5.2a.	Use punctuation to separate items in a series.**			x	x	x	x		
L.6.1c.	Recognize and correct inappropriate shifts in pronoun number and person.				x	x	x	x	x
L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				x	x	x	x	x
L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				x	x	x	x	x
L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				x	x	x	x	x
L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.***				x	x	x	x	
L.6.3b.	Maintain consistency in style and tone.				x	x	x	x	x
L.7.1c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					x	x	x	x
L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					x	x	x	x
L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.						x	x	x
L.9–10.1a.	Use parallel structure.							x	x

Writing Task: Write an Informational Essay
Speaking and Listening Task: Present and Respond to an Instructional Speech
Writing Task: Write a Literary Analysis
Writing Task: Write a Short Story
Writing Task: Write a Research Report
Writing Task: Write an Argument
Speaking and Listening Task: Present an Argument
Writing Task: Write a Personal Narrative

HMH Unit 1 and Unit 2 (starts): Multiple Genres	**Grading Period**: 1	**Days**: 46

Nevada Academic Content Standards

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

To view the Nevada Academic Standards for ELA, please visit:
https://doe.nv.gov/Nevada_Academic_Standards/ELA/

HMH Unit 2 (finishes) and Unit 3: Multiple Genres	**Grading Period**: 2	**Days**: 37

Nevada Academic Content Standards

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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HMH Unit 4 and Unit 5 (starts): Multiple Genres	**Grading Period**: 3	**Days**: 41

Nevada Academic Content Standards

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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e. Provide a concluding statement or section that follows from and supports the argument presented.

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a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

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HMH Unit 5 (finishes) and Unit 6: Multiple Genres	**Grading Period**: 4	**Days**: 49

Nevada Academic Content Standards

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Grade 8 Mathematics

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	Th	F	Sa
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

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31						

NOVEMBER 2021

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21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

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12	13	14	15	16	17	18
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26	27	28	29	30	31	

JANUARY 2022

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30	31					

FEBRUARY 2022

S	M	T	W	Th	F	Sa
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27	28					

MARCH 2022

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27	28	29	30	31		

APRIL 2022

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24	25	26	27	28	29	30

MAY 2022

S	M	T	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 8 Mathematics Pacing Calendar 2021-22

Chapter 1: Rational Numbers (08/09-09/03)	Chapter 2, 3: Exponents, Scientific Notation (09/08-10/08)	Chapter 4, 5, 6: Linear Equations/Inequalities Line & Linear Equations Systems of Linear Equations (10/11-12/16)	Chapter 7: Functions (01/03-01/21)	
Chapter 8: Pythagorean Theorem (01/24-02/04)	Chapter 9: Geometric Transformations (02/07-02/25)	Chapter 10: Congruence & Similarity (02/28-03/10)	Chapter 11: Volume & Surface Area of Solids (03/14-03/25)	Chapter 12: Statistics / Review (04/04-05/27)

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	Th	F
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18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
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29	30			

M	T	W	Th	F
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M	T	W	Th	F
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24	25	26	27	28
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M	T	W	Th	F
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14	15	16	17	18
21	22	23	24	25
28				

M	T	W	Th	F
	1	2	3	4
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18	19	20	21	22
25	26	27	28	29

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.

- To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Mathematical Practices – Ongoing and Embedded in each unit

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

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Chapter 1: Rational Numbers	**Grading Period**: 1	**Days**: 20
Nevada Academic Content Standards: Domains 8.NS.A. The Number System: Know that there are numbers that are not rational, and approximate them by rational numbers.		
Nevada Academic Content Standards: Standards		
8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). **8.NS.A.1** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 2: Exponents **Chapter 3:** Scientific Notation	**Grading Period**: 1	**Days**: 18

Nevada Academic Content Standards: Domains

8.EE.A. Expressions & Equations: Work with radicals and integer exponents.

Nevada Academic Content Standards: Standards

Chapter 2 (15 days)

8.EE.A.1

Know and apply the properties of integer exponents to generate equivalent numerical expressions.

8.EE.A.2

Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

Chapter 3 (9 days)

8.EE.A.4

Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

8.EE.A.3

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 4: Linear Equations and Inequalities **Chapter 5:** Lines and Linear Equations **Chapter 6:** Systems of Linear Equations	**Grading Period**: 2	**Days**: 41

Nevada Academic Content Standards: Domains

8.EE.B. Expressions & Equations: Understand the connections between proportional relationships, lines, and linear equations.

8.EE.C. Expressions & Equations: Analyze and solve linear equations and pairs of simultaneous linear equations.

Nevada Academic Content Standards: Standards

Chapter 4 (12 days)

8.EE.C.7.a

Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

8.EE.C.7.b

Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Chapter 5 (14 days)

8.EE.B.5

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

Chapter 6 (12 days)

8.EE.C.8.c

Solve real-world and mathematical problems leading to two linear equations in two variables.

8.EE.C.8.a

Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. **8.EE.C.8** Analyze and solve pairs of simultaneous linear equations. **8.EE.C.8.b** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 7: Functions	**Grading Period**: 3	**Days**: 13

Nevada Academic Content Standards: Domains

8.F.A. Functions: Define, evaluate, and compare functions.

8.F.B. Functions: Use functions to model relationships between quantities.

Nevada Academic Content Standards: Standards

8.F.A.2

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

8.F.A.3

Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

8.F.B.4

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

8.F.A.1

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

8.F.B.5

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 8: The Pythagorean Theorem	**Grading Period**: 3	**Days**: 10
Nevada Academic Content Standards: Domains 8.G.B. Geometry: Understand and apply the Pythagorean Theorem.		
Nevada Academic Content Standards: Standards		
8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse. **8.G.B.7** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. **8.G.B.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 9: Geometric Transformations	**Grading Period**: 3	**Days**: 14
Nevada Academic Content Standards: Domains 8.G.A. Geometry: Understand congruence and similarity using physical models, transparencies, or geometry software.		
Nevada Academic Content Standards: Standards		
8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations: **8.G.A.3** Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.		

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 10: Congruence and Similarity	**Grading Period**: 3	**Days**: 9

Nevada Academic Content Standards: Domains

8.G.A. Geometry: Understand congruence and similarity using physical models, transparencies, or geometry software.

Nevada Academic Content Standards: Standards

8.G.A.4

Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

8.G.A.5

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

8.G.A.2

Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Chapter 11: Volume and Surface Area of Solids	**Grading Period**: 4	**Days**: 10
Nevada Academic Content Standards: Domains 8.G.C. Geometry: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.		
Nevada Academic Content Standards: Standards		
8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.		
To view Nevada Academic Content Standards in Math, visit: https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/		

Chapter 12: Statistics	**Grading Period**: 4	**Days**: 10
Nevada Academic Content Standards: Domains 8.SP.A. Statistics & Probability: Investigate patterns of association in bivariate data.		
Nevada Academic Content Standards: Standards		
8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. **8.SP.A.1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. **8.SP.A.2**		

Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

8.SP.A.4

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Review and Enrich	**Grading Period**: 4	**Days**: Remaining

Nevada Academic Content Standards: Domains

In Review – teacher selected through in-depth class-specific and student-specific data analysis

Using student data from unit tests, benchmarks, and formative assessments, create and implement a yearly review targeting those student expectations for whole class, small group, and individual needs. The emphasis is to review important mathematical concepts and skills.

Engage in a Problem-Based Learning project posing these questions for inquiry and research

- How are the formulas of cones, cylinders, and spheres similar to each other?
- How are the formulas of cones, cylinder, and spheres connected to the formulas for pyramids, prisms, and cubes?
- What is the relationship between the Pythagorean Theorem and its converse? In what ways is each useful?
- Is it always possible to use the Pythagorean Theorem to find the distance between points on the coordinate plane? How do you know?

To view Nevada Academic Content Standards in Math, visit:
https://doe.nv.gov/Nevada_Academic_Standards/Mathematics/

Grade 8 Science

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 8 Science Pacing Calendar 2021-22

Grading Period 1:	Grading Period 2:	Grading Period 3:	Grading Period 4:
Unit: **Life Science** *See unit for modules* (08/09-10/14)	Unit: **Force & Motion, Outer Space** *See unit for modules* (10/18-12/16)	Unit: **Physical Science** *See unit for modules* (01/03-03/10)	Unit: **Light & Sound Waves, Energy Transfer** *See unit for modules* (03/14-05/27)

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- School year has four grading periods or quarters (Q): Q1 ends Oct 15, Q2 ends Dec 17, Q3 ends Mar 11, and Q4 ends May 27
- Blocked out days indicate non-instructional days reserved for holidays, staff development, or bad weather days.
- To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Standards below are spiraled throughout each unit of study:

MS-ETS1-1.	**Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**
MS-ETS1-2.	**Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**
MS-ETS1-3.	**Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.**
MS-ETS1-4.	**Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**

Please note that "Practices, DCIs, and CCs" refers to Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts. This hyperlink(s) to the Next Generation Science Standards (NGSS) is provided for each unit of study for greater clarification.

Unit of Study: Life Science	**Grading Period**: 1	**Days**: 46
STEMscopes Modules: Mutations, Fossil Record, Evolutionary History & Relationships, Embryonic Similarities, Natural Selection, Artificial Selection		

Nevada Academic Content Standards
MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. [Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.] [*Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.*]
MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.] *[Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]* **MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.** [Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.]
MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. [Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.] [*Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.*]

MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations]

MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.]

MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. [Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time.] [*Assessment Boundary: Assessment does not include Hardy Weinberg calculations.*]

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Force & Motion, Outer Space	**Grading Period**: 2	**Days**: 37
STEMscopes Modules: Newton's 3rd Law of Motion, Changes in Force & Motion, Kinetic Energy, Earth, Sun & Moon Systems, Formation & Motion of Galaxies, Solar System		

Nevada Academic Content Standards

MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. [Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] *[Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]*

MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] [*Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry*.]

MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a Wiffle ball versus a tennis ball.]

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]
MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).] *[Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.]*
MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system. [Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.] [*Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.]*

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Physical Science	**Grading Period**: 3	**Days**: 41
STEMscopes Modules: Geologic History of Earth, Human Impact of Environment, Electric and Magnetic Forces, Gravitational Forces, Potential Energy, Introduction to Properties of Waves		

Nevada Academic Content Standards

MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.] *[Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.]*

MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]

MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. [Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.] [*Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.]*

MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. [Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.] [*Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.]*

MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.] *[Assessment Boundary: Assessment is limited to electric and magnetic fields, and is limited to qualitative evidence for the existence of fields.]*
MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.] [*Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.*]
MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. [Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.] *[Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.]*
To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Unit of Study: Light & Sound Waves, Energy Transfer	**Grading Period**: 4	**Days**: 50
STEMscopes Modules: Modeling Waves through Various Mediums, Properties of Visible Light, Models Light Waves, Digital vs. Analog Signals, Thermal Energy Transfer, Energy Transfer & Temperature, Heat & Matter		
Nevada Academic Content Standards		

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] *[Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]*

MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. [Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in Wi-Fi devices, and conversion of stored binary patterns to make sound or text on a computer screen.] *[Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device*.]

To view Nevada Academic Standards for Science, please visit: https://doe.nv.gov/Nevada_Academic_Standards/Science/

Grade 8 Social Studies

2021-2022 Scope & Sequence

100 Academy S.E.T.

100 Academy S.E.T
School Calendar 2021 - 2022

AUGUST 2021

S	M	T	W	Th	F	Sa
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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2021

4, 5, 6 Back to school, mett the teachers /parents
9 Students first day of school
30 Progress Report mailed home

SEPTEMBER 2021

6 Labor Day
7 Staff PD day, no instruction
20 Progress Report mailed home

OCTOBER 2021

5-9 Spirit Week
15 Hispanic Heritage Family Engagement
15 1st. Quarter Ends / Staff PD day, no instruction
19 Progress Report /Report Cards for Middle S.
19-23 Parent-Teacher Conferences
28 Halloween Family Engagement
29 Nevada day, no instruction

November 2021

11 Veterans Day
12 Veteran's Day Program / Math Family Engagement
15 Progress Report mailed home
22-26 Thanks Giving Break

DECEMBER 2021

6-10 Spirit Week
15 Awards Ceremony for 1st Semester
17 Staff PD day– no instruction 2nd Quarter Ends
20 Report Cards for 1st Semester mailed home
21-31 Winter Break

JANUARY 2022

1 Winter Break
3 First day of instruction for 2nd Semester
3-7 Parent –Teacher Conferences
14 Staff PD day, no instruction
17 Martin Luther King Day
20 Literacy Night –Family Engagement
24 Progress Report mailed home

FEBRUARY 2022

14 President's day
15 Progress Reports mailed home
14-18 Parent-Teacher Conferences
24 African American History Family Engagement

MARCH 2022

11 3rd Quarter Ends
11 Staff PD day, no instruction
14 Progress Reports mailed home
14 Pi day "π day"
17 Science STEM night– Family Engagement
21-25 Spirit Week
28-31 Spring Break

APRIL 2022

1 Spring Break
11 Progress Reports mailed home
11-15 Parent-Teacher Conferences

MAY 2022

25 Awards Ceremony for 2nd Semester
27 Last day of school, 4th Quarter and Semester Ends
27 Graduation Ceremony for Kinder and 8th Grade
30 Report Cards mailed home
30-3 Staff PD days

JANUARY 2022

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	

- Holidays
- Family Engagement
- Progress / Report Cards
- Staff PD NO CLASSES
- Spirit Week
- Parent-Teacher Conference
- End of Quarter or Semester
- Staff First and last day
- Students First and last day
- Awards Ceremony
- Graduations Kinder & 8th

For stakeholders — 07/2020

Grade 8 Social Studies At-a-Glance 2020-2021

Globalization	Conflict and Resolution	Political Growth	The Economy
Agriculture and Food	Life Expectancy and Health	Energy and Natural Resources	Civil Rights

Grading Period 1 (Nine Weeks)	**Grading Period 2** (Nine Weeks)
SS.6-8.WGGS.15, 17, 19 SS.6-8.WGGS.20, 21, 22 SS.6-8.WGGS.23, 24, 25, 26 SS.6-8.WGGS.28, 29, 30 SS.6-8.WGGS.32, 33, 34, 35	SS.6-8.WGGS.12, 14, 15, 17, 19 SS.6-8.WGGS.20, 21, 22 SS.6-8.WGGS.24, 25 SS.6-8.WGGS.27, 28, 29, 31 SS.6-8.WGGS.32, 33, 35
SS.6-8.WGGS.14, 15, 16, 17 SS.6-8.WGGS.20, 22 SS.6-8.WGGS.23, 24, 25, 26 SS.6-8.WGGS.27, 28, 29, 31 SS.6-8.WGGS.32, 33, 35	SS.6-8.WGGS.15, 17, 18 SS.6-8.WGGS.20, 21, 22 SS.6-8.WGGS.23, 24, 25 SS.6-8.WGGS.27, 28, 30 SS.6-8.WGGS.32, 33, 34, 35 SS.6-8.FL.1-11

To view Nevada Academic Standards for Social Studies, visit: https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/

Standards below are spiraled throughout each unit of study:

SS.6-8.WGGS.1. Construct compelling questions based upon disciplinary concepts.

SS.6-8.WGGS.2. Evaluate various interpretations to answer compelling questions within and across disciplines.

SS.6-8.WGGS.3. Generate supporting questions that lead to inquiry and research on compelling issues within the discipline.

SS.6-8.WGGS.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and discipline specific skills.

SS.6-8.WGGS.5. Seek multiple media sources when investigating current issues and evaluate its credibility and reliability

SS.6-8.WGGS.6. Using varied source material, develop an argument based on substantive claims, with strong evidence and clear reasoning.

SS.6-8.WGGS.7. Examine different arguments while pointing out the strengths and limitations of each.

SS.6-8.WGGS.8. Construct organized explanations for various audiences and purposes using evidence and reasoning.

SS.6-8.WGGS.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.

SS.6-8.WGGS.10. Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional, and global problems.

SS.6-8.WGGS.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Unit of Study: Globalization	**Grading Period**: 1	**Days**: 23
Nevada Academic Content Standards		
SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.		
SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.		
SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.		
SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.		
SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities across the world today.		
SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.		
SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.		
SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.		
SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.		
SS.6-8.WGGS.29. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.		
SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.		
SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.		
SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors.		

SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.

Unit of Study: Conflict and Resolution	**Grading Period**: 1	**Days**: 23
Nevada Academic Content Standards		
SS.6-8.WGGS.12. Compare rise and fall of governmental systems and political developments across the world.		
SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.		
SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.		
SS.6-8.WGGS.19. Analyze the use of conflict and/or diplomacy in global interactions.		
SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.		
SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.		
SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities across the world today.		
SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.		
SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.		
SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.		
SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.		
SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.		
SS.6-8.WGGS.30. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.		
SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.		

SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors.
SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.

Unit of Study: Population Growth	**Grading Period**: 2	**Days**: 20
Nevada Academic Content Standards		
SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.		
SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.		
SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.		
SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world.		
SS.6-8.WGGS.29. Explain how global changes in population distribution patterns affect changes in land use in particular areas.		
SS.6-8.WGGS.30. Explain how global changes in population distribution patterns affect changes in land use in particular areas.		
SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		
SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.		
SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.		

Unit of Study: Standard of Living	**Grading Period**: 2	**Days**: 17
Nevada Academic Content Standards		
SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.		
SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.		
SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.		
SS.6-8.WGGS.19. Analyze the use of conflict and/or diplomacy in global interactions.		
SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.		
SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities across the world today.		
SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.		
SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.		
SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		
SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.		
SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.		
SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.		

Unit of Study: Agriculture and Food Supply	**Grading Period**: 3	**Days**: 21
Nevada Academic Content Standards		

SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.
SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.
SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.
SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.
SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.
SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.
SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.
SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.
SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world.
SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.
SS.6-8.WGGS.29. Explain how global changes in population distribution patterns affect changes in land use in particular areas.
SS.6-8.WGGS.30. Explain how global changes in population distribution patterns affect changes in land use in particular areas.
SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.
SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.
SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government

structures, and international organizations from a local to a global scale.
SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.

Unit of Study: Life Expectancy and Health	**Grading Period**: 3	**Days**: 20
Nevada Academic Content Standards		
SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.		
SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.		
SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.		
SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.		
SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.		
SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.		
SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world.		
SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.		
SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.		
SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.		
SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.		

Unit of Study: Energy and Natural Resources	**Grading Period**: 4	**Days**: 20

Nevada Academic Content Standards
SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.
SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.
SS.6-8.WGGS.18. Investigate Nevada's role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.
SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.
SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.
SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world.
SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.
SS.6-8.WGGS.30. Explain how global changes in population distribution patterns affect changes in land use in particular areas.
SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.
SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.
SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.
SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors.

Unit of Study: Civil Rights	**Grading Period**: 4	**Days**: 20
Nevada Academic Content Standards		

SS.6-8.WGGS.12. Compare rise and fall of governmental systems and political developments across the world.
SS.6-8.WGGS.13. Examine instances of conflict, oppression, human rights violations and genocide across the world as well as response to these violations.
SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.
SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.
SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.
SS.6-8.WGGS.18. Investigate Nevada's role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.
SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.
SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.
SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities across the world today.
SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.
SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.
SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to a global scale.
SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary systems, and other factors.

Unit of Study: Financial Literacy	**Grading Period**: 4	**Days**: 10
Nevada Academic Content Standards		
SS.6-8.FL.1. Prioritize and evaluate personal finance goals based on needs and wants.		
SS.6-8.FL.2. Investigate consequences of potential financial decisions to make reasoned financial choices.		
SS.6-8.FL.3. Describe the services offered by various financial institutions, and government agencies, including but not limited to: Matching Grant Money for College, Prepaid College Tuition, and 529 College Savings Plan.		
SS.6-8.FL.4. Discuss the components of a personal budget - including income, planned spending, expenses, and saving.		
SS.6-8.FL.5. Explain how debit cards differ from credit cards.		
SS.6-8.FL.6. Explain an individual's rights and responsibilities as a consumer.		
SS.6-8.FL.7. Discuss the cost of borrowing money for different types of goods and services, including but not limited to: consumables, vehicles, higher education, and housing.		
SS.6-8.FL.8. Investigate ways to prevent and limit the consequences of identity theft and fraud.		
SS.6-8.FL.9. Explain how some investments differ from traditional savings accounts in potential risks and returns.		
SS.6-8.FL.10. Identify college and career options and their effect on income and unemployment. SS.6-8.FL.11. Identify important academic requirements for financing postsecondary programs, including but not limited to: Governor Guinn Millennium Scholarship Program, Nevada Prepaid Tuition, and 529 College Savings Programs.		

Algebra 1

2021-22 Scope & Sequence

Pioneer Technology Arts Academy
Nevada

Algebra 1 At-a-Glance 2021-22

Units of Study				
1) Solving Equations and Inequalities	2) Linear Equations	3) Linear Functions	4) Systems of Equations & Inequalities	5) Piecewise Equations
6) Exponents & Exponential Functions	7) Polynomials and Factoring	8) Quadratic Functions	9) Solving Quadratic Equations	10) Statistics

Grading Period 1 (Nine Weeks)	**Grading Period 2** (Nine Weeks)
Units 1-3 N-Q.A1, 2 A-CED.A1-4 A-REI.A1; A-REI.B3 F-BF.A1, 3 F-IF.A1-3; F-IF.B4-6; F-IF.C7a F-LE.A2 S-ID.B6a, c; S-ID.C7 G-GPE.B5	**Units 3-5** A-CED.A1-4 A-REI.C5, 6; D11, 12 S-ID.B6; S-ID.C7 F-BF.A1, 2, B3 F-IF.A1-3; B4, 6; C7b, 9 F-LE.A2
Grading Period 3 (Nine Weeks)	**Grading Period 4** (Nine Weeks)
Units 6-8 N-RN.A1-2 A-CED.A2 F-BF.A1-2, B3 F-IF.A1-3; F-IF.B3-6; F-IF.C8a-b, C9 F-LE.A1-3 S-ID.C.6a A-SSE.A.1b, A-SSE.B.3c A-APR.A1 A-SSE.A1-2	**Units 8-10** N-RN.A.2 A-CED.A1-2 A-REI.B3b, B4a-b, A-REI.B4b, C7, D11 A-SSE.A2, B3, F-IF.C8a, S-ID.A.1-3, B5

This document uses the Nevada Academic Content Standards in Mathematics for high school.

Unit of Study: Solving Equations and Inequalities	**Grading Period**: 1	**Days**: 18

Nevada Academic Content Standards

Reason quantitatively and use units to solve problems.

- N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs.
- N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

Create equations that describe numbers or relationships.

- A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- A-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's Law $VV = IIII$ to highlight resistance R.

Understand solving equations as a process of reasoning and explain the reasoning.

- A-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Solve equations and inequalities in one variable.

- A-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Build a function that models a relationship between two quantities.

- F-BF.A.1 Write a function that describes a relationship between two quantities.

  a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

Unit of Study: Linear Equations	**Grading Period**: 1	**Days**: 11

Nevada Academic Content Standards

Create equations that describe numbers or relationships.

- A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A-CED. A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's Law VV = IIII to highlight resistance R.

Interpret linear models.

- S-ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

Use coordinates to prove simple geometric theorems algebraically.

- HSG.GPE.B.5 Use the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the slope of a line parallel or perpendicular to a given line that passes through a given point).

Interpret functions that arise in applications in terms of the context.

- F-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
- F-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations.

- F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *

  a. Graph linear and quadratic functions show intercepts, maxima and minima.

Unit of Study: Linear Functions	**Grading Period**: 1/2	**Days**: 12

Nevada Academic Content Standards

Understand the concept of a function and use function notation.

- F-IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function of and xx is an element of its domain, the $ff(xx)$ denotes the output of f corresponding to the input xx. The graph of f is the equation yy = $ff(xx)$.
- F-IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- F-IF.A.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

Interpret functions that arise in applications in terms of the context.

- F-IF.B.5 Relate the domain of a function to its graph and, and to the quantitative relationship it describes.*

Analyze functions using different representations.

- F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *
  a. Graph linear and quadratic functions show intercepts, maxima and minima.

Interpret expression for functions in terms of the situation they model.

- F-LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).

Build a function that models a relationship between two quantities.

- F-BF.A.1 Write a function that describes a relationship between two quantities.*
  a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
- F-BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Build new functions form existing functions.

- F-BF.A.3 Identify the effect on the graph of replacing $ff(xx)$ by $ff(xx)$ + kk, $kk \cdot ff(xx)$, $ff(kkxx)$, $aaaaaa\ ff(xx + kk)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.

Summarize, represent and interpret data on two categorical and quantitative variables.

- S-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
  a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
  c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

- S-ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of data.

Unit of Study: Systems of Linear Equations & Inequalities	**Grading Period**: 2	**Days**: 16

Nevada Academic Content Standards

Create equations that describe numbers or relationships.

- A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

Solve systems of equations.

- A-REI.C.5 Prove that given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
- A-REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Represent and solve equations and inequalities graphically.

- A-REI.D.12 Graph the solutions to linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersections of the corresponding half-planes.

Unit of Study: Piecewise Functions	**Grading Period**: 2	**Days**: 13

Nevada Academic Content Standards

Build new functions form existing functions.

- F-BF.A.1 Write a function that describes a relationship between two quantities.*

  a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

- F-BF.B.3 Identify the effect on the graph of replacing $ff(xx)$ by $ff(xx) + kk$, $kk \cdot ff(xx)$, $ff(kkxx)$, $aaaaaa\ ff(xx + kk)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.

Understand the concept of a function and use function notation.

- F-IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function of and xx is an element of its domain, the $ff(xx)$ denotes the output of f corresponding to the input xx. The graph of f is the equation $yy = ff(xx)$.

- F-IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Interpret functions that arise in applications in terms of the context.

- F-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
- F-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations.

- F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *
    b. Graph square root, cube root and piecewise-defined functions, including step functions and absolute value functions.
- F-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically and in table or a verbal description.

Represent and solve equations and inequalities graphically.

- A-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations yy = $ff(xx)$ and yy = $gg(xx)$ intersect are the solutions of the equation $ff(xx)$ = $gg(xx)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include absolute value equations/functions.

Create equations that describe numbers or relationships.

- A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Unit of Study: Exponents & Exponential Functions	**Grading Period**: 3	**Days**: 16

Nevada Academic Content Standards

Extend the properties of exponents to rational exponents.

- N-RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents follows from extending the properties of integer properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5.
- N-RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Understanding the concept of a function and use function notation.

- F-IF.A.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

Interpret functions that arise in applications in terms of the context.

- F-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
- F-IF.B.5 Relate the domain of a function to its graph and where applicable, to the quantitative relationship it describes.*
- F-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations.

- F-IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

    c. Use the process of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y=(1.02)t, y=(0.97)t, y=(1.01)12t, y=(1.2)t/10, and classify them as representing exponential growth or decay.
- F-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically and in table or a verbal description.

Build a function that models a relationship between two quantities.

- F-BF.A.1 Write a function that describes a relationship between two quantities.*

    a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
- F-BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Build new functions from existing functions.

- F-BF.B.3 Identify the effect on the graph of replacing $ff(xx)$ by $ff(xx) + kk$, $aaff(xx)$ $aa > 1$ $ff(kkxx)$, $aaaaaa$ $ff(xx + kk)$ for specific values of k (both positive and negative); find the value of

k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.

Construct and compare linear, quadratic, and exponential models and solve problems.

- F-LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.

  a. Prove that linear functions can be modeled by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

  b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.*

  c. Recognize situations in which one quantity grows or decays by a constant percent or rate per unit interval relative to another.

- F-LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).

Interpret expression for functions in terms of the situation they model.

- F-LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.

Create equations that describe numbers or relationships.

- A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Interpret the structure of expressions.

- A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context. *

  b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $PP(1 + rr)nn$ as the product of P and a factor not depending on P.

Write expression in equivalent forms to solve problems.

- A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*

  c. Use properties of exponents to transform expressions for exponential functions.

Unit of Study: Polynomials and Factoring	**Grading Period**: 3	**Days**: 19

Nevada Academic Content Standards

Interpret the structure of expressions.

- A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context. *
  a. Interpret parts of an expression, such as terms, factors, and coefficients.
  b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $PP(1 + rr)nn$ as the product of P and a factor not depending on P.
- A-SSE.A.2 Use the structure of an expression to identify ways to rewrite it.

Perform arithmetic operations on polynomials.

- A-APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Unit of Study: Quadratic Functions	**Grading Period**: 3/4	**Days**: 15

Nevada Academic Content Standards

Create equations that describe numbers or relationships.

- A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Understanding the concept of a function and use function notation.

- F-IF.A.2 Use function notation, evaluate functions for inputs in their domain, and interpret statements that use function notation in terms of a context.

Interpret functions that arise in applications in terms of the context.

- F-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

Interpret functions that arise in applications in terms of the context.

- F-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations.

- F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

  a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

- F-IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

  a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

- F-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically and in table or a verbal description.

Construct and compare linear, quadratic and exponential models and solve problems.

- F-LE.A.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

Represent and solve equations and inequalities graphically.

- A-REI.D.10 Understand that the graph of an equations in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Build new functions from existing functions.

- F-BF.B.3 Identify the effect on the graph of replacing $ff(xx)$ by $ff(xx)$ + kk, $kk \cdot ff(xx)$, $ff(kkxx)$, $aaaaaa\ ff(xx + kk)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Summarize, represent and interpret data on two categorical and quantitative variables.

- S-ID.C.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

  a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.

Unit of Study: Solving Quadratic Equations	**Grading Period**: 4	**Days**: 18

Nevada Academic Content Standards

Create equations that describe numbers or relationships.

- A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Interpret the structure of expressions.

- A-SSE.A.2 Use the structure of an expression to identify ways to rewrite it.
- A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. *

  a. Factor a quadratic expression to reveal the zeros of the function it defines.

  b. Complete the square in a quadratic expression to reveal the maximum or minimum value of a function.

Analyze functions using different representations.

- F-IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

  a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

Solve equations and inequalities in one variable.

- A-REI.B.4 Solve quadratic equations in one variable.

  a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(xx - pp)2 = qq$ that has the same solutions. Derive the quadratic formula from this form.

  b. Solve quadratic equations by inspection (e.g., for $xx2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.

Solve systems of equations.

- A-REI.C.7 Solve a system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

Represent and solve equations and inequalities graphically.

- A-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations yy = $ff(xx)$ and yy = $gg(xx)$ intersect are the solutions of the equation $ff(xx)$ = $gg(xx)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $ff(xx)$ and/or $gg(xx)$ are linear, polynomial (quadratic), rational, absolute value, exponential, and logarithmic functions.

Extend the properties of exponents to rational exponents.

- N-RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Unit of Study: Statistics	**Grading Period**: 4	**Days**: 10

Nevada Academic Content Standards

Summarize, represent, and interpret data on a single count or measurement variable.

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- S-ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Summarize, represent, and interpret data on two categorical and quantitative variables.

- S-ID.A.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Problem Based Learning (**PBL**) Opportunities within HMH Math In Focus Grade Kindergarten

Chapter 1: SE pages 47- 48

Chapter 2: SE pages 123-124

Chapter 3: SE pages 181-182

Chapter 4: SE pages 227-230

Chapter 5: SE pages 303-306

Chapter 6: SE pages 63-64

Chapter 7: SE pages 115-116

Chapter 8: SE pages 169-170

Chapter 9: SE pages 215-216

Chapter 10: SE pages 263-264

Problem Based Learning (**PBL**) Opportunities within HMH Math In Focus
Grade 1

Chapter 1: SE page 35, 43-46

Chapter 2: SE pages 121, 133-136

Chapter 3: SE pages 205, 217-221, 222

Chapter 4: SE pages 261, 269-272

Chapter 5: SE pages 329, 339-343, 344

Chapter 6: SE pages 383, 393-396

Chapter 7: SE pages 429, 437-440

Chapter 8: SE pages 83, 95-98

Chapter 9: SE pages 163, 175-180

Chapter 10: SE pages 221, 231-235, 236

Chapter 11: SE pages 295, 305-310

Chapter 12: SE pages 339, 349-351, 352

Chapter 13: SE pages 403, 413-416

Problem Based Learning (**PBL**) Opportunities within HMH Math In Focus
Grade 2

Chapter 1: SE pages 39, 47-49, 50

Chapter 2: SE pages 105, 113-116

Chapter 3: SE pages 171, 177-180

Chapter 4: SE pages 243, 251-254

Chapter 5: SE pages 339, 351-353, 354

Chapter 6: SE pages 391, 399-402

Chapter 7: SE pages 35, 47-50

Chapter 8: SE pages 99, 107-109, 110

Chapter 9: SE pages 183, 193-196

Chapter 10: SE pages 259, 273-278

Chapter 11: SE pages 337, 349-353, 354

Problem Based Learning (**PBL**) Opportunities within HMH Math In Focus
Grade 3

Chapter 1: SE pages 55, 65-69, 70

Chapter 2: SE pages 133, 143-146

Chapter 3: SE pages 203, 213-216

Chapter 4: SE pages 297, 305-307, 308

Chapter 5: SE pages 351, 357-360

Chapter 6: SE pages 401, 409-412

Chapter 7: SE pages 49, 59-63, 64

Chapter 8: SE pages 99, 107-111, 112

Chapter 9: SE pages 191, 207-210

Chapter 10: SE pages 251, 259-262

Chapter 11: SE pages 317, 331-336

Chapter 12: SE pages 397, 405-407, 408

Problem Based Learning (**PBL**) Opportunities within HMH Math In Focus
Grade 4

Chapter 1: SE pages 77, 85-87, 88

Chapter 2: SE pages 207, 217-219, 220

Chapter 3: SE pages 321, 335-339, 340

Chapter 4: SE pages 393, 401-404

Chapter 5: SE pages 85, 95-99, 100

Chapter 6: SE pages 155, 165-170

Chapter 7: SE pages 239, 249-253, 254

Chapter 8: SE pages 293, 305-308

Chapter 9: SE pages 345, 355-360

Problem Based Learning (**PBL**) Opportunities within HMH Math In Focus Grade 5

Chapter 1: SE pages 91, 103-105, 106

Chapter 2: SE pages 163, 175-179, 180

Chapter 3: SE pages 269, 283-286

Chapter 4: SE pages 317, 325-329, 330

Chapter 5: SE pages 435, 449-452

Chapter 6: SE pages 49, 63-65, 66

Chapter 7: SE pages 103, 115-118

Chapter 8: SE pages 137, 143-145, 146

Chapter 9: SE pages 203, 211-215, 216

Chapter 10: SE pages 261, 273-276

Problem Based Learning (**PBL**) Opportunities within HMH Math In Focus
Grade 6

Chapter 1: SE page 31

Chapter 2: SE pages 75, 83-84

Chapter 3: SE pages 151, 161-164

Chapter 4: SE pages 217, 227-229, 230

Chapter 5: SE pages 291, 301-302

Chapter 6: SE pages 341, 347-348

Chapter 7: SE pages 41, 49-51

Chapter 8: SE pages 97, 107-110

Chapter 9: SE pages 143, 151-153, 154

Chapter 10: SE pages 201, 211-212

Chapter 11: SE pages 251, 261-264

Chapter 12: SE pages 295, 307-309, 310

Chapter 13: SE pages 377, 389-392

Problem Based Learning (**PBL**) Opportunities within HMH Math In Focus
Grade 7

Chapter 1: SE pages 111, 121-123, 124

Chapter 2: SE pages 197, 205-207, 208

Chapter 3: SE pages 267, 275-276

Chapter 4: SE pages 357, 369-371

Chapter 5: SE pages 59, 71-73, 74

Chapter 6: SE pages 111, 119-120

Chapter 7: SE pages 189, 201-204

Chapter 8: SE pages 291, 307-309, 310

Chapter 9: SE pages 363, 375-378

Problem Based Learning (**PBL**) Opportunities within HMH Math In Focus Grade 8

Chapter 1: SE pages 29, 37-39, 40

Chapter 2: SE pages 97, 107-109, 110

Chapter 3: SE pages 143, 153-156

Chapter 4: SE pages 205, 215-218

Chapter 5: SE pages 293, 307-310

Chapter 6: SE pages 371, 383-386

Chapter 7: SE pages 63, 73-75, 76

Chapter 8: SE pages 113, 123-125, 126

Chapter 9: SE pages 201, 211-212

Chapter 10: SE pages 267, 279-282

Chapter 11: SE pages 331, 343-344

Chapter 12: SE pages 391, 403-405, 406

PTAA-Nevada
Principal Pipeline
Great Leaders, Leading the Way



Great Leaders, Leading the Way

Strong Principal Pipelines and Teacher Effectiveness

We Believe

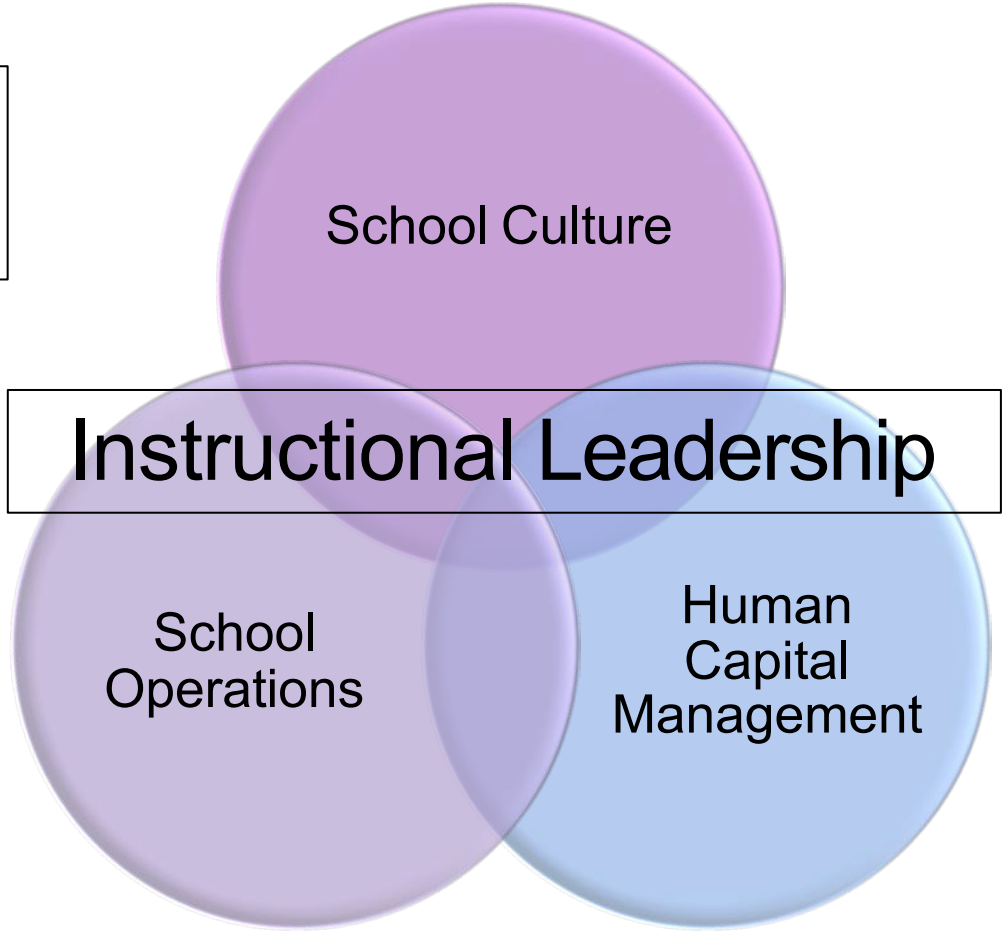
The PTAA-Nevada Principal Leadership Pipeline is adaptive to an original model by Hillsborough ISD. The Leadership framework and practices equip leaders to succeed in all four domains of effective leadership in conjunction with the ISSLC standards (The Interstate School Leaders Licensure Consortium). These four domains include the following: (1) Instructional leadership, (2) School culture, (3) School operations, and (4). Human capital management. PTAA-Nevada school leaders will thrive in an environment grounded in research, practical application, collaborative practice, and job-embedded professional development. We believe that highly effective leaders produce highly effective teams.

Ensuring a Legacy of Student Success

- *We all win when our principals and teachers are empowered and provided with the right support.*
- *And we all benefit when our students are better prepared for college or a career and STEM fields*
- *With these goals in mind, PTAA-Nevada School is transforming the way we identify and train our aspiring and new leaders, through the* ***PTAA-Nevada Principal Pipeline.***

"You do not get high quality teaching in every classroom without principals functioning as instructional leaders. There will be pockets of excellence but it will not be taken to scale."

Domains of School Leadership



What do we expect of our principals in PTAA-Nevada? What key levers drive teacher and student learning and school improvement?

Supporting & Developing Future Leaders

The PTAA-Nevada Principal Pipeline consists of four integrated components:



Improving Hiring Practices



School Leader Selection Competencies

Instructional Leadership	Organizational Leadership / School Culture	Human Capital Management
• Achievement Focus • Instructional Expertise	• Culture and Relationship Building • Problem Solving and Strategic Change Management	• Managing and Developing People

Selection Competency Sample

Instructional Leadership: Achievement Focus and Results Orientation

Sets and Achieves Challenging Goals

Future Leader	Assistant Principal	Preparing New Principals	Principal Induction Program	Experienced Principal
Sets rigorous goals and growth targets for students in their classroom and is successful in meeting them.	Supports other teachers to plan rigorous growth targets for their students.	Consistently and collaboratively sets rigorous goals for teachers and teams, aligned to the school's goals and SIP.	Plans rigorous growth targets for a number of students, monitors progress against goals, and has a track record of some success.	Establishes a rigorous, comprehensive system for whole school goal-setting and measurement of success; engages staff in closing gaps among student subgroups.

Future Leaders



Future Leaders will attend a leader in residency training for three months for both future principals and assistant principals. The program is designed to provide future leaders with the tools and training they need to enhance their practice in the following domains.

- Instructional Leadership
- School Culture
- School Operations
- Human Capital Management

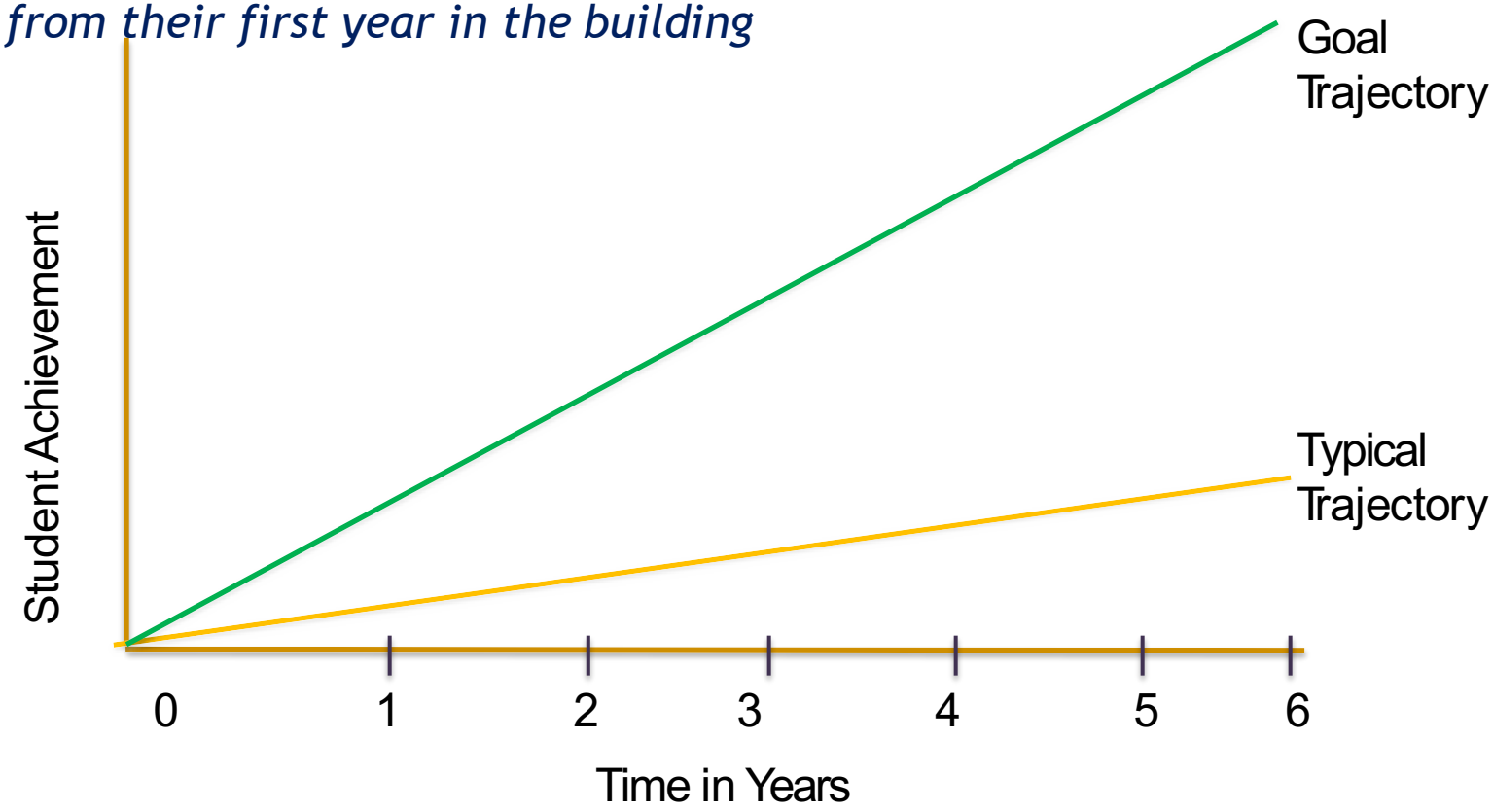
Principal Program



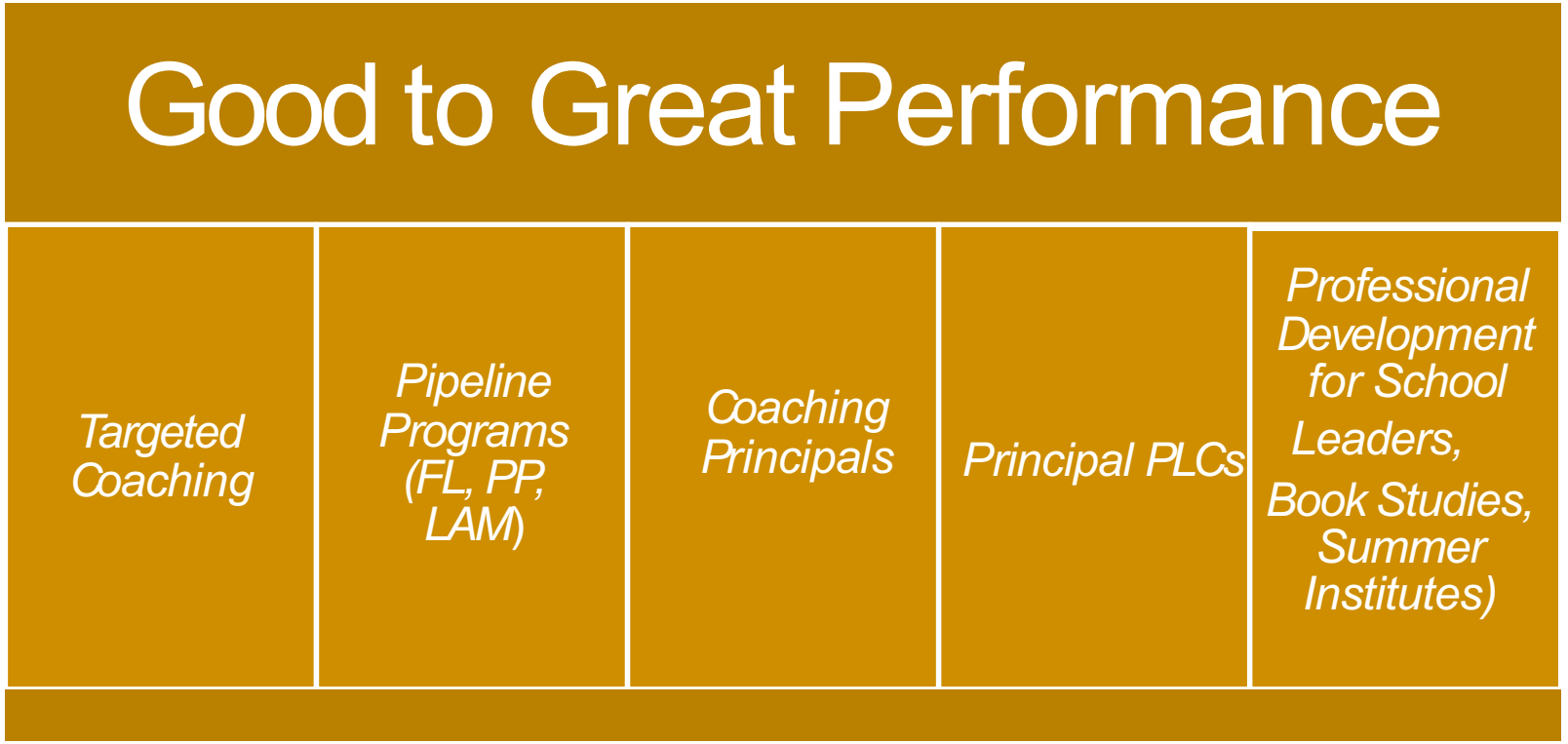
Principal Program (PP)- Once an aspiring leader becomes a principal, they begin the two-year principal program. Newly appointed principals are appointed a principal coach for weekly coaching and participate in professional development sessions designed to increase their effectiveness as leaders of learning in their schools.

Accelerating Principals' Impact

Accelerating the impact principals have on student achievement from their first year in the building

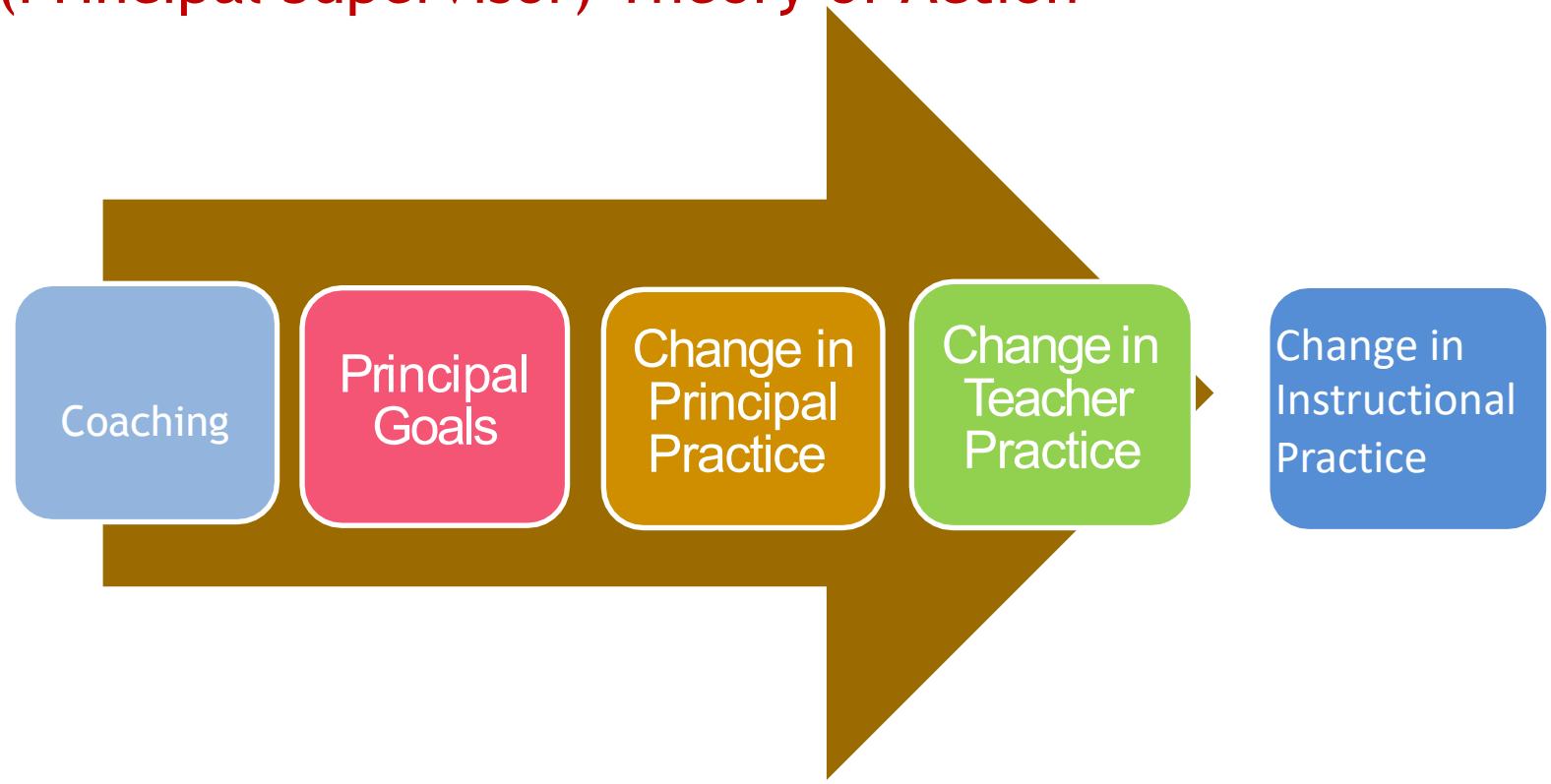


Supporting District Priorities Through Coaching



Coaching and Professional Development Post Program

(Principal Supervisor) Theory of Action



Leader Administration Manager (LAM) Project

- *Change of Principal Time Use Leads to:*



LAMs: a simple idea to redirect the power of principals by changing how they spend time. The average US principal spends less than 24% of the day on teaching and learning. LAM principals spend the majority of their time improving teaching and learning by using a LAM, a person trained in business skills or current staff member, to take the lead on management duties. Coaches work with the principal to not only increase the time spent on instructional leadership but make it effective. Reflective practice is a key element of this process and leads to a far more collegial relationship between administrators, teachers and parents.

Coaching and Mentoring in the Pipeline Programs

AP Program

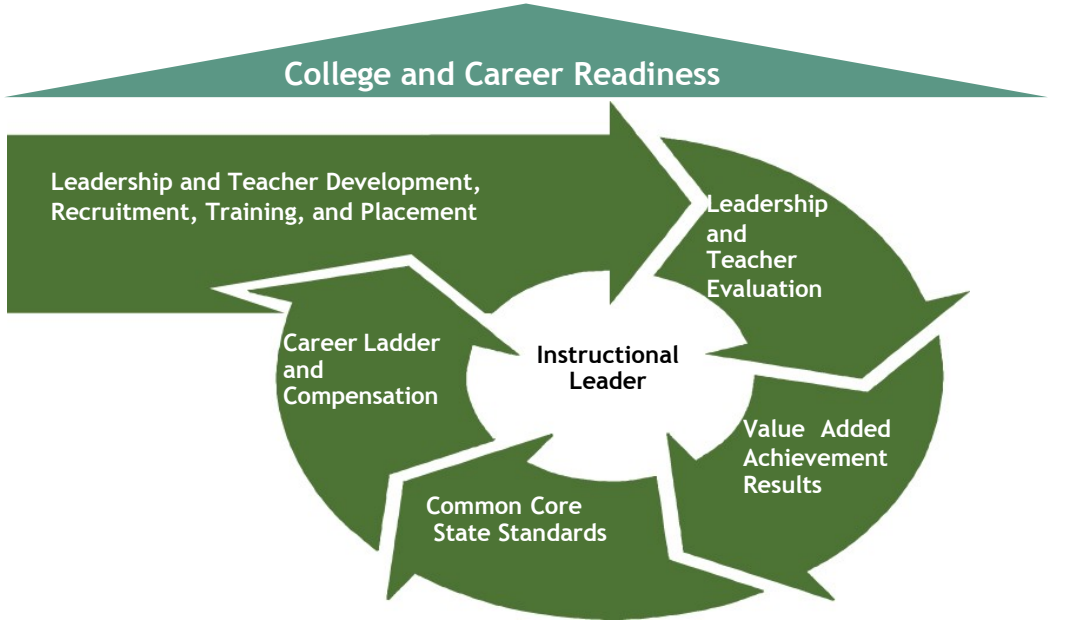
- Successful and experienced APs serve as mentors in addition to their AP role.
- Trained through 10 training modules.
- Mentors meet monthly for 90 minutes with new Assistant Principals for the first 2 years.
- They shadow one another as part of mentoring sessions.

Principal Program

- Successful and experienced principals serve as coaches and are released from their principal positions and coach full time.
- Year 1 Principals- weekly visits by Principal Coach for 90 minutes based on Principal goals.
- Year 2 Principals- bi-weekly visits by Principal Coach for 90 minutes based on Principal goals.

Strategic Plan (supports all aspects)

Pulling It All Together: One Common Vision



Foundation of Support

- Performance Management System
- Human Resource Capabilities
- Employee communications
- Curriculum Alignment

PTAA-Nevada
Principal Pipeline
Great Leaders, Leading the Way



Great Leaders, Leading the Way

Strong Principal Pipelines and Teacher Effectiveness

The Interstate School Leaders Licensure Consortium (ISLLC)

ISLLC's Standards for School Leaders:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Educational Leadership Constituent Council (ELCC)

Standards for Advanced Programs In Educational Leadership

Standard 1:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

1.1 Develop a Vision

a). Candidates develop a vision of learning for a school that promotes the success of all students.

b). Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision

a). Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.

b). Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

c). Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision

a). Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.

b). Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision

a). Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

b). Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

c). Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision

a). Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.

b). Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

Standard 2:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture

a). Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2 Provide Effective Instructional Program

a). Candidates demonstrate the ability to facilitate a. activities that apply principles of effective instruction to improve instructional practices and curricular materials.

b). Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.

c). Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Student Learning

a). Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.

b). Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.

c). Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

a). Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

b). Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult-learning strategies to form comprehensive

professional growth plans with teachers and other school personnel.
c). Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Standard 3:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization
a). Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.
b). Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
c). Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2 Manage Operations
a). Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
b). Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.
c). Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

3.3 Manage Resources
a). Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
b). Candidates creatively seek new resources to facilitate learning.
c). Candidates apply and assess current technologies for school management, business procedures, and scheduling.

Standard 4:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members

a). Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.

b). Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.

c). Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

d). Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision- making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.

e). Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.

f). Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.

g). Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

h). Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Respond to Community Interests and Needs

a). Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.

b). Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.

c). Candidates provide leadership to programs serving students with special and exceptional needs.

d). Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

4.3 Mobilize Community Resources

a). Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.

b). Candidates demonstrate how to use school resources and social service agencies to serve the community.
c). Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 5:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity
a). Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly
a). Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically
a). Candidates make and explain decisions based upon ethical and legal principles.

Standard 6:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
a). Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
b). Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
c). Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
d). Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.
e). Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

f). Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.
g). Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.
h). Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2 Respond to the Larger Context
a). Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence the Larger Context
a). Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
b). Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.
c). Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard 7:
Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
7.1 Substantial
7.2 Sustained
7.3 Standards-based
7.4 Real Settings
7.5 Planned and Guided Cooperatively
7.6 Credit

Southern Regional Education Board (SREB)

13 Critical Success Factors (CSFs) associated with principals who have improved student achievement in schools with traditionally "high risk" demographics.

Competency I: Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.

CSF 1. Focusing on student achievement: Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

CSF 2. Developing a culture of high expectations: Set high expectations for all students to learn higher-level content.

CSF 3. Designing a standards-based instructional system: Recognize and encourage good instructional practices that motivate students and increase their achievement.

Competency II: Effective principals have the ability to work with teachers and others to design and implement continuous student improvement.

CSF 4. Creating a caring environment: Develop a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 5. Implementing data-based improvement: Use data to initiate and continue improvement in school and classroom practices and in student achievement.

CSF 6. Communicating: Keep everyone informed and focused on student achievement.

CSF 7. Involving parents: Make parents partners in students' education and create a structure for parent and educator collaboration.

Competency III: Effective principals have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.

CSF 8. Initiating and managing change: Understand the change process and use leadership and facilitation skills to manage it effectively.

CSF 9.Providing professional development: Understand how adults learn and advance meaningful change through quality, sustained professional development that leads to increased student achievement.

CSF 10. Innovating: Use and organize time and resources in innovative ways to meet the goals and objectives of school improvement.

CSF 11. Maximizing resources: Acquire and use resources wisely.

CSF 12. Building external support: Obtain support from the central office and from community and parent leaders for the school improvement agenda.

CSF 13. Staying abreast of effective practices: Continuously learn from and seek out colleagues who keep abreast of new research and proven practices.

National Association of Elementary School Principals (NAESP)

NAESP's Leading Learning Communities standards is recognized as the performance guideline for principal practice. That is, these six standards define what principals should know and be able to:

Standard 1: Lead student and adult learning
Standard 2: Lead diverse communities
Standard 3: Lead 21st century learning
Standard 4: Lead continuous improvement
Standard 5: Lead using knowledge and data
Standard 6: Lead parent, family, and community engagement

National Association of Secondary School Principals (NASSP)

Skills identified as critical for success in the principalship. These include the skills to:

- Be an effective instructional leader (Setting Instructional Direction, Teamwork, Sensitivity)
- Resolve complex problems (Judgment, Results Orientation, Organizational Ability)
- Communicate effectively (Oral Communication, Written Communication)
- Develop self and others (Development of Others, Understanding Own Strengths and Weaknesses).



Nevada Charter School
Fiscal Procedures Manual

2020-2021

Note: This is work in progress Fiscal Manual. PTAA Nevada is actively working with local Counsel to make this Nevada specific. This document will get continuously tweaked during Incubation period. This is provided as an attachment to show the depth of Fiscal procedures that will be in place at PTAA Nevada.

Disclaimer

This Nevada *Charter School Fiscal Procedures Manual* provides Nevada certain guidance pertaining to the organization and management of Pioneer Technology & Arts Academy's financial management systems in accordance with applicable state and federal law and rules and public school best practices. This manual is not all-inclusive and is not designed to address all of the operational and organizational facets of Pioneer Technology & Arts Academy and is also not intended to replace Board policy.

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ABOUT THIS MANUAL

Purpose and Scope of Manual

The *Nevada Charter School Fiscal Procedures Manual* (hereafter, the "Manual") was developed and is maintained to set forth the generally accepted accounting standards of fiscal management applicable to Pioneer Technology & Arts Academy ("PTAA") (hereafter, charter school), to identify the business practices of the charter school, to ensure consistency in the implementation of financial accounting practices, and to promote accountability for public funds, public property and other aspects of charter school finances. The Manual SHALL apply to ANY disbursement, expenditure or use of public funds and public property and to ALL charter school employees and members of the governing body of the open-enrollment charter school (hereafter, the "Board").

Manual to Supplement Existing Requirements

The Manual does not supersede and is not in lieu of the legal requirements in state and Federal law and rule, the contract for charter, grants, contracts and other legal mandates. Instead, the Manual supplements existing legal requirements and facilitates charter school compliance with state and Federal law and rule and applicable contracts. In any instance where the Manual conflicts with the state and Federal law or rule or a contractual or grant provision, the legal requirement will govern and control. Please consult your school's legal, accounting and business professionals concerning applicable legal and accounting requirements under state and Federal law.

Manual to Implement Board Policy

The Manual does not supersede and is not in lieu of the policies adopted by the Board. Instead, the Manual implements Board policy by describing the business practices and processes of the charter school. In any instance where the Manual conflicts with Board policy, Board policy will prevail.

Applicability of Manual

The procedures enumerated in the Manual shall apply equally to the charter school by and through its Board and any charter management organization ("CMO") if it conducts business on behalf of the charter school and is otherwise expending public funds or using public property at the request of the charter school. The procedures enumerated in the Manual do not apply to the non-charter activities, functions, programs and services of the charter school unless the charter school adopts a policy to this effect.

Organization of Manual

The Manual is organized into sections that are identified with a section number, and a section caption in bold and capital letters. Each section may include a purpose and applicability statement. As applicable, each section will also include references to applicable law, rule and other legal requirement and to local policies adopted by the Board. The procedures enumerated in the Manual outline the process that the charter school shall follow to demonstrate compliance with a legal requirement and/or local policy.

Responsibility for Development and Maintenance

Unless otherwise specified in the charter school's charter contract, the Chief Financial Officer (or equivalent position) is primarily responsible for the development and maintenance of the Manual.

Charter school and CMO employees, officers and Board members may assist with the development and maintenance of the Manual and may make recommendations to the Chief Financial Officer to improve the charter school's business practices and financial operations.

Amendment of Manual

Although the Manual may be amended at any time to address significant deficiencies or changes in legal requirements, local policies or business operations, the Manual should be reviewed annually before the fiscal year ends and prior to the start of the following fiscal year and any revisions submitted to the Board for consideration and approval.

Sunset Review

The Manual should undergo a sunset review process at least every biennium to ensure that obsolete requirements and practices are removed and that new legal requirements and local policies are appropriately addressed. Findings of the Sunset Review should be presented to the Board at a public meeting and any revisions to the Manual submitted to the Board for consideration and approval.

Failure to Adhere to the Manual

Consequence to the CMO

The CMO's failure to abide by the policies adopted by the Board and as implemented in the administrative procedures enumerated in the Manual may result in violations of law, rule, contract and/or grant agreement. In turn, the violation of a legal requirement may result in the application of a sanction(s), enforcement action(s) and/or administrative intervention(s) by the Nevada State Public Charter School Authority ("SPCSA") or other regulatory oversight agency. The charter school and CMO should document violations of the Manual and implement a corrective action plan(s) to remedy significant and/or material issues. Moreover, a violation may render a transaction null and void.

Consequence to Employee

Charter school and/or CMO employees are expected to abide by the policies adopted by the Board and the procedures as implemented in the administrative procedures enumerated in the Manual. Charter school and CMO officers are expected to abide by and enforce the implementation of the Manual consistently and to ensure that charter school and CMO employees understand the Manual's policies and procedures. The Chief Financial Officer (or equivalent position) should document violations of the Manual. Repeated violations may result in disciplinary action against an employee, up to and including termination from employment. Moreover, a violation may render a transaction null and void.

Effective Date

The Manual is effective on _____. On this date, Board approved and adopted the Manual's procedure As stated above, the Board review and approve the Manual's procedures on at least an annual basis.

DEFINITIONS

Statutory/Administrative Law References

Title 34 of the Nevada Revised Statutes governing education including, but no limited to:

Nevada Revised Statutes, Chapter 281A (Ethics in Government)
Nevada Revised Statutes, Chapter 385A (Accountability of Public Schools)
Nevada Revised Statutes, Chapter 388A (Charter Schools)
Nevada Revised Statutes, Chapter 391 (Personnel)
Nevada Revised Statutes, Chapter 393 (School Property)
Nevada Administrative Code, Chapter 385 (Education: State Administrative Organization)
Nevada Administrative Code, Chapter 385A (Accountability of Public Schools)
Nevada Administrative Code, Chapter 387 (Financial Support of School System)
Nevada Administrative Code, Chapter 388 (System of Public Instruction)
Nevada Administrative Code, Chapter 388A (Charter Schools)

The following terms shall be defined as indicated below throughout this manual.

"Agent"

Means a person (as defined below) contracted by the charter school and authorized to perform certain work pursuant to a written agreement or contract.

"Board"

Means the governing body of the charter school as defined below.

"Board member"

Means a member of the Board of the charter school.

"Campus"

Means the physical location of the charter school as approved by the State Public Charter School Authority Nevada to be an instructional campus for purposes of data collection and reporting.

"Charter contract"

Means the contract executed between the governing body of the charter school and the sponsor of the charter school pursuant to NRS 388A.270. Nevada

"Charter school"

Means a public school that is formed pursuant to NRS 388A and operated by the Board pursuant to a charter granted by the State Public Charter School Authority Nevada.

"Charter management organization" or "CMO"

Means a nonprofit organization incorporated in the State of Nevada for the purpose of operating a charter school which the Board of the charter school may contract with for services pursuant to NRS 388A.020.

"Component purchase"

Means purchases of the component parts of an item that in normal purchasing practices would be purchased in one purchase.

"Contracted service"

Means any service for which the business arrangement is based upon a formal, written agreement executed by all parties to the transaction.

"Nevada Department of Education"

Means the department formed pursuant to NRS 385.010 with a mission to improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

"Employee"

Means an employee of a charter school and/or and/or employee of a CMO contracted to work with the charter school.

"Law"

Means any legal requirement mandated in statutory law or administrative law. It includes provisions of NRS 388A governing Charter Schools and NRS 385A providing accountability for Nevada public schools, Nevada other federal and state laws governing "public schools" and federal and state laws governing nonprofit 501(c)(3) corporations.

"Local funds"

Means funds received from private donors, fundraising efforts, charter school development activities, or other activities, efforts, functions, programs and/or services not directly or indirectly supported by or with public funds as defined below.

"Nevada State Administrative Manual"

Means the most recent publication of the State Administrative Manual from the Governor's Finance Office, Budget Division.

"Officer"

Means:

(a) the chief executive officer, executive director, chief operating officer, chief financial officer or other executive of the charter school;

(b) the superintendent, director, of the open-enrollment charter school.

Nevada "Provider"

Means the person or entity, selected to provide a professional or contracted service to the charter school.

"Public funds"

Means funds received by the charter school from the State of Nevada..

"Nevada

"State Public Charter School Authority" or "SPCSA"

Means the Nevada State Public Charter School Authority created by NRS 388A.150.

ACRONYMS

The following acronyms will be used throughout this manual from this point forward.

Acronym	Acronym Defined
CEO	Chief Executive Officer/Superintendent. This may also include a charter school's Executive Director if that position is the chief executive position.
CFO	Chief Financial Officer/Assistant Superintendent for Finance and Operations. This may also include a charter school's Financial Officer if that position is the head of business and financial operations.
CFR	Code of Federal Regulations NOTE: This acronym is usually preceded by a title number and followed by a part and section number. For instance, Title 34, Part 74, Section .71 of the CFR would be identified as 34 CFR 74.21.
CIP	Charter Instructional Plan
FASRG	Financial Accountability System Resource Guide
GAAP	Generally Accepted Accounting Principles
ID	Identification Number
IDEA	Individuals with Disabilities Education Act
IRS	Internal Revenue Service
MOE	Maintenance of Effort
NCLB	No Child Left Behind Act of 2001
NOGA	Notice of Grant Award
PAR	Personnel Activity Reports
OMB	Office of Management and Budget
NAC	Nevada Administrative Code
NRS	Nevada Revised Statutes

Acronym	Acronym Defined

SECTION 1: ORGANIZATIONAL RESPONSIBILITIES

1.1 Delegation of Authority

Purpose

The purpose of this section is to identify the specific powers and duties delegated by the governing body of the charter school and the CMO. This section addresses the ability of the governing body of the charter school and the CMO to solicit, negotiate, execute, dispose, resolve and conclude business arrangements on behalf of the charter school including those matters involving the disbursement of public funds. Furthermore, this section identifies the specific signature authority for the disbursement of public funds through checks, wire transfers or lines of credit, the obligation of public funds through contracts, purchase orders and other legal arrangements, and the employment of charter school personnel.

Applicability

This section applies to the powers and duties of the governing body of the charter school with respect to its governance and management of the charter school and its accountability for the charter, public funds, public property and government records.

Corporate Authority Reference

Articles of Incorporation
Bylaws
Board Code of Conduct
Board Operating Procedures
Charter Contract

Board Policy Reference

Board Policy Manual PG-5.1 – PG-5.11

1.1.1 Authority of Governing Body of the Charter School

Consistent with applicable law, the affairs of the charter school shall be managed by a Board of directors (the governing body of the charter school). Moreover, consistent with applicable law, the governing body of the charter school has the primary responsibility for implementing the public school program authorized by the SPCSA and ensuring the performance of the students enrolled in its charter school(s). Accordingly, the governing body of the charter school is ultimately responsible for the management, operation, and accountability of the charter school, regardless of whether the governing body of the charter school delegates its powers and duties to another business entity, oversight body and/or individual(s). In light of these facts, the governing body of the charter school has delegated only the powers and duties described in the Board policy referenced above as restated in this section. Absent the specific delegation of a power or duty, only the governing body of the charter school, as a body corporate, may exercise a power or duty. Moreover, as set forth in the Articles of Incorporation, Bylaws, Board Operating Procedures and Board policy, no individual member or committee of the governing body of the charter school may exercise a power or duty unless explicitly granted in a Board resolution.

1.1.2.1 Chief Executive Officer/ Superintendent

Pursuant to Board policy, the CEO is delegated the following powers and duties with respect to the management, operation, and accountability of the charter school.

1) Prepare, or cause to be prepared, a proposed budget of the charter school.

2) Prepare, or cause to be prepared, an amendment to the original and subsequently amended budgets of the charter school approved by the Board if the amendment exceeds one percent (1%) of the total budgeted expenditures or $100,000 (whichever is lesser).

3) Prepare, or cause to be prepared, a recommendation to the Board for the approval of the acquisition of real property or the improvement of real property pursuant to the policies adopted by the Board.

4) Prepare or caused to be prepared, a recommendation to the Board for the approval of the obligation of funds for goods and services through formal contracts for business arrangements or financial transactions exceeding $49,999.

5) Submit the annual financial and compliance report to the Board for its approval (or disapprove).

6) Submit any audit, investigative, or other monitoring report pertaining to the fiscal management of the charter school issued by any oversight agency including the SPCSA or the Department of Education for its approval (or disapproval).

7) Obligate and expend, or cause to be obligated and expended, funds pursuant to the policies adopted by the Board.

8) Sign any check or other legal instrument disbursing funds consistent with the Board approved budget.

9) Use, or cause to be used, property pursuant to the policies adopted by the Board.

10) Invest, or cause to be invested, funds pursuant to the policies adopted by the Board.

11) Use, or cause to be used, property pursuant to the policies adopted by the Board.

12) Invest funds pursuant to the policies adopted by the Board.

13) Collect, or cause to be collected, fees pursuant to the policies adopted by the Board.

14) Develop and implement, or cause to be implemented, administrative procedures applying the policies adopted by the Board.

15) Direct, guide, manage and otherwise supervise the fiscal management of the Charter School.

16) The authority to hire and fire certain employees based on documentation.

17) To develop and monitor a system of controls to ensure compliance with state and federal laws and rules.

18) To administer state and Federal grants.

19) To participate in Board meetings and provide Board members with regular updates and training.Meetings are conducted by the Board.

20) To procure legal, audit and other professional services necessary for the proper administration and oversight of the School, subject to Board approval.

21) To record, compile, maintain and report data on student attendance, student enrollment, staff, finances and grants.

22) To develop, maintain and update a charter instructional plan including conducting a comprehensive needs assessment.

23) For the upkeep and repair of instructional and instructionally related materials and equipment in the classroom and library, of food service equipment, and of vehicles.

24) To conduct field trips as authorized by the Board.

25) To conduct graduation and award ceremonies recognizing the achievements of students and staff.

26) For the research, development and maintenance of curriculum and innovative, new or modified instruction subject to Board approval.

27) For in-service training or staff development for instructional and instructionally related staff conducted by a regional ESC, an outside consultant or a School employee.

28) For utilities and the maintenance of telecommunication and computer networks and systems.

29) To provide a safe and drug free school environment.

30) For any other purpose, function, activity, program or service authorized by the Board through the adoption of the School's annual operating budget and charter instructional plan including any amendments thereto.

31) For other purposes determined by the Board of Directors to be in the best interest of the School's students.

32) Subject to Board approval, may allow the use of state funds provided for bilingual education to evaluate, place and provide educational and/or other services to make students proficient in the English language, to provide instruction in the primary language, to supplement staff expenses and all that is in the charter instructional plan and budget as approved and amended by the Board.

33) Subject to Board approval, may use and allow the use of state funds provided for career and technology education to provide educational services to prepare students for gainful employment.

1.1.3 Authority of the Governing Body of the Charter School

Pursuant to Board policy, the governing body of the charter school has the following powers and duties with respect to the management, operation, and accountability of the charter school.

1) Govern under the governing structure described in the school charter.

2) Be primarily responsible for implementing the programs authorized by the School's Charter.

3) Monitor the performance of the students enrolled in the School.

4) Adopt the budget of the charter school compliant Nevada law and any directives from the Department of Education and/or the SPCSA.

5) Approve the acquisition of real property or the improvement of real property.

6) Approve the obligation of funds for goods and services through formal contracts for business arrangements or financial transactions exceeding $100,000.

7) Approve (or disapprove) the annual financial and compliance report.

8) Approve (or disapprove) any audit, investigative, or other monitoring report pertaining to the fiscal management of the charter school and the School issued by any oversight agency including the Nevada Department of Education or the SPCSA.

9) Authorize the obligation and expenditure of funds pursuant to the policies adopted by the Board.

10) Authorize the chief executive officer to sign checks or other legal instruments disbursing funds from the charter school's bank accounts.

11) Authorize the use of property pursuant to the policies adopted by the Board.

12) Authorize the investment of funds pursuant to the policies adopted by the Board.

13) Authorize the collection of fees pursuant to the policies adopted by the Board and in accordance with Nevada law and any directives from the Department of Education and/or the SPCSA.

14) Authorize the development and implementation of administrative procedures applying the policies adopted by the Board.

15) Direct, govern, manage, and otherwise oversee the fiscal management of the charter school: and

16) Delegate other powers and duties as permitted by law.

1.1.4 Authority of Charter School Administration

1.1.4.1 Financial Officer

1) Reports to the CEO/Superintendent
2) Processes daily activities in purchasing system including requisitions, P O's, receipts, accounts payable and receivable.
3) Maintains federal grants, charter school start up grant.
4) Maintains cash flow for Charter School

1.1.4.2 HR/PEIMS Coordinator

1) Manage day-to-day operations of Human Resources
2) Responsible for processing and maintaining personnel records
3) Manages and processes all benefits related to Payroll
4) Maintain & process all payroll records including processing all accounts payables for payroll
5} Maintain & process all TRS records & all TRS submissions

1.1.5. Authority of Assistant Principal

1) Supervising, discipline and monitoring of students
2) Implements and enforces administrative rules & regulations
3) Maintains an effective and safe school
4) Develop long & short term plans for teachers
5) Provide instructional leadership in advances teaching & learning practices
6) Assists in the care & management of the building and grounds, equipment, books & supplies

1.1.6 Departmental Budget

For purposes of identifying other employees responsible for implementing the various procedures discussed in the Manual, particularly developing and amending the budget and monitoring adherence to the budget as described in Section 3, the following charter school and/or CMO employees are designated as departmental budget employees.

- CEO
- Financial Officer
- Assistant Principal

A department is defined as an organizational unit assigned a unique organization code (e.g., 701 for the Superintendent's Office, 101 for the elementary campus) in the charter school's financial accounting records.

1.1.7.1 Designation

For purposes of facilitating the preparation, submission, negotiation, amendment, reporting and closure of each grant awarded to the charter school and to attain economy in administrative costs and consistency in the application of this section and other applicable sections, the CEO may designate an employee in his office as the Grant Manager who is the Financial Officer.

1.1.7.2 Purpose

The Financial Officer will assist charter school employees in planning, preparing, submitting, amending, reporting and closing grants and will be the primary interface with the Nevada Department of Education, SPCSA and other grantors.

1.1.7.3 Primary Responsibility

The Financial Officer will be primarily responsible for the following activities as they pertain to the grants received by the charter school.

1) Identifying grant opportunities for which the charter school is eligible to apply on behalf of the charter school.

2) Researching grant requirements established in law, rule or contract and communicating these requirements to officers and employees.

3) Submitting and amending the official version of each grant application accepted and approved by the grantor.

4) Submitting and amending the official expenditure reports and other reports that must be filed for each grant.

5) Recording and reconciling appropriations, encumbrances, disbursements, expenditures and other transactions reported on grant budgets and expenditure reports to the supporting financial accounting reports and source records.[1]

1.1.7.4 Technical Assistance

In addition to the duties described above, the Financial Officer will provide technical assistance and training to all charter school officers and employees on grant related requirements and on the proper use of grant funds to further charter school strategies and activities and the statutory purpose of the grant programs.

1.1.7.5 Other Duties

Taking into consideration the department's other work priorities, the Financial Officer may also perform other duties assigned to him/her by the CEO as set forth in the applicable job description.

1.1.8 Misrepresentation of Delegated Authority

Pursuant to Board policy, only the positions identified in this section are authorized to perform the powers and duties enumerated for each position herein. Accordingly, an employee who misrepresents their authority to perform a power or duty may be subject to a disciplinary action up to and including termination of employment. Moreover, it is the responsibility of the individuals charged with the roles identified in this section to immediately address a misrepresentation of delegated authority with the affected party(s) and to appropriately remedy the situation including informing the governing body of the charter schoolof the misrepresentation, the action(s) taken to address the misrepresentation, and the potential legal consequences of the misrepresentation.

[1] The Board may want to consider identifying a specific report or working paper that the Grant Manager must develop, update and maintain for this purpose.

SECTION 2: FINANCIAL REPORTING

Purpose

The purpose of this section is to identify the financial reporting the CMO is required to provide the Board.

2.1 Reports to the Board

The CEO and Financial Officer shall prepare and distribute financial reports at Boards request, to Board members at properly called and noticed meetings of the Board. At a minimum, the CEO shall prepare and distribute the following financial reports during February and August board meetings every year.

- Statement of Activities (Unaudited) (Year to Date)
- Cash Flow Projection (Year to Date)
- Budgetary Comparison Schedule (Year to Date)
- Aging of Accounts Payable by Vendor (Year to Date)

2.2 Annual Compliance and Financial Report

NOTE: Refer to Section 12 of this Manual for additional administrative procedures.

2.2.1 Primary Responsibility

The Financial Officer and CEO are primarily responsible for the timely preparation and completion of the annual financial and compliance report (hereafter, the annual audit report) required by the Department of Education and SPCSA.

2.2.2 Timeline for Completion

The CEO and Financial Officer and independent auditor will collaborate to develop a timeline for the completion of the annual audit report so that it may be ready for review and approval by the Board during the final regularly scheduled meeting, prior to the filing deadline. At the time and date that the independent auditor's engagement letter is presented to the Board, the Financial Officer and independent auditor will provide the Board with the timeline including the date(s) of when the independent auditor will initiate and conclude the planning, field work and reporting phase of the audit.

In the event that the annual audit report cannot be prepared by the date that the notice and agenda for the regularly scheduled meeting is posted, the Financial Officer and the independent auditor will report to the Board the reason(s) that the annual audit report was not ready for the Board's review and approval and identify the date by when the annual audit report shall be ready.

2.2.3 Report Content

Consistent with applicable law, the annual audit report will include the following schedules and disclosures.

- Certificate of Board

- Independent auditor's report
- Statement of Financial Position (Exhibit A-1)
- Statement of Activities (Exhibit A-2)
- Statement of Cash Flows (Exhibit A-3)
- Notes to the financial statements

- Report on Compliance and on Internal Control Over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*
- Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133 (if applicable)[2]
- Schedule of Findings and Questioned Costs (Exhibit F-1)
- Corrective Action Plan (Exhibit G-1) (if applicable)
- Schedule of Expenditure of Federal Awards (Exhibit H-1) (if applicable) [6]
- Notes to the Schedule of Expenditure of Federal Awards (if applicable) [6]

2.2.4 Report to Include All Operations and Finances

In accordance with Board policy and consistent with applicable law and generally accepted accounting principles, the annual audit report will disclose the financial condition, results of operation, cash flows and other pertinent information for the charter school. Accordingly, the annual audit report will include any required supplementary schedules pertaining to the charter school.

2.3 Grant Expenditure Reports

2.3.1 Primary Responsibility

For purposes of implementing this subsection, the Grant Manager described in Section 1.1.7 will serve as the primary point of contact for charter school officers and employees and grantor representatives.

2.3.2 Grant Accounting Report Defined

A grant accounting report will be defined as a detailed general ledger containing the assets, liabilities, revenues, appropriations (budget), 5.brances (obligations) and expenses for an individual grant.

2.3.3 Review of Grant Accounting Reports

At the end of each calendar month, the Financial Officer will generate a grant accounting report for each grant and will review each grant accounting report to ensure that all relevant encumbrances and expenses have been properly recorded and to ensure the completeness of the accounting records. Moreover, the Grant Manager will review each grant accounting report to identify any potentially unallowable costs. After this initial review has been completed, the Grant Manager will prepare and distribute to the CEO the grant accounting reports. Upon receipt of the grant accounting reports, the CEO should review the reports and communicate any discrepancies, errors or concerns to the Grant Manager. The Grant Manager should then adequately address any discrepancies, errors or concerns and communicate the resolution to the applicable departmental budget officer.

2.3.4 Preparation of Expenditure Reports

At the end of each calendar month or as needed, and after distributing the grant accounting reports and receiving feedback concerning grant encumbrances and expenses to date and discrepancies, errors or concerns from the CEO, the Grant Manager will prepare an expenditure report for each grant pursuant to the grantor's expenditure reporting requirements. The Grant Manager will ensure that each expenditure report is properly supported by the applicable grant accounting report. The Grant Manager will then submit the expenditure report to the grantor and appropriately address any concerns or issues including the delayed receipt of grant reimbursements. Lastly, the Grant Manager shall retain a copy of the expenditure reports submitted, the communications to and from the CEO who will then certify the expenditure, and the supporting grant accounting reports used to prepare the expenditure reports.

Refer to Section 4.6 for additional requirements applicable to the submission of periodic expenditure reports.

a.) The Financial Officer will look at expenditures recorded in each grant.

b.) The amounts will be added up by object code.

c.) The Financial Officer will go to TEASE in TEA and go into the Expenditure Reporting Link.

d.) The specific grant will be opened up by highlighting the NOGA number.

e.) The Expenditure Report will show funds approved by object code at the bottom of the page.

f.) The amount expensed will be filled in by object code in the middle section of the report.

g.) The expenditure box is cumulative, so the current expenditure is added to the amount in the box. This amount should match the amount on the general ledger for the grant in this object code.

h.) The expenditures will be added by object code until all expenditures are recorded.

i.) The total amount showing as expensed on the ER should match the total amount expensed on the general ledger.

j.) The CEO will now certify the funds.

2.3.6 Payroll Adjustments

Consistent with Section 7.16 of this Manual, the Financial Officer will reconcile the actual and budgeted payroll costs for each grant funded employee at the end of the grant period for each grant. In the event that a variance is observed, the Financial Officer will prepare an adjusting journal entry to charge only the actual payroll cost to the grant.

2.3.7 Preparation of Final Expenditure Reports

At the end of the grant period for each grant, the Financial Officer will follow the process outlined in Sections 2.3.3, 2.3.4 and 2.3.5 of this Manual to prepare the final expenditure report. The Financial Officer is responsible for submitting the final expenditure report on or before the date required by the grantor. In the event that the final expenditure report initially filed with the grantor is erroneous, the Financial Officer must file a revised final expenditure report within the time frame prescribed by the grantor.

2.3.8 Refund of Excess Draw Down

In the event that an amount was drawn down for a grant in excess of the actual costs reported in the final expenditure report, the Financial Officer must prepare a Request for Refund identifying the grantor agency, grant, refund amount and the reason that the grant was overdrawn. The Financial Officer must then route the Request for Refund to the responsible departmental budget officer, and CEO.

2.3.9 Disposition of Property

If grant funds were used to acquire personal or real property, an inventory schedule should be maintained on where the property is located. If the grant is being discontinued or terminated, the Financial Officer must prepare a formal correspondence to the grantor agency requesting instructions for the disposal of the property. The letter and inventory schedule should be routed to the responsible departmental head. Once the letter and inventory schedule has been submitted, the Financial Officer must address any inquiries and requests from the grantor agency in a timely manner. As necessary and appropriate, the Financial Officer should seek further guidance and direction from the CEO. To avoid any potential compliance issues with respect to prohibitions of using grant funded equipment for an unauthorized purpose or of maintaining property idle, the Financial Officer must seek a timely resolution of any outstanding property issues with the grantor agency. Once disposition instructions have been received, the Financial Officer must forward a copy of the grantor agency's correspondence to the CEO. If the disposition instructions have been approved, the Financial Officer should follow the grantor agency's directives and dispose of the property pursuant to the instructions provided. The Financial Officer is responsible for documenting the proper disposal of all grant funded property.

Refer to Section 10 for further guidance on procedures pertaining to the accounting and inventory of property.

2.3.10 Retention of Grant File

After the final expenditure and other reports have been submitted, the Financial Officer should create and maintain a grant file consisting of the following documentation as applicable.

1) Original grant application approved by the grantor.

1) Amendments to the original grant application approved by the grantor.

2) Formal (e.g., letters) and informal (e.g., emails) communications to and from the grantor.

3) Expenditure reports and final expenditure report including any revised reports.

4) Grant accounting reports and any associated working papers created.

5) Communications between the Financial Officer and the departmental budget officers.

6) Evaluations and other reports filed with the grantor.

7) Formal correspondence concerning the disposal of grant funded property.

8) Formal correspondence concerning the refund of an excess draw down.

9) Any documentation needed to verify compliance of the grant.

Each grant file should be clearly marked with a notation indicating the date the file was created, the contents of the file and the date the file should be disposed pursuant to local record disposal policy and procedures adopted pursuant to state record retention laws.

SECTION 3: BUDGETING

Purpose

The purpose of this section is to identify the administrative process for developing and maintaining the charter school's budget.

Applicability

This section applies to the budget associated with the receipt and expenditure of public funds for the purpose of operating the charter school. This section does not apply to the budget pertaining to the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy Manual PG 5.3

3.1 Significance of Budget

Consistent with applicable law, the budget represents the Board's delegation of authority to its officers to receive and expend public funds for the implementation of the charter. Consequently, the CMO's and charter school's officers may not initiate or conclude any business arrangement or transaction without having first received an approved budget or an approved amendment to the budget from the Board.

3.2 Limitation of Budget Authority

Notwithstanding Section 3.1 above, although the Board may have approved a budget item in the original budget or in an amendment to the budget, the charter school's officers may not initiate or conclude any business arrangement or transaction without having first received approval from the Board pursuant to Board policy as implemented in these and other administrative procedures. The budget authority granted by the Board is a general spending authority but does not preclude charter school officers from obtaining approval for specific business arrangements (e.g., contract for the renovation of facilities) or transactions (e.g., purchase of classroom furniture exceeding dollar threshold for Board approval).

3.3 Overview of the Budget Process

Although the charter school may use the prior year budget and actual expenditures for the recently concluded fiscal year as a starting point for developing the budget for the upcoming fiscal year, the budget will be developed in conjunction with the development of the charter school's instructional plan(s). As discussed below, once the instructional plan's goals, strategies and activities have been developed, the charter school's officers may then allocate financial and other resources to support the implementation of the instructional plan.

3.4 Primary Responsibility

The CEO and Financial Officer are primarily responsible for the timely preparation and completion of the budget. This includes the completion of the following activities.

1) Preparing a timeline for the completion of the budget. The timeline shall be referred to as the budget development calendar.

2) Updating the budget guidelines and preparation materials to be used for the current budget development cycle.

3) Distributing the budget guidelines and preparation materials to the CEO, Assistant Superintendent for Curriculum and Instruction, Principal(s), and Assistant Principal(s) for their review and comment.

4) Preparing or causing to prepare a budget for each department assigned an organization code.

5) CEO provides leadership, guidance and direction to the Financial Officer during the development of the budget and amendments to the budget.

6) Assembling and drafting the final budget and budget amendments for consideration by the CEO and the Board.

7) Upon approval by the Board, recording or causing to record the various budget line items in the charter school's financial accounting records (i.e., detailed general ledger).

3.5 Budget Development Calendar

In general, the charter school will follow the following timeline to prepare the budget for an upcoming school year.

Month	Budget Development Activity
January	Review and adjustment of regular Charter Instructional Plan ("CIP") . Review of staffing pattern and current salary/wage schedule. Review of facility, technology and other non-academic charter school needs. Prepare enrollment projections. Update budget guidelines and preparation materials.
February	Distribute budget guidelines and preparation materials to departmental heads for review and comment. Train all charter school staff with budget preparation and amendment responsibilities.
March	Prepare the upcoming school year staffing pattern and salary/wage schedule. Prepare departmental budgets including capital outlays. Submit departmental budgets to CEO. Review of budgets by CEO for compliance with budget guidelines and other fiscal procedures described in the Manual.
April	Submission of initial budget including capital outlays, staffing pattern and salary/wage schedule to CEO for review. Budget work shop with Board. Budget review with charter school administrative staff.

Month	Budget Development Activity
May	Complete estimates of revenues and fund balance. Review of student assessment results and identification of intervention strategies and activities. Review and adjustment of CIP intervention strategies and activities. Budget work session with CEO and Board.
June	Adoption of budget, staffing pattern and salary/wage schedule by Board.
July	Recording of budget in financial accounting records. Filing of budget communications (email, memorandums), guidelines and preparation materials.

The timeline described above is a general outline of when various tasks should be started and completed. However, the Financial Officer is responsible for preparing a formal calendar of exact dates for the timely preparation of the charter school's budget.

3.6 Alignment to Charter Instructional Plan

Consistent with applicable Federal and state law and rule, the development of the charter school's budget begins with the comprehensive identification of needs for academic, facility, technology and other areas. Once identified and prioritized, the charter school's needs transitions into the update of the CIP's regular program as described in the application for an open-enrollment charter and the development of intervention strategies and activities designed to address specific student performance issues. This process includes the setting of goals for the entire charter district and individual campuses. Once the goals, strategies and activities have been established, each departmental head may begin to allocate financial and other resources to support each goal, strategy and activity. The allocation of financial resources represents the typical preparation phase of the budgeting process. However, THIS STEP IN THE PROCESS CANNOT OCCUR IN EARNEST UNTIL THE CIP HAS BEEN ESTABLISHED.

To facilitate the allocation of financial and other resources to the CIP and the subsequent expenditure of the budgeted resources, each goal, strategy and activity will be uniquely numbered in a tiered manner. For instance, the goal of attaining an accountability rating of exemplary will be numbered 1. Correspondingly, the related strategy of addressing a decline in student performance in Mathematics will be numbered 1.1. Finally, the activity of training Math teachers on implementing targeted interventions to improve student learning will be numbered 1.1.1. This numbering sequence will be used to align the budget to the CIP and to subsequent disbursements to vendors and staff.

3.8 Preparing the Budget

3.8.1 Fiscal Note Defined

For purposes of preparing the charter school's budget, a fiscal note will be defined as a statement discussing a modification to the CIP or the identification of a need (e.g., increase in classrooms, addition of a computer lab, employment of another special education teacher) that will require an increase in budgeted financial resources. The fiscal note will include a narrative statement and a schedule or table itemizing the additional financial resources that will be needed.

3.8.2 Review of Charter Instructional Plan

Each departmental head will review his part of the CIP to identify changes to the regular instructional program. Each departmental head will be responsible for noting any modifications and preparing a fiscal note for inclusion with the departmental budget worksheet. Changes that result in the termination of a goal, strategy or activity do not require a fiscal note. This type of modification may be identified by simply marking through the CIP and tabulating the cost savings by budget line item.

In addition to changes to the regular instructional program and upon receipt of the most recent student assessment results, the CEO and each departmental head with academic functions will identify changes to the CIP for the inclusion or modification of intervention strategies and activities. The CEO and each departmental head will be responsible for noting any modifications and preparing a fiscal note for inclusion with the departmental budget worksheet.

3.8.3 Review of Staffing Pattern and Salary/Wage Schedule

The CEO will request that each departmental head review the charter school's staffing pattern and note any changes to position numbers, position titles, and salary/wage groups. For instance, the addition of new grades will likely necessitate the employment of additional teachers and education aides. Each departmental head is responsible for informing the CEO of any necessary changes.

The Financial Officer will then review the salary/wage schedule and update or modify the salary/wage schedule to account for changes in salary and wage ranges and groupings. As appropriate and necessary, the CFO may consult with the departmental heads concerning necessary changes to the salary/wage schedule.

After the staffing pattern and salary/wage schedule have been updated, the CEO and Financial Officer will present both items to the Board for its consideration and approval at the time that the budget is submitted for final review and adoption. After the Board has approved them, the Financial Officer will carry any modifications to the charter school's staffing pattern and salary/wage schedule to the budget worksheets that will be used to prepare the budget.

<u>3.8.3.1 Payment in Excess of Bonafide Compensation</u>

In preparing the salary/wage schedule, the CEO must conduct or cause to have conducted an analysis of the compensation paid to charter school staff to determine if any employee is paid compensated in excess of the fair market value of the services provided. In making this determination, the CEO or the Financial Officer should base the fair market value of the services rendered on the following factors.

1) Education.
2) Experience.
3) Prior salary history.
4) Job duties actually performed.
5) What a typical person with similar skills, experience, and job duties would earn.

3.8.3.2 Analysis by Consultant

Subject to Board and CEO review and approval, the Financial Officer should consult legal counsel and may contract with an appropriately qualified consultant to conduct the compensation analysis described in Section 3.8.3.1 above.

3.8.3.3 IRS Private Inurement and Excess Benefit Transactions.

Under IRS rules and guidelines, the payment of unreasonable or excessive compensation can possibly result in the revocation of the 501(c)(3) tax-exempt status of an entity and/or the imposition of significant penalties against both the individual receiving excessive compensation and the Board members who knowingly approved of excessive compensation. Whether any given individual's compensation is fair and reasonable requires a case-by-case determination, but can be supported by gathering and comparing compensation data for similarly situated persons (also called comparability data). The IRS rules and guidelines provide that an individual's compensation is presumptively reasonable if the Board has taken the following steps:

- The Board obtained and relied upon appropriate comparability data in making its determination;

- The total compensation package was approved in advance by the Board, and no individuals who had an actual or potential conflict of interest with respect to the compensation arrangement participated in deliberations; and

- The Board adequately and contemporaneously documented the basis for its determination.

When reviewing compensation of key-personnel (e.g., CEO, etc.), the CEO will ensure that the above steps are satisfied and that reliable comparability data is received and utilized and that any Board member or employee with an actual or potential conflict of interest is advised that they should refrain from participating in the process or deliberations. The CEO should consult with legal counsel and/or a qualified consultant under Section 3.8.3.2.

3.8.4 Review of Facilities, Technology and Other Needs

The CEO will request that each departmental head review any renovations and repairs to existing facilities and/or the addition of portable buildings to the existing facilities. Additionally, the CEO will consider the addition of a new campus to the charter school. Such changes may require the leasing or purchase of land and buildings or the purchase. This may require that the charter school bonds or obtain a mortgage loan or other debt instrument. With the assistance of the Financial Officer, the CEO is responsible for preparing a fiscal note for each facility need identified.

Similarly, the CEO will request that each departmental head any technology or other needs that may require the expenditure of public funds for items with a cost exceeding the charter school's capitalization policy. Each departmental head will be responsible for noting any significant modifications and preparing a fiscal note for inclusion with the departmental budget worksheet.

3.8.5 Estimate of Student Enrollment and Attendance

The CEO, and the HR/PEIMS Coordinator, will prepare an estimate of student enrollment and attendance for the upcoming school year based on the following information.

- A review of the charter school's enrollment and attendance data for the current school year.[3]

- The addition of grade levels, new campuses and/or additional facilities (e.g., portable buildings) of sites to existing campuses.

- The expansion of the charter school's geographic boundary.

- A review of the list of students waiting to enroll at the charter school.

- The opening of new subdivisions, apartment complexes or other housing opportunities within the charter school's geographic boundary.

- Observations and expectations by charter school management and key staff about anticipated increases in student enrollment and attendance for the upcoming school year.

3.8.7 Budget Guidelines and Worksheets

The Financial Officer will update the prior year budget guidelines and preparation materials. The budget worksheets will include the estimate of state aid previously calculated.

3.9 Formal Adoption

In accordance with Board policy, the CEO is required to formally present the final budget to the Board for its review and approval in the regularly scheduled meeting in June prior to the start of the new school year. To avoid a last minute and hasty deliberation and adoption of the budget and to ensure that the Board appropriately performs its fiduciary responsibilities, the CEO and Financial Officer are required to present a draft of the budget to the Board for its deliberation during its regularly scheduled meeting in May prior to the start of the new school year. Both the draft and final budget must include all revenues and expenses and must be prepared in a manner consistent with the account code structure used by the charter school. The minutes to the meetings of the Board will be used to record the adoption of the budget. The minutes must include a description of the action taken by the Board and a copy of the budget adopted.

3.10 Budget Amendments

In accordance with Board policy and with the exception of grant funds, the Financial Officer is allowed to transfer funds within their budget during the fiscal year. To request a budget transfer, the Financial Officer must prepare a signed memorandum stating the business related reason for the transfer and identifying the corresponding adjustments to the CIP. The memorandum must be forwarded to the CEO. Budget amendments for grant funds must be requested pursuant to the fiscal procedures for grants discussed in the Manual.

Budget amendments will not be accepted after the conclusion of the last six-weeks reporting period.

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[3] Special attention should be given to any unusual or uncharacteristic increases or decreases (trends) in student enrollment and attendance as the current school year progresses. An upward or downward trend that is not characteristic of the student population based upon historical data should be investigated and explained to avoid making a grossly inaccurate projection in student enrollment and attendance.

SECTION 4: CASH MANAGEMENT

Purpose

The purpose of this section is to identify the administrative process for monitoring the charter school's cash flow.

Applicability

This section applies to the local and public funds received by the charter school for the purpose of operating the charter school. This section does not apply to the local and other funds received for the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy Manual PG 5.4

4.1 Importance of Cash Management

It is in the Board's ability to maintain a positive cash flow that will help decide the financial success of its charter school. The charter school's failure to reasonably forecast enrollment and the corresponding funds received from the state of Nevada and to adequately monitor the actual receipt and use of public and other funds may result in the inability to sufficiently staff, equip and supply the charter school. Generally, an insufficiently staffed, equipped and supplied charter school will not be able to properly implement its charter instructional program. This same result, over time, may cause the eventual closure of the charter school if it is not able to meet the accountability expectations of the Federal and state governments and of its financial obligations to its personnel, vendors, creditors and other business partners.

4.2 Overview of the Cash Management Process

4.2.1 Bank Account Maintenance

In accordance with Board policy, the charter school maintains a bank account in the state of Nevada (operations account) for the receipt and disbursement of public funds and a bank account for payroll only. Moreover, in accordance with Board policy, the operations bank account will not be used to receive and disburse local and other funds pertaining to non-charter business functions and activities. The payroll account will disburse all funds associated with Payroll.

4.2.2 Cash Flow Defined

Cash flow is defined as the movement of cash into and out of the charter school's bank account. Any cash deposited into the charter school's bank account is a cash inflow. This includes but is not necessarily limited to receipts from the following sources of funding.

- Foundation School Program
- Formula and discretionary grants
- Breakfast and lunch program
- Proceeds from the disposal of public property
- Proceeds from the sale or maturity of investments
- Proceeds from debt instruments such as promissory notes, mortgage loans and bonds
- Fundraising
- Interest from investments

Any cash disbursed or withdrawn from the charter school's bank account is considered a cash outflow. This includes but is not necessarily limited to disbursements or withdrawals for the following purposes.

- Salaries and wages paid to charter school employees(funds are transferred to the Payroll account)
- Payments to vendors and service providers for goods purchased and services received
- Payments to regulatory agencies not including the Internal Revenue Service and the Public Employee Retirement System of Nevada ("PERS")
- Purchase of land, buildings, furniture, equipment and other property
- Investment of available funds into approved and statutorily authorized investments
- Payments to lenders for debt and interest
- Payments to lessors for the use of charter school facilities and other equipment

  The Payroll bank account disburses employee wages as well as all benefits and regulatory agencies including the IRS and PERS..

4.2.3 Cash Flow Objective

Through Board policy and the administrative procedures described in the Manual, the charter school endeavors to manage the inflow and outflow of cash so that it has sufficient cash for normal operations and to adequately address sudden and unexpected events. To this end, the charter school will work to achieve positive cash flow and avoid negative cash flow. [4]

4.3 Primary Responsibility

The Financial Officer is primarily responsible for the management of the charter school's cash flow. This includes the completion of the following activities.

1) Preparing a projection of the charter school's cash inflows and outflows based upon an estimate of its student enrollment and attendance and the budget adopted by the Board.

2) Updating the cash flow projection at the conclusion of each calendar month to include the actual cash inflows and outflows based upon the charter school's actual cash receipts and disbursements.

3) Reviewing the cash flow projection with the CEO and the Board.

4) Proposing a plan of action to address an actual or anticipated negative cash flow.

4.4 Cash Flow Projection

4.4.1 Distribution to Board and Staff

In accordance with Board policy, the CEO will distribute the cash flow projection to the Board at its first regularly scheduled meeting of the fiscal year. The Board will then receive an updated cash flow projection each calendar month. Similarly, the Financial Officer will distribute the cash flow projection to the CEO and to each departmental budget officer.

[4] Positive cash flow means that the charter school's cash inflow exceeds its cash outflow. Conversely, negative cash flow means that the charter school's cash outflow exceeds its cash inflow.

4.4.2 Initial Preparation

Using the CIP and the budget adopted by the Board, the Financial Officer will prepare the cash flow projection by allocating costs either proportionally or in accordance with planned uses. For instance, payroll costs may be reasonably allocated on a pro rata basis to each calendar month. In contrast, capital outlays may be allocated based upon the planned use of public funds to purchase computers and related peripherals that will be installed in a renovated classroom that will serve as a computer lab starting in September.

4.4.3 Subsequent Updates

At the conclusion of each calendar month, the Financial Officer will update the cash flow projection by replacing projected cash receipts and disbursements with actual cash receipts and disbursements. Additionally, the Financial Officer will review the any modifications to the CIP and adjust the cash inflows and outflows to account for changes in student enrollment and attendance and for the deferral, discontinuation, or addition of instructional and other strategies and activities.

4.4.4 Explanation of Variances

The Financial Officer will compare each updated cash flow projection with the original and subsequent updates to identify significant variances and will prepare a written statement discussing the reason for the variance. The Financial Officer will forward the explanation(s) to the CEO.

4.5 Board Review of Cash Flow Projection

In accordance with Board policy, the Financial Officer will present the cash flow projection and the explanation of each significant variance to the Board at each regularly scheduled meeting of the Board after the start of the fiscal year.

4.6 Cash Management for Federal Grants

In general, the CFO must request or cause the Grant Manager to request Federal grant funds from a grantor agency in such a manner as to minimize the time elapsing between the receipt of the funds requested and the actual disbursement of the grant funds to the employee, vendor or other payee.

4.6.1 Request for Reimbursement

In general, to the degree that local or state funds are available to support the activities of grant programs, the CFO should request reimbursements from grant funds. However, the CFO must adhere to the requirement in Section 4.6.2.

4.6.2 Monthly Filings

To avoid burdening the charter school's local and state funded programs with costs pertaining to federally funded programs, the CEO will ensure that the Grant Manager submits expenditure reports to the grantor agency at least monthly.[5] The CFO should ensure that grant activities are

[5] The monthly submission of expenditure reports has the added benefit of demonstrating to the grantor agency that the charter school is implementing grant activities and incurring related costs (i.e., expending the Federal award) in accordance with the approved grant application and related plan.

supported with grant funds and that the use of local or state funds for grant activities is minimized to a reasonably appropriate period of time not to exceed 30 calendar days.

4.6.3 Timing of Request

Recognizing that the Nevada State Administrative Manual , United States Treasury or other authorized government treasury may take up to seven business days to deposit requested grant funds into the charter school's bank account, the CEO must ensure that the Grant Manager submits expenditure reports at least six days prior to the disbursement of grant funds.

4.6.4 Three Day Rule

Consistent with applicable Federal regulations and grantor agency guidelines and in the event that supporting grant activities with local or state funds creates a burden for local and state funded programs, the CEO will ensure or require the Grant Manager to ensure that the charter school submits expenditure reports and that the charter school does not have cash from Federal awards in excess of three days' cash needs.

4.6.5 Cash Management Monitoring

To ensure that the charter school complies with applicable Federal regulations, the Financial Officer will prepare a monthly report listing the daily cash balance for each Federal grant. The Financial Officer will investigate any possible violations of the Federal rules and provide the monthly report and explanation of possible violations to the CEO for review. Additionally, the CEO must provide a corrective action plan describing the measure(s) that will be taken to avoid any actual violations.

4.7 Bank Accounts

4.7.1 Operating Account

Consistent with Board policy, the CEO will deposit or cause to have deposited all local, state and Federal funds into a single Nevada bank account. Additionally, the CEO will disburse all local, state and Federal funds from the same bank account. The bank account created and maintained for these purposes will be commonly referred to as the Operating Account.

4.7.2 Payroll Account

Consistent with Board policy, the CEO may recommend the Board that it authorize the establishment and maintenance of a secondary bank account for the purpose of disbursing wages, salaries and other compensation as well as any authorized deductions or other adjustments to gross earnings such as disbursements to the United States Treasury for Federal income tax withholdings. The payroll and payroll related disbursements from this secondary bank account will be funded through electronic fund transfers from the Operating Account. The bank account created and maintained for these purposes will be commonly referred to as the Payroll Account.

4.7.3 Account Signatories

In accordance with Board policy, the Board only authorizes the individual employed as the CEO as the signatory for Operating Account and Payroll Account. The Board's authorization must take the form of a resolution adopted by the Board during a meeting conducted pursuant to Board policy.

4.7.4 Petty Cash

As authorized in Board policy, the Financial Officer may create and maintain petty cash accounts for the purpose of purchasing goods and/or services of nominal value (i.e., $100 or less). The Financial Officer will allow the maintenance of one petty cash account per campus and at the central office.

4.7.5 Other Methods for Disbursements

As stipulated in Board policy, the charter school may only disburse local, state and Federal funds from the Operating Account and the Payroll Account. Additionally, the charter school may use charge or credit accounts to procure goods and/or services and consequently obligate local, state and Federal funds. The CEO, Financial Officer and other charter school personnel are prohibited from using any other method for disbursing public funds including debit cards and gift cards.

4.7.7 Accounting Records

As stipulated in Board policy, the CEO has purchased a financial management system, Skyward that conforms to the requirements of the Nevada Education Agency and other oversight and regulatory entities. In the financial management system, the Financial Officer will record a unique record for each deposit and each disbursement of local, state and Federal funds from any bank account, petty cash account, charge account, credit account, investment account or other authorized account into which and from which local, state and Federal funds are made.

SECTION 5: GENERAL ACCOUNTING

Purpose

The purpose of this section is to identify the administrative process for the general accounting function of the charter school.

Applicability

This section applies to the local and public funds received for the purpose of operating the charter school. This section does not apply to the local and other funds received for the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy Manual 5.6 - 5.7, 5.10 - 5.11

5.1 Allowable and Prohibited Uses of Public Funds

Although not all-inclusive, the following costs qualify as an allowable use of public funds.

1) Teacher and superintendent salaries.

2) Interest on money borrowed for short-term loans to pay teacher and superintendent salaries.

3) Purchase of appliances and supplies.

4) Payment of insurance premiums.

5) Paying janitors and other employees

6) Buying school sites

7) Buying, building, repairing, and renting school buildings, including acquiring school buildings and sites by leasing through annual payments with an ultimate option to purchase

8) For other purposes necessary in the conduct of the charter school as determined by the Board of Directors and provided that the use of public funds benefits the students of the charter school.

Although not all-inclusive, the following costs do NOT qualify as allowable use of public funds.

1) Alcoholic beverages.

2) Entertainment including music venues, parties, sporting events, etc.

3) Gifts including bonuses that are not part of a Board approved performance incentive program, door prizes, flowers, gift baskets, gift cards, etc.

4) Goods or services for personal use or benefit.

5) Personal loans to the Board, officers, employees and their spouses or relatives.

6) Salary or wage advances.

7) Souvenirs.

8) Tips or gratuities.

5.2 Bank Reconciliations

The Financial Officer will reconcile the statements as received for the charter school's bank accounts to its financial accounting records.

1) Within 10 business days after having received the bank statements, print a general ledger for each bank account. In the event that the bank statements are not received within 10 business days after the end of the bank statement period, contact the bank and obtain a bank statement.

2) Obtain a copy of last month's bank reconciliation and note any outstanding items that have were posted to the bank statement and the general ledger.

3) Prepare a bank reconciliation worksheet to document the reconciliation of the bank statement(s) to the general ledger(s).

4) For each bank account, record the balance reported on the bank statement and the balance recorded on the general ledger on the bank reconciliation worksheet.

5) On the bank reconciliation worksheet(s) for the current month, record any outstanding items from last month's bank reconciliation that were not posted to the bank statement or the general ledger.

6) For each bank account, compare each deposit and withdrawal listed on each bank statement to the applicable general ledger and record each outstanding item on the bank reconciliation worksheet.

7) After posting all outstanding items, investigate any continuing difference between the adjusted bank balance and the adjusted general ledger balance and make any other necessary adjustments.

8) After agreeing the bank balance to the general ledger balance, organize the bank reconciliation worksheet(s), bank statements and general ledgers into individual files for each bank account.

9) Initial and date each bank reconciliation worksheet.

10) Forward the work to the CEO

11) The CEO will review each bank reconciliation worksheet, bank statement and general ledger to ensure that the bank balance was reconciled to the general ledger balance, that all outstanding items were identified and that any difference was resolved.

5.3 Cash Collection Procedures – General

The CEO or campus principal will designate an employee to receive cash and checks from employees, parents, students or other individuals. Upon receipt of cash or a check(s), the designated employee will follow the procedure outlined below.

1) All cash and check collections must be recorded by the designated employee in an authorized receipt book.

2) If the designated employee receives cash, the employee must immediately count the cash received and prepare a receipt as indicated below at step 4.

3) If the designated employee receives a check(s), the employee must immediately endorse the check with the authorized endorsement/deposit only stamp and prepare a receipt as indicated below at step 4.

   Note: Checks from individuals must include the payer's name, address, telephone number and state-issued identification number (e.g., Nevada driver's license number). If this information is not included and is not provided by the payer, the check cannot be accepted and must be returned.

4) Using the authorized receipt book containing consecutively pre-numbered receipts, the designated employee will prepare a receipt containing the following information. The receipt must be prepared using blue ink. Only one receipt may be issued to each individual and/or organization providing cash and/or check(s).

   a. Date the cash and/or check(s) was received.

   b. Name of individual providing the cash and/or check(s).

   c. The amount provided in cash and/or check(s). The check number should be listed on the receipt

   d. The purpose for which the cash and/or check was received.

   e. The student activity account code or other account code pertaining to the purpose identified above.

   f. The mode of payment (e.g., cash or check) and the amount received for each mode of payment.

   g. The name of the employee writing the receipt.

   h. The signature of the employee. Note: Signature stamps are prohibited.

5) Upon completion of the receipt, the designated employee must provide the following copies as indicated below.

   - An original (white) copy to the person providing the cash and/or check(s).

   - A posting copy (canary) to be attached to the deposit slip routed to the business office.

- A permanent copy (pink) retained in the receipt book.

6) In the event that an error is made on a cash receipt (e.g., the wrong amount is recorded as cash received), the erroneous receipt must be voided, including any duplicate copies. After voiding the erroneous receipt, the employee must then issue a new, correct receipt. Both the employee and the payer (if available) must sign the voided receipt. The employee must attach the original voided receipt to the corrected receipt (i.e., posting copy) and the applicable deposit slip.

7) At the end of each business day, the employee must complete a deposit slip for all the cash and checks received. The deposit slip and funds will be given to the Financial Officer to deposit into the operating account at Wells Fargo Bank.

8) After depositing the cash and checks into the charter school's bank account, the Financial Officer must attach all of the receipts, including any voided receipts, to the deposit slip received from the bank indicating the date, time and amount of the deposit.

5.4 Chart of Accounts

As established in Module 11 to the FASRG, the charter school will use an account code structure consisting of the following components.

XXX	XX	XXXX	XX	XXX	X	XX	X	XX
Net Asset Code	Function Code	Object Code	Local Option Code	Organization Code	Fiscal Year Code	Program Intent Code	Local Option Code 2	Local Option Code 3
199	11	5749		001				
211	12	5812	00	002	7	11	00	000
224	21	5819	00	003	8	21	00	000
255	23	5859	00	701	9	22	00	000
258	24	5929	00	702	0	23	00	000
263	31	6100	00	750	1	24	00	000
410	32	6200	00	900	2	25	00	000
420	33	6300	00		3	30	00	000
	41	6400	00		4	31	00	000
	51	6500			5	99		000
	52	6600						000
	53	6700						
	71	6800						
	81							

Note: X = digit in account code structure

5.4.1 FASRG Module 11 Codes

Unless indicated to the contrary in the Manual, charter school employees must refer to and use the account codes identified in FASRG Module 11 as described therein. The account codes listed below are not intended to supersede the requirements stipulated in FASRG Module 11. Instead,

the account codes listed below are intended to account for charter school funds and property in greater detail to facilitate management decision making and oversight.

5.4.2 Net Asset Code

This is a required three digit code identifying the net asset group and specific net asset class. Consistent with FASRG Module 11 and GAAP, the charter school will maintain financial accounting records for the following net asset groups.

- Unrestricted net assets. This group generally represents local funds that do not have a donor imposed restriction on how the funds may be used. For instance, funds received from local fund raising activities will be recorded in this group.

- Temporarily restricted net assets. This group generally represents local, state and Federal funds that have a temporary restriction such as, the requirements pertaining to state and Federal grants, or donor imposed restrictions.

- Permanently restricted net assets. This group generally represents local funds and/or property received from a donor and restricting the charter school to only using the income derived from the donation.

5.4.2.1 Net Asset Codes Allowed

Net Asset Code	Local Option Code 1	Net Asset Code Title
		Unrestricted Net Assets
		Food Service
		Development and Fundraising – General
		Development and Fundraising – Annual Golf Tournament
199	n.a.	Unrestricted Net Assets Class
		Temporarily Restricted Net Assets
420	00	Foundation School Program – General
420	23	Foundation School Program – Special Education Block Grant (includes Mainstream)
420	22	Foundation School Program – Career and Technology Grant
420	20	Foundation School Program – Gifted and Talented Grant
420	30	Foundation School Program – State Compensatory Education
420	05	Foundation School Program – Bilingual Education Grant

Net Asset Code	Local Option Code 1	Net Asset Code Title
211	00	ESEA Title I, Part A
211	01	ESEA Title I School Improvement

5.4.3 Function Code

This is a required two digit code applied to expenses that identify the general purpose of a transaction.

5.4.4 Object Code

This is a required four digit code applied to expenses that identify the type of account (e.g., expense) and nature (e.g., payroll) of a transaction.

5.4.4.1 Object Codes Allowed

Object Code	Local Option Code 2	Object Code Title
		Revenues
5742	0	Earnings from Temporary Deposits and Investments – General
5742	1	Earnings from Temporary Deposits and Investments – Commercial Paper
5749	0	Other Revenues from Local Sources – General Fund Raising
5749	5	Other Revenues from Local Sources
		Expenses
6117	n.a.	Extra Duty – Teachers
6118	n.a.	Stipends – Teachers

5.4.5 Organization Code

This is a required three digit code identifying the organizational unit (e.g., central office, high school). However, the organization code does not necessarily correspond to an activity and not a physical location.

5.4.6 Fiscal Year Code

This is a required one digit code that identifies the fiscal year of a transaction or the project year of inception for a grant.

5.4.7 Program Intent Code

This is a required two digit code used to identify the intent of a program provided to students.

5.4.8 Local Option Codes

These are optional two, one and two digit codes used to account in further detail certain activities and transactions to facilitate management reporting and decision making. Local option codes used by the charter school are noted in the tables above.

5.5 Corporate Charge/Credit Accounts

The use of corporate charge accounts and corporate credit accounts will be governed by Board policy and this section.

5.5.1 Board Authorization

In accordance with Board policy and as discussed in Section 4.7.5, the CEO is authorized to receive and use a corporate credit account for the purpose of procuring goods and/or services with a cost not exceeding $49,999 or for travel related activities. Additionally, the CEO may authorize certain charter school employees to receive and use a corporate credit account for the purpose of procuring goods and/or services of less than $500 or for travel related activities. Accordingly, the CEO has authorized each Assist Principal to receive and use a corporate credit account.

5.5.2.2 Appropriate Use of Charge/Credit Authority.

The employee must agree to limit the use of this authority to the purchase of goods and/or services pertaining to charter school activities and functions. Moreover, the employee will agree not to use this authority to purchase goods and/or services of a personal nature.

a.) Employee will create a request for purchase including the vendor and amount of purchase.

b.) Employee will notify Financial Officer the card is being checked out. Financial Officer will note in Skyward the date and who is checking card out.

c.) Employee will make purchase.

d.) Employee will turn in request, receipt for purchase, packing list if any to the Business Manager.

e.) Financial Officer will note return of card in Skyward and enter a requisition into the system.

f.) CEO will approve the requisition

g.) Financial Officer will process PO into an invoice and verify the charge on web and enter as a credit card purchase.

5.5.3 Monitoring of Accounts

The Financial Officer will monitor all corporate credit accounts to identify any unusual or inappropriate use of the accounts. Upon identifying unusual or potentially inappropriate use of an account, the Financial Officer will investigate the employee's use of the account and determine if the employee's use of the account violates Board policy and the procedures contained in the Manual.

5.5.4 Revocation of Corporate Account

If an employee is found to have misused their assigned account, the Financial Officer may recommend to the CEO that the employee's account be terminated. Upon approval by the CEO, the Financial Officer may then terminate the employee's account and direct the employee to return the account card and submit any required expense reimbursement vouchers and original, itemized third-party receipts. Upon termination of the account, the employee will be financially responsible for any unauthorized and inappropriate expenses charged to the account and will only be reimbursed for legitimate business expenses.

5.6 Debit Cards Prohibited

In accordance with Board policy, the charter school shall not use debit cards to disburse funds and conduct business transactions. Charter school employees are not authorized to use debit cards to procure any good or service.

5.9 Expense Reimbursements – General

Pursuant to Board policy, charter school employees may not obligate or expend local, state and/ or Federal funds except as provided in Sections 4.7, 5.5, and 5.15. Accordingly, charter school employees may not be reimbursed for expenses incurred from personal funds unless previously authorized in writing by the CEO for requests for reimbursement exceeding $100. Requests for reimbursement of less than $100 may be approved by the Financial Officer.

5.10 Expense Reimbursements – Travel

The Board established policies for travel and travel related costs in order to: (1) comply with the IRS Code of Regulations; (2) comply with state and Federal law; and (3) establish a standard set of guidelines for all employees. In general, it is the policy of the charter school to reimburse employees for all reasonable and necessary business travel expenses incurred while conducting charter school business provided that the employee's travel expenses are within the established guidelines and are properly documented. However, departmental budget officers have the discretion to limit travel reimbursements in order to meet budgetary restrictions.

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5.10.3 Definitions Applicable to this Subsection

5.10.3.1 Local Travel Defined

In accordance with Board policy, local travel is considered to be any travel that occurs within a 50-mile radius not including an employee's commute to work from their permanent or temporary residence. As stipulated in Board policy, the charter school will not reimburse an employee for any costs associated with local travel or for their daily commute to and from their permanent or temporary residence.

5.10.3.2 Out-of-District Travel Defined

Out-of-District Travel is defined as any travel that occurs outside a 50-mile radius not including an employee's commute to work from their permanent or temporary residence.

5.10.3.3 Day Trips Defined

Day trips are defined as those trips where an overnight stay is not required. The procedure for day trips is the same as those for overnight trips with the following exceptions.

1) No per diem is allowed.

2) No travel advances will be approved for day trips.

5.10.3.4 Overnight Trips Defined

Overnight trips are defined as any travel requiring an overnight stay and that occurs outside a 50-mile radius not including an employee's commute to work from their permanent or temporary residence. An employee may request to be reimbursed for expenses pertaining to out-of-district travel that required an overnight stay if the employee follows the process described in this subsection.

5.10.4. Required Business Purpose and Cost Effectiveness

An employee traveling on charter school business related matters on behalf of the charter school is responsible for ensuring that the travel pertains to the efficient and effective operation of the charter school and will benefit the students of the charter school. Additionally, the employee and the departmental budget officer are responsible for using the most cost effective means of conducting a travel related activity. In most cases the travel will be put on a company credit card.

5.10.5 Request for Travel Authorization

5.10.5.1 Preparation of Request by Employee

Upon determining that travel is necessary to perform his/her duties and responsibilities, the employee should contact the Financial Officer for information (e.g., maximum lodging rates for duty point, suggested lodging accommodations, rental car rates, etc.) to facilitate the preparation of a Request for Travel Authorization form. The employee must then complete and forward a Request for Travel Authorization form to the departmental budget officer prior to making any travel arrangements. If the request for travel pertains to staff development, the employee must also attach a training agenda and registration form. The employee is responsible for preparing the Request for Travel Authorization form with sufficient time to obtain all required levels of approval and for it to be forwarded to the Travel Coordinator no less than 10 business days prior to the departure date.

5.10.5.2 Review by Departmental Budget Officer

Upon receiving the employee's Request for Travel Authorization form, the departmental budget officer must review the employee's request for travel and determine if it is appropriate for his/her assigned duties and responsibilities and if it will be of benefit to the students of the charter school and the charter school. The departmental budget officer must also ensure that the applicable budget has sufficient funds available for the cost of the travel to and from the duty point.

5.10.5.3 Travel Arrangements

Upon approval, the departmental budget officer will forward the Request for Travel Authorization form to the Financial Officer who will then make all of the travel arrangements including payments and forward a copy of the approved Request for Travel Authorization form, travel itinerary and other relevant documents to the employee.

5.10.5.4 Disapproval of Request for Travel Authorization

In the event that the departmental budget officer does not approve the employee's request for travel, the departmental budget officer will return the Request for Travel Authorization form to the employee. The Request for Travel Authorization form will be clearly marked "DECLINED" in red on the approver's signature line and across the form. The departmental budget officer should note the reason for declining the employee's request for travel on the form.

5.10.6 Request for Reimbursement of Travel Expenses

5.10.6.1 Preparation of Request for Reimbursement

Upon returning to the charter school, the employee must complete and forward an original Request for Reimbursement of Travel Expenses form to the departmental budget officer. The employee must submit the Request for Reimbursement of Travel Expenses form and the related attachments to the departmental budget officer within ten (10) business days after his/her return to the charter school.

5.10.6.2 Required Supporting Documentation

The employee must attach the following original documents to the Request for Reimbursement of Travel Expenses form.

1) Airline travel itinerary indicating that the total cost of the airfare was paid. This record should be sufficiently detailed to allow the departmental budget officer to ascertain that only the employee traveled to and from the duty point and to identify the individual services and fees charged by the airline.

2) Hotel billing statement indicating that the total cost of lodging was paid using company credit card. This record should be sufficiently detailed to allow the departmental budget officer to ensure that only the cost of lodging including taxes was paid and that the lodging pertained to the period of travel originally requested.

3) Rental car receipt or statement indicating that the total cost of the rental was paid using the company credit card. This record should be sufficiently detailed to allow the departmental budget officer to determine what rate and fees were charged by the rental car company and to ensure that the rental was for the period of travel originally requested.

4) Itemized retail receipts for gasoline for the rental car, airport or other parking, toll road fees in excess of $5.00, fees for business related long distance calls (explanatory statement required), taxi service, and other allowed incidental travel related expenses.

5) www.mapquest.com mileage printout or actual odometer reading.

6) Conference, workshop or other forum Certificate of Attendance, Certificate of Completion or other equivalent document.

7) A copy of the approved Request for Travel Authorization form.

5.10.6.3 Receipts for Meal Expenses

Employees are required to provide original itemized receipts for the cost of meals when the employee stays overnight. However, if an employee is on an out-of-district trip but does not stay overnight, the employee may be reimbursed for the cost of meals up to the maximum allowable per diem rate prescribed by the Nevada State Administrative Manual provided that the employee submits original, itemized receipts for the cost of meals. Receipts should not include gratuity.

5.10.6.4 Explanation of Variance from Approved Amount

In the event that the employee's actual travel expenses varied by more than ten (10) percent of the estimated travel expenses indicated on the Request for Travel Authorization form, the employee must provide a written statement explaining the reason for the variance.

5.10.6.5 Review by Departmental Budget Officer

Upon receiving the employee's Request for Reimbursement of Travel Expenses form, the departmental budget officer must review the employee's request for reimbursement and ensure that the travel expenses are reasonable and necessary and comply with Board policy and the administrative procedures in this subsection. If the employee attended a staff development event, the departmental budget officer must observe that a certificate of attendance or completion or other equivalent document evidencing that the employee attended the event is attached. If the actual travel expenses exceeded the approved estimate, the departmental budget officer must review the employee's written explanation of the variance and either approve or disapprove the additional cost.

5.10.6.6 Review by Travel Coordinator

Upon approval, the departmental budget officer will forward the Request for Reimbursement of Travel Expenses form including the related attachments to the Financial Officer. The Financial Officer will review the Request for Reimbursement of Travel Expenses form and related attachments to ensure that it is accurate and complete and that it conforms to the requirements of this subsection. Also, the Financial Officer will attach the original approved Request for Travel Authorization form to the Request for Reimbursement of Travel Expenses form and shred the copy of the Request for Travel Authorization form. If the Financial Officer identifies any discrepancies or observes any concerns or issues, he/she will contact the employee to request additional information or documentation or ask the employee to initial any required changes to the amounts requested for reimbursement. After all discrepancies, concerns and issues have been adequately addressed and any necessary changes have been initialed by the employee, the Financial Officer will forward the Request for Reimbursement of Travel Expenses form and related attachments to the CEO for final review and approval.

5.10.6.7 Review by Chief Financial Officer

The CEO will review the employee's request for reimbursement and make a final determination to reimburse either the full amount or a different amount.

5.10.6.8 Disapproval of Request for Reimbursement

In the event that the departmental budget officer or the CEO does not approve the employee's request for reimbursement, the departmental budget officer or CEO will return the Request for Reimbursement of Travel Expenses form and the related attachments to the employee. The Request for Reimbursement of Travel Expenses form will be clearly marked "DECLINED" in red on the approver's signature line and across the form. The departmental budget officer or CEO should note the reason for declining the employee's request for reimbursement on the form.

In the event that the Financial Officer or the CEO disapproves the reimbursement of the additional costs incurred by the employee, the Financial Officer will adjust the amount requested and notify the employee in writing of the change and reason for declining to reimburse the additional travel expenses incurred by the employee.

In accordance with Board policy, the employee may not appeal or otherwise request further consideration of a denied request to the CEO or the Board.

5.10.6.9 Issuance of Payment

Upon final approval, the CEO will forward the Request for Reimbursement of Travel Expenses form and the related attachments to the Financial Officer for reimbursement and forward a copy of the Request for Reimbursement of Travel Expenses form and the related attachments to the employee. The Financial Officer will file the original Reimbursement of Travel Expenses form and the related attachments as supporting documentation for the disbursement of public funds.

5.10.7 Allowable Costs

5.10.7.1 General Rule

In general, the charter school will adhere to the reimbursement rates established by the Nevada State Administrative Manual. The CEO may consider exceptions to this general requirement on a case-by-case basis provided that the employee submits a written statement justifying any departure from this general rule and obtains approval of his/her request from the departmental budget officer.

5.10.7.2 Applicability of State Travel Rules

Other than the general rule stated above, nothing in this subsection may be construed to apply the travel requirements promulgated by the Nevada State Administrative Manual to the travel related activities of the charter school. The Board's policies and the administrative procedures discussed in this subsection govern the requirements applicable to charter school travel.

5.10.7.3 Eligible Travel Expenses

A cost is an eligible travel expense if it is allowed by applicable law, rule or other legal requirement and is reasonable and necessary for the conduct of travel pertaining to a charter school function, program or activity. Although not all-inclusive, the following costs qualify as eligible travel expenses:

1) Common carrier fares including the cost of transportation via airplane, bus, taxi and train.

2) Hotel lodging up to the maximum amount allowed pursuant to the guidelines published in the Nevada State Administrative Manual.

3) Hotel occupancy taxes.

4) Rental car cost.

5) Mileage per diem up to the maximum amount allowed pursuant to the guidelines published in the Nevada State Administrative Manual and based upon the mileage calculated using MapQuest.

6) Meals up to the maximum amount allowed pursuant to the guidelines published in the Nevada State Administrative Manual.

7) Incidental costs such as the cost of gasoline for a rental car and fees for parking, toll roads, and business related long distance calls.

5.10.7.4 Ineligible Travel Expenses

A cost is NOT an eligible travel expense if it is NOT allowed by applicable law, rule or other legal requirement and is NOT reasonable and necessary for the conduct of travel pertaining to a charter school function, program or activity. Although not all-inclusive, the following costs do NOT qualify as eligible travel expenses.

1) Travel for spouses, the employee's children, non-charter school employees, or other related guests.

2) Room service, laundry, personal phone calls, internet service, in-room movies, etc.

3) Cancellation fees. To avoid cancellation fees, the employee is responsible for notifying the hotel prior to the cancellation deadline. If the hotel is not notified by the required deadline, the employee may be required to pay any cancellation fees assessed by the hotel.

4) Gratuities.

5) Alcoholic beverages.

6) Fines.

7) Membership fees.

8) Entertainment of any kind such as sporting events or music venues.

9) Valet services.

5.10.7.5 Meal per Diem

An employee may be reimbursed for the actual cost of meals as documented on the Request for Reimbursement of Travel Expenses form up to the maximum meal per diem allowed by the Nevada State Administrative Manual and based on the following guidelines.

1) If the employee begins to travel on a weekend day or prior to the start of their normal work day, the employee may claim an amount equal to the actual cost of meals not to exceed the amount allowed as prescribed by the Nevada State Administrative Manual .

2) If the employee begins to travel after the start of their normal work day and prior to 12 p.m., the employee may claim an amount equal to the actual cost of meals not to exceed half of the maximum meal per diem allowed as prescribed by the Nevada State Administrative Manual .

3) If the employee begins to travel after 12 p.m. and prior to the conclusion of their normal work, the employee may claim an amount equal to the actual cost of meals not to exceed one-third of the maximum meal per diem allowed as prescribed by the Nevada State Administrative Manual .

4) If the employee begins to travel after the conclusion of their normal work schedule, the employee may not claim a meal per diem.

5.10.7.6 Internal Working Capital Prohibited

The charter school will not pay for travel expenses from one source of net assets and subsequently reimburse that source of net assets from another source of net assets (e.g., Temporarily restricted net assets such as State funds will not be used to initially pay for travel expenses pertaining to Title I, Part A related activities). Instead, the charter school will appropriately account for travel expenses in the net asset code to which the travel expense corresponds.

5.10.7.7 Cost of Lodging

Because hotel lodging rates vary, the employee and Financial Officer should make every effort to obtain the most economical and practical accommodations available considering the business purpose for the travel. Hotel accommodations other than the official conference hotels will only be reimbursed at a maximum of the highest conference hotel rate.

5.10.8 Reimbursement of Board, CEO and CFO Travel Expenses

In accordance with Board policy and in light of the fact that the disbursement of public funds to the Board, the CEO and the CFO requires greater accountability and transparency, a request by a member of the Board, the CEO and the CFO for the reimbursement of travel expenses will be presented to the Board during the next regularly scheduled meeting of the Board.

5.12 Non-Charter Activities

Consistent with Board policy, the CEO will maintain separate and distinct accounting, budgeting, reporting and record keeping systems for the management and operation of non-charter activities.
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5.13 Petty Cash

Each campus and the central office has a petty cash bank assigned to an employee designated by campus principal. The amount In each petty cash bank varies and depends upon the individual need of each campus. However, principals may request an increase in their petty cash bank. A request for an increase must be submitted in writing to the Financial Officer. In the request, the principal must provide the basis for the increase requested.

5.13.1 Purpose

Petty cash is intended for small dollar transactions for which a purchase order may be inefficient and cost prohibitive.

5.13.2 Petty Cash Limits

Each campus will be provided $100.00 in itspetty cash bank.
5.13.3 Prohibited Transactions

The use of petty cash to cash personal checks or to make loans is prohibited.

5.13.4 Supporting Documentation

The Assistant Principal must maintain a petty cash journal that records all petty cash transactions. Additionally, the Assistant Principal must maintain original, itemized third-party receipts for each petty cash disbursement.

5.13.5 Replenishment

The designated employee must prepare a petty cash voucher listing all petty cash transactions and attach the original, third-party receipts. The Financial Officer is responsible for reviewing the petty cash voucher and receipt prior to approving the request to replenish petty cash.

5.14 Personal Property

5.14.1 Capitalization of Property

5.14.1.1 Capitalization Policy Restated

The charter school will capitalize and subsequently amortize over its useful any tangible and intangible personal property with a unit cost of $5,000 or more. Any tangible or intangible personal property with a unit cost of less than $5,000 will be expensed within the fiscal year in which it was purchased.

5.14.1.2 Unit Defined

In accordance with Board policy, a unit is defined as a single item or object that individually performs a specific function, activity or task or as a grouping of items or objects that collectively constitute a whole in performing a specific function, activity or task. Consistent with this definition, the charter school will consider the following grouped items an individual unit.

1) Mobile carts (a.k.a., computer on wheels) including all laptops assigned thereto and related attached peripherals.

2) Computer lab including desktop and laptops computers assigned thereto, related peripheral equipment such as printers, wireless routers, overhead projectors, etc., computer desks and chairs, local area network wiring and any other furniture and equipment necessary to make the computer lab adequately functional for classroom instruction and instructional support activities (e.g., tutorials).

3) Hand-held electronic devices such as iPads purchased for the purpose of enabling all teachers in one or more grade levels to electronically capture and record data for instructional or instructionally-related purposes.

4) Licenses used to acquire access to administrative, instructional, financial, personnel, student and other related software available only through a centralized web portal. In this instance, no distinction will be given to licenses acquired through a per user fee.

5.14.1.3 Application of Capitalization Policy

Upon acquiring an item of personal property, the CEO will determine if the capitalization policy established by the Board applies. If it is determined that the capitalization policy applies, the CEO will determine the appropriate accounting classification for the cost of the property acquired, record the cost of the property in the corresponding subsidiary ledger, and determine the property's useful life and method of depreciation. Otherwise, the cost of the property acquired will be recorded under the appropriate expense account code.

5.14.2 Inventory of Property

Upon acquiring an item of personal property, the CEO will determine if the inventory policy established by the Board applies. If it is determined that the inventory policy applies, the CEO will tag the property acquired and record all the relevant information for the asset in the consolidated record of assets.

5.14.2.1 Inventory Policy Restated

The charter school will uniquely identify (tag) all personal property with a unit cost of $250 or more. The tag affixed to each unit will bear the charter school's name and a unique identification number.

5.14.2.2 Physical Inventory of Property Policy Restated

No earlier than 30 days prior to and on or before the last day of the fiscal year, the charter school will conduct a physical inventory of all its personal property at least once every two years. The charter school will use a consolidated record of all personal property to affirm the existence, location and condition of its personal property.

5.14.2.3 Consolidated Record of Personal Property

Pursuant to Board policy, the CEO or the CEO's designee will create and maintain a Consolidated Record of Personal Property. At a minimum, the Consolidated Record of Personal Property will include the following information.

1) A description of the property.

2) Manufacturer's serial number, model number, Federal stock number, national stock number, or other identification number.

3) Acquisition date (or date received, if the property was furnished by a donor).

4) Acquisition cost.

5) The amount of local, state, and/or federal funds used to acquire the personal property (not applicable to personal property furnished by a donor).

6) The percentage of state and/or federal participation in the cost of the personal property (not applicable to personal property furnished by a donor).

7) Whether title vests in the charter school (i.e., local property), the state government (i.e., public property), or the federal government (i.e., federal property).

8) Location and condition of the personal property and the date the information was reported (this may be the date of the last physical inventory).

9) Ultimate disposition data, including date of disposal and sales price or the method used to determine current fair market value where a charter school compensates the awarding agency for its share.

5.14.2.4 Physical Inventory of Property

At the conclusion of the fiscal year, the CEO will ascertain if an inventory of personal property is necessary. In making this assessment, the CEO may consider the following factors.

1) If an inventory has been conducted within the last two fiscal years.

2) If the independent auditor identified instances of damaged, lost, missing, and stolen property regardless of the materiality of the independent auditor's observation.

3) If charter school staff has reported a notable number of damaged, lost, missing, and stolen property.

If the CEO concludes that an inventory of personal property is necessary or prudent, business office staff will conduct the physical inspection of property within the last 30 calendar days of the fiscal year. All charter school staff assigned the physical custody of any charter school property must cooperate with business office staff during the conduct of the physical inventory. The physical inventory of property will include the verification of the accuracy and completeness of the Consolidated Record of Personal Property and of the existence and acceptable working condition of the personal property inspected.

5.14.2.5 Update of Property Records

Upon concluding the inventory of personal property, the CEO or the CEO's designee will update the Consolidated Record of Personal Property and clearly identify any damaged, lost, missing, and stolen personal property. The CEO will then prepare a separate listing of damaged, lost, missing, and stolen property and forward the listing to the CEO at least five (5) business days prior to the first regularly scheduled meeting of the Board following the end of the fiscal year.

5.14.2.6 Corrective Action Plan

In addition to prepare a separate listing of damaged, lost, missing, and stolen property, the CEO's designee will prepare a corrective action plan addressing each category of impaired property particularly any stolen property. They will forward the corrective action plan to the CEO at least three (3) business days prior to the first regularly scheduled meeting of the Board following the end of the fiscal year.

After the Board has reviewed the results of the physical inventory and corrective action plan, the CEO will provide the Financial Officer with guidance and instructions on modifications to the corrective action plan, if necessary. Once modified and approved by the CEO, the Financial Officer will implement the corrective action plan.

5.14.2.8 Status Updates to the Board

After the initial reporting to the Board of the results of the physical inventory, the CEO will disclose the status of the corrective action plan to the Board during each subsequent meeting of the Board.

The CEO will continue to provide updates to the Board until the corrective action plan has been fully implemented or an acceptable alternative is presented to the Board.

5.14.3 Disposal of Property

5.14.3.1 Property Disposal Policy Restated

In accordance with Board policy, the charter school will dispose of any capitalized and/or inventoried tangible and intangible personal property through sale or other legal means. In determining whether property should be disposed, the charter school will consider the following factors.

1) The current condition of the asset.

2) The utility of the asset in implementing the charter program.

3) The idleness of the asset.

4) The cost of maintaining the asset in working condition.

5.14.3.1.1 Sale of Property to Employees

When disposing of personal property, the charter school may consider the sale of the property to charter school personnel provided that all charter school employees have an equal and fair opportunity to participate in the sale of the property. In any event, no one charter school employee or group of employees may uniquely and solely benefit from the sale of personal property.

5.14.3.1.2 Temporary Storage of Property

To facilitate the economic and efficient disposition of personal property, the charter school will warehouse all personal property until the conclusion of the fiscal year at which time a general auction or sale of property slated for disposal may occur.

5.14.3.1.3 Report to the Board

After the general auction or sale and other disposition of personal property has concluded, the CEO will report to the Board the results of the disposition of personal property.

5.14.3.2 Property Disposal Process

During the course of the fiscal year but particularly 30 days prior to the conclusion of the fiscal year, the CEO or the CEO's designee will inquire of each departmental budget officer if any personal property should be disposed. Additionally, the CEO's designee should consider the results of the inventory of personal property discussed at section 5.11.2.4. Upon receiving a list of personal property for possible disposal, the CEO or the CEO's designee will review each item and determine if the property should be disposed based on the following criteria.

1) The property is in poor condition because it sustained notable damage that impairs it from properly functioning without costly repairs or it has been used extensively and functions at a fraction of its initial functionality.

2) The property is not useful or can no longer be used to effectively and efficiently implement the CIP. For instance, a desktop computer may no longer be capable of running the

current academic software due to technological advancements in hardware and software design.

3) The property has been set aside because another more efficient and effective asset was acquired and is being used in its place.

4) The property has reached or surpassed its useful life and the cost of routine maintenance and repairs has steadily increased such that the acquisition of a newer model or comparable property would be more cost efficient.

5.14.3.2.1 CEO Approval

Upon determining which assets to dispose, the Financial Officer will forward a list of personal property recommended for disposal to the CEO. As appropriate and necessary, the Financial Officer will clearly identify any property purchased with Federal funds and indicate if approval should be sought from the SPCSAor other oversight agency. See section2.3.9 for additional requirements. The CEO will then approve or decline the disposal of the personal property or of individual property and will review, edit and approve any correspondence to the SPCSA or other oversight agency.

5.14.3.2.2 Temporary Relocation of Property

Upon receiving approval to dispose of the personal property and at the conclusion of the fiscal year, business office staff will remove all personal property identified for disposal and relocate the property to a central location (e.g., gymnasium).

5.14.3.2.3 Sale to Employees

After posting an announcement in the central office and on the charter school's intranet, all charter school employees will be invited to participate in the general sale of personal property. All sales will be final and for cash only. Any remaining property will be disposed in a manner deemed appropriate by the CFO with approval from the CEO.

5.14.3.2.4 Report on Disposal of Property

After the general sale of personal property and the subsequent disposition of any remaining property, the Financial Officer will prepare and forward a summary of the results of the general sale and disposition of personal property to the CEO. The CEO will then report to the Board the results of the disposition of personal property.

5.15 Purchase Orders

5.15.1 Purpose of Subsection

This subsection describes the charter school's purchase order process. It does not address the applicability of Federal and state procurement requirements which are addressed elsewhere in the Manual.

5.15.1.1 Applicability of State Procurement Laws

With the exception of the legal requirements addressed in Section 8 pertaining to professional services, this subsection does not adopt or otherwise impose any state laws and rules to the purchasing activities of the charter school.

5.15.1.1.1 Professional and Contracted Services

Refer to Section 8 of the Manual for the administrative procedures pertaining to the procurement of professional and contracted services.

5.15.1.2 Applicability of Federal Procurement Laws

With the exception of the legal requirements addressed in Section 9, this subsection does not adopt or otherwise impose any Federal laws and rules to the purchasing activities of the charter school. However, in accordance with the Board policy concerning compliance with grant requirements and applicable Federal rules, employees will follow the requirements outlined in this subsection and Section 9 when using Federal funds to procure goods and services.

5.15.2 Purchasing Function

5.15.2.1 Primary Responsibility

In accordance with Board policy, the Financial Officer is primarily responsible for the effective operation of the charter school's purchasing function. Accordingly, in addition to the Business Managers other duties, they are charged with completing the following activities.

1) Recommend purchasing policies to the CEO and Board.

2) Develop, update and implement purchasing procedures that comply with Board policy and applicable law.

3) Manage the purchasing of goods and services in a timely and cost efficient manner.

4) Establish and monitor good working relations with vendors and service providers.

5) Resolve problems encountered within the purchasing function.

6) Approve purchase orders and contracts, including bid specifications and tabulations.

5.15.2.2 Purchasing Officer

The CEO may designate an employee in the Business Office as the charter school's Purchasing Officer. In accordance with Board policy, the Purchasing Officer is responsible for the following activities.

1) Prepare bid specifications for purchases under Section 8 of the Manual.

2) Develop formal Request for Bids, Request for Proposals and other solicitation documents.

3) Prepare purchase orders and contracts, including bid specifications and tabulations.

4) Maintain an updated list of approved vendors from which purchases can be made.

5) Prepare recommendations to the CEO for the purchase of goods and services from vendors.

6) Purchase classroom and office supplies and materials from an approved vendor each Friday.

7) Provide formal and informal training and technical assistance to charter school staff to create an awareness of Board policies, administrative procedures and applicable Federal and state laws and rules applicable to the purchasing of goods and services.

5.15.3 Purchasing Ethics

The following standards will govern the conduct of the Board, officers and employees involved in the use of state public funds (not federal funds) for the purchase of goods and services for the operation of the charter school.

5.15.3.1 General Principles

1) It is a breach of ethics to attempt to influence any charter school employee to breach the standards of ethical conduct set forth in this subsection.

2) It is a breach of ethics to attempt to realize personal gain through employment with the charter school by any conduct inconsistent with the proper discharge of the employee's duties.

3) It is a breach of ethics for any charter school employee to participate directly or indirectly in procurement when the employee knows that:

   - The employee or any member of the employee's immediate family has a financial interest pertaining to the procurement;
   - A business or organization in which the employee, or any member of the employee's immediate family, has a financial interest pertaining to the procurement; or
   - Any other person, business or organization with whom the employee or any member of the employee's immediate family is negotiating or has an arrangement concerning prospective employment is involved in the procurement.

4) In connection with

   - Any decision, approval, disapproval, recommendation,
   - Preparation of any part of a program requirement or purchase request,
   - Influencing the content of any specification or procurement standard,
   - Rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application,
   - Request for ruling, determination, claim or controversy, or other particular matter pertaining to any program requirement or a contract or subcontract, or
   - To any solicitation or proposal therefore pending before the charter school

   It is a breach of ethics to conduct oneself as follows:

- To offer, give or agree to give any employee or former employee of the charter school a gratuity or an offer of employment; or

- For any employee or former employee of the charter school to solicit, demand, accept or agree to accept from another person, a gratuity or an offer of employment.

5) It is a breach of ethics for any payment, gratuity or offer of employment to be made by or on behalf of a subcontractor under a contract to the prime contractor or higher tier subcontractor for any contract of a charter school, or any person associated therewith, as an inducement for the award of a subcontract or order.

6) It is a breach of ethics for any employee or former employee of the charter school to knowingly use confidential information for actual or anticipated personal gain, or for the actual or anticipated gain of any person.

5.15.3.2 Contract Clause

The prohibition against gratuities (General Principle 4) and kickbacks (General Principle 5) prescribed above should be conspicuously set forth in every contract and solicitation therefore.

5.15.3.3 Recusal of Board Member

If a Board member has a substantial interest in a procurement, that individual shall abstain from discussion and decisions regarding the award of the procurement contract. In addition, the Board member should disclose this substantial interest by filing an affidavit of abstention with the Board and CEO. In all cases, Board members and officers of the charter school shall comply with the Board's Ethics, Conflict of Interest and Nepotism Policy (See Appendix).

5.15.4 Economy of Scale

In accordance with the applicable state law, Articles of Incorporation, Bylaws and Board policy, the individual schools, departments and offices of the charter school are not separate legal entities. Thus, when considering the purchase of quantities of an item or a category of similar items, charter school officers and employees must consider combining all such purchases for the entire charter school. Through this combined effort, the Board, officers and employees should endeavor to achieve an economy of scale that affords the charter school a reduced administrative burden and cost and a better value and reduced costs through aggregated purchases.

5.15.4.1 Prohibited Purchasing Practices

Unless a legitimate business reason exists beneficial to the charter school, the purchase of the same item or category of similar items should be completed at one time and not as individual components or in a series of transactions. As defined above, component, separate and sequential purchases are prohibited.

5.15.4.2 Departure from Requirement

The employee must prepare a written request to the departmental budget officer describing the business related reason and the benefit to the charter school for purchasing the same or similar items in component, separate or sequential purchases. In the written request, the employee must identify the cost savings or additional cost to the charter school of purchasing the same or similar items in the manner advocated. Upon approval, the departmental budget officer must forward the employee's request to the CEO for their review and approval.

5.15.5 Employee Purchases Prohibited

In accordance with Board policy, employees are prohibited from conducting any transaction that results in the purchase of services and/or equipment, furniture, supplies or other materials and that obligates public funds and otherwise prompts the expenditure of public funds. To acquire supplies, materials, equipment, furniture and/or services, employees must follow the purchasing process described in this subsection.

5.15.5.1 Violation of Subsection

If an employee fails to follow the process described in this subsection, the employee will be financially responsible for any purchases of goods and services. In the event that any goods and/or services are received by the charter school without formal approval by its officers as described in this subsection, the charter school may not be held financially liable by the employee or the vendor for the unauthorized purchase of goods and/or services by the employee.

5.15.6 Purchasing Goods and Services – General

To make a purchase, employees must follow the process outlined below.

5.15.6.1 Step 1: Planning Purchases

Because the charter school's program is based on the implementation of a CIP, campus instructional plans and the operating budget adopted by the Board, employees should plan their purchases in a manner consistent with the strategies and activities described in the plans. Employees should give particular attention to the timelines associated with strategies and activities that require the purchase of goods or services at the same time (e.g., the purchase of computers and related peripherals at the start of the school year for a computer lab). As discussed below, an employee may address the need for standard classroom and office supplies that are consumed on a regular basis through the requisition of supplies and materials from the charter school's Business Office.

5.15.6.2 Step 2: Requisition from Business Office

For the convenience of charter school employees, the Business Office maintains certain classroom and office supplies and materials in stock in its supply room. Before an employee initiates a purchase through the charter school's formal purchase order system, the employee must first determine if the charter school has already purchased the item and has it in stock in the Business Office. If the item(s) are not a standard item that is routinely maintained in stock, the employee must initiate a formal purchase order.

5.15.6.2.1 Requisition in Person

An employee may requisition standard classroom and office supplies and materials by visiting the Business Office in person and completing a Supply Request Form which lists the most-often-requested classroom and office supplies and materials that the Business Office maintains in stock. If the requested item(s) is in stock, the employee may pick up the item(s). If the requested item(s) is not in stock, the Purchasing Officer will purchase the item(s) and route it to the employee via interoffice mail within five business days.

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5.15.6.3.2 Identification of Existing Contract

Each year, the Purchasing Officer of the CMO will solicit business from vendors and service providers covering many of the products and services required by the charter school

After negotiating terms favorable to the charter school, the business office formalizes business arrangements through two types of contracts for goods and services.

- Discount from catalog
- Inter local agreements
- Service contracts

In order to requisition classroom or office supplies and materials not available from supply room stock or to purchase equipment, furniture or services, charter school employees should consult with the Purchasing Officer to determine if an existing contract can be used. Once an existing contract has been identified, the employee must prepare a Purchase Requisition Form and reference the appropriate contract and identify the specific good(s) or service(s) needed.

5.15.6.4 Step 4: Requisition through New Contract

If the employee and Purchasing Officer determine that an existing contract cannot be used to purchase classroom or office supplies and materials not available from supply room stock or to purchase equipment, furniture or services, the employee and Purchasing Officer must follow the steps below for making a purchase based on the final dollar amount of the entire purchase.[6]

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5.15.6.4.2 Use of Authorized Vendors

In accordance with Board policy and as indicated in this subsection, employees and the Purchasing Officer are encouraged or required to use vendors previously approved by the Board.

5.15.6.4.3 Use of Certain Authorized Vendors

The employee and Purchasing Officer must give consideration to vendors identified as small, minority or women owned businesses as indicated in their vendor profile. However, this preferential treatment should not be given to a vendor if the result is detrimental to the quality of the goods and/or services procured. In each case, a small, minority or woman owned business should be given preferential treatment if the quality of the goods and/or services is equal or substantially comparable to that provided by a competing authorized vendor that is not a small, minority or woman owned business.

5.15.6.4.4 Use of Unauthorized Vendors

The employee and Purchasing Officer may consider unauthorized vendors if the same or similar good or service may be obtained at a lower cost without necessarily sacrificing the quality of the good or service purchased. If an unauthorized vendor is used for a purchase exceeding $5,000

[6] As stipulated above, component, separate and sequential purchases are prohibited. Thus, the employee and Purchasing Officer must consider the cost of purchasing all of the goods and services necessary to implement the applicable strategy and activity described in the CIP or campus instructional plan.

or for two or more unrelated purchases[7] with an aggregate cost of $5,000 or more, the Purchasing Officer should encourage the vendor to complete the authorized vendor process.

5.15.6.4.5 Purchases less than $1,000 per campus

In accordance with Board policy, the employee and Purchasing Officer are not required to purchase goods and/or services with a total cost of less than $1,000 through any form of competitive procurement. However, the employee and Purchasing Officer are encouraged to secure competition through at least two (2) quotes from any vendor. If quotes are obtained, the employee and Purchasing Officer must attach the quotes or other related documentation to the Purchase Requisition Form.

5.15.6.4.6 Purchases from $1,000 to $3,499 per campus

In accordance with Board policy, the employee and Purchasing Officer are not required to purchase goods and/or services with a total cost between $1,000 and $5,000 through any form of competitive procurement. However, the employee and Purchasing Officer are encouraged to secure competition through at least three (3) quotes from authorized vendors. If quotes are obtained, the employee and Purchasing Officer must attach the quotes or other related documentation to the Purchase Requisition Form.

5.15.6.4.7 Purchases from $3,500 to $10,000 per campus

In accordance with Board policy, the employee and Purchasing Officer are required to obtain a minimum of three (3) quotes from authorized vendors for the purchase of good(s) and/or service(s) with a total cost between $3,500 and $10,000. The employee and Purchasing Officer must attach the quotes and other supporting documentation (e.g., specification sheets) to the Purchase Requisition Form.

5.15.6.4.8 Purchases from $10,000 to $49,999 per campus

In accordance with Board policy, the employee and Purchasing Officer are required to obtain a minimum of three (3) quotes from authorized vendors for the purchase of good(s) and/or service(s) with a total cost between $10,000 and $49,999. The bids may be solicited directly from an authorized vendor. Alternatively, the bid may be solicited from an unauthorized vendor provided that an authorized vendor is solicited as well. A newspaper advertisement is not required provided that at least two vendors, including at least one authorized vendor, are solicited. If an authorized vendor does not exist for the goods and/or services required, the Purchasing Officer should consider a newspaper advertisement but only after consulting with the CFO. If indicated within the solicitation, the Purchasing Officer may use best value in determining to which vendor the contract should be awarded. The employee and Purchasing Officer must attach the bid documentation and other supporting documentation (e.g., solicitation, specification sheets, evaluation forms) to the Purchase Requisition Form.

5.15.6.4.9 Purchases over $50,000 per campus

In accordance with Board policy, the employee and Purchasing Officer are required to obtain a minimum of three (3) sealed bids from any vendor for the purchase of good(s) and/or service(s)

[7] For example, the first purchase is made from ABC Specialty Furniture, Inc. for a desk for a newly enrolled special needs student with a cost of $2,500. Subsequently, a second purchase is made from ABC Specialty Furniture, Inc. for an administrator's desk with a cost of $3,000 to accommodate a new employee who requires a specially designed desk to address a medically related issue and therefore enable the new employee to perform his/her assigned work.

with a total cost of over $50,000. The Purchasing Officer is required to advertise the solicitation for bids in a newspaper in the county in which the central administrative office is located at least once five business days prior to the deadline for receiving bids. The CFO must approve the newspaper advertisement. Additionally, the Purchasing Officer is required to solicit bids directly from an authorized vendor. This may be accomplished by sending a copy of the solicitation to authorized vendors that may be able to provide the goods and/or services through the United States Postal Service or electronic mail. The Purchasing Officer is required to use best value in determining to which vendor the contract should be awarded. The employee and Purchasing Officer must attach the bid documentation and other supporting documentation (e.g., solicitations to authorized vendors, newspaper advertisement(s), specification sheets, evaluation forms) to the Purchase Requisition Form.

5.15.6.5 Step 5: Preparation of Purchase Requisition Form

Complete a Purchase Requisition Form by entering the following required information.

7) Required Date (i.e., date by when goods and/or services are needed)

8) Vendor Number and Name (from authorized vendor listing)

9) Buyer (The employee making the request and preparing the requisition. The employee will be the contact for the Purchasing Officer in the event more information is required.)

10) Description (For each good or service provide detailed, descriptive information about the commodity or service such as the manufacturer, product description, model number, etc.)

11) Cost (Enter all applicable information such as unit of measure, quantity, unit cost, discount percent)

12) General ledger accounting classification (The account code used should correspond with an approved budget line item.)

13) Comments (NOTE: Include the strategy and activity ID number from the CIP or campus instructional plan and the contract number if an existing contract is being used.)

Once the Purchase Requisition Form has been completed, the employee should route it to the departmental budget officer for review and approval. The departmental budget officer will review the employee's request for goods and/or services and determine if it is appropriate for the instructional or other purpose for which it is intended as described in the CIP or campus instructional plan and will be of benefit to the students of the charter school. The departmental budget officer will also ensure that the applicable budget has sufficient funds available for the cost of the item(s) requested. Upon review and approval by the departmental budget officer, the Purchase Requisition Form must be forwarded to the Purchasing Officer for review. After any concerns or questions have been appropriately addressed, the Purchasing Officer will forward the Purchase Requisition Form to the CFO.

5.15.6.5.1 Approval of Purchases less than $1,000

In accordance with Board policy, the Financial Officer may review and approve any Purchase Requisition Form for an amount less than $1,000 without any further review by the CEO or the Board.

5.15.6.5.2 Approval of Purchases from $1,000 to $50,000

In accordance with Board policy and after review, the CEO may review and approve any Purchase Requisition Form for an amount between $1,000 and $50,000 without any further review by the Board.

5.15.6.5.3 Approval of Purchases over $50,000

In accordance with Board policy, the Board will review and approve any Purchase Requisition Form for an amount exceeding $50,000.

5.15.6.6 Step 6: Issuance of Purchase Order

5.15.6.6.1 Final Review of Purchase Requisition Form

Once the Purchase Requisition Form has been approved by the authorized parties, it should be routed back to the Purchasing Officer for final processing. Upon receipt of the Purchase Requisition Form, the Purchasing Officer should review the Purchase Requisition Form for the following items.

- Adequacy of description and comments.
- Accuracy of quantities, unit cost and total cost.
- Appropriate accounting classification for the goods and services requested and the related costs.
- Availability of funds for each account code listed.
- Signatures and appropriate level of approval.
- Completeness including attachment of required quotes, bids, contracts and other related supporting documents.

Once the Purchasing Officer has confirmed the accuracy, adequacy and completeness of the purchase request, the Purchasing Officer may then assign a purchase order number, purchase order date and a cancellation date to the Purchase Requisition Form. At this time, the Purchase Requisition Form becomes a Purchase Order and may be issued by the Purchasing Officer to the vendor.

5.15.6.6.2 Purchase Order Distribution

The Purchase Order Form will consist of the following copies.

- Vendor Copy (Sent to the selected vendor.)
- Accounting Copy (Maintained by the Purchasing Officer to be used for encumbering funds from the proper account.)
- Receiving Copy (Routed to the Receiving Clerk (as identified below) and subsequently returned to the Purchasing Officer when the order is received confirming that payment should be made.)

- User or File Copy (Routed to by the buyer identified on the Purchase Requisition Form.)

5.15.6.6.3 Cancellation Date

Unless otherwise beneficial to the charter school, the Purchasing Officer should set the cancellation date as 60 days from the purchase order date for local vendors. For vendors that reside outside of the charter school's geographic boundaries or in another state, the Purchasing Officer should set the cancellation date as 90 days from the purchase order date.

5.15.6.6.4 Purchase Order Log

To ensure that Purchase Orders are filled or cancelled in a timely manner, the Purchasing Officer must maintain a Purchase Order Log that includes the following information for each purchase order issued.

- Purchase order number
- Purchase order date
- Cancellation date
- Purchase requisition number
- Vendor name and number
- Buyer name and location
- Dollar value of purchase order

5.15.6.7 Step 7: Receipt of Goods and Services

5.15.6.7.1 Receiving Clerks

For central office purchases, for purchases of equipment and furniture with a cost exceeding $1,000 and for all technology purchases, the central office receptionist is designated as the receiving clerk. Otherwise, the receptionist at each campus is designated as the receiving clerk.

5.15.6.7.2 Receiving Clerk Responsibilities

Upon receipt of the item(s) purchased, the office will perform the following activities.

1) Inspect the item(s) purchased.
2) Ensure that the item(s) purchased are in good condition.
3) Reject any item(s) that are not in good condition.
4) Verify that all the items indicated on the packing slip and/or purchase order were in fact received and note any rejected item(s).
5) Sign for the item(s) delivered and accepted.
6) Notify the buyer listed on the Purchase Requisition Form that the item(s) requested were received.

7) Route the marked Receiving Copy of the Purchase Order and the marked packing slip (if provided) to the Purchasing Officer.

5.15.6.8 Step 8: Receipt and Payment of Invoice

Upon receipt of the vendor's invoice, the Purchasing Officer will compare the marked Receiving Copy of the Purchase Order and the marked packing slip (if provided) to the vendor's invoice to ensure that the vendor did not charge the charter school for items not received or rejected. Additionally, the Purchasing Officer will review the vendor's invoice and determine if it was submitted on the vendor's letterhead stationary or invoice form and contained the following information.

1) The invoice should be clearly marked INVOICE.

2) Vendor name, address and telephone number. The facsimile number, email address and website may also be included.

3) Invoice date and number. The invoice number must be unique for each invoice submitted.

4) Name and address of the charter school. The name of the employee (buyer) identified in the contract or purchase order may also be included.

5) Contract or purchase order number.

6) Billing period specified with beginning and ending dates.

7) A clear description of the goods and services provided by the vendor.

8) The date(s) the goods or services were provided.

9) The number of units or hours provided for each item or type of service and the dollar value of each individual unit or hour.

10) Total amount due for the billing period. Making sure NO TAX is listed.

11) Payment terms.

12) Remittance address if different from the vendor's contact information.

Invoices that do not adhere to the specifications described above will be returned to the vendor with a request that the vendor issue a new invoice with a current date and required information. Upon receipt of a compliant invoice, the Purchasing Officer should route the vendor's invoice and the purchase order with all supporting documentation to the Accounts Payable Accountant for the preparation of the payment to the vendor. The check will be routed to the CFO and CEO for their signature.

5.15.7 Authorized Vendors

To facilitate the purchasing process and minimize the administrative cost of the purchasing function, the Purchasing Officer will develop, maintain and update a listing of authorized vendors. Based on an application submitted by the vendor, the Purchasing Officer will include a vendor on the listing based on the following criteria.

1) The reputation of the vendor and of the vendor's goods and services.

2) The quality of the vendor's goods or services.

3) The extent to which the vendor's goods or services meet the charter school's needs for commonly ordered goods and services.

4) The vendor's past relationship with the charter school.

Generally, the Purchasing Officer should list only three to five vendors for each category of good (e.g., classroom supplies, library books, laptops) or service (e.g., diagnostic services for special education, plumbing, electrical) commonly procured by the charter school.

5.15.8 Maintenance of Existing Contracts

As noted above, the Purchasing Officer solicits business from vendors and service providers covering many of the products and services typically purchased and required by the charter school. Generally, a vendor will be selected for a standing contract after consideration of formal bids for discounts for classroom and office supplies and materials, equipment, and furniture. Contracts for services will be based upon qualifications and billing rates. As a general rule, these standing contracts will be assigned a dollar value of between $50,000 and $250,000 and will follow the requisition process for purchases exceeding $50,000 discussed above. Once approved, the Purchasing Officer will issue an open purchase order for an amount not to exceed the maximum value of the contract and for a period concluding on the last day of the school year, fiscal year or grant period as deemed applicable. As noted above, the employee and Purchasing Officer must prepare a Purchase Requisition Form each time that an existing contract and open purchase order is used.

5.15.9 Sole Source Purchases

In those instances when a sole source vendor is identified and used, the departmental budget officer must include a written statement discussing why a specific good or service was selected, how only that specific good or service will enable the charter school to implement the relevant strategy and activity described in the CIP or campus instructional plan, and how the price was determined to be reasonable. The departmental budget officer must include a record from the vendor attesting to the uniqueness of the goods or services provided.

5.16 Staff Development

5.16.1 Request for Training Authorization

Upon identifying a staff development opportunity, the employee must complete the Request for Training Authorization form and attach a training agenda and registration form. If the employee's attendance requires overnight or day travel, the employee must also complete a Request for Travel Authorization form. The forms, training agenda and registration form must be forwarded to the departmental budget officer.

5.16.2 Review of Request

The departmental budget officer will review the employee's request for training and determine if it is appropriate for their assigned duties and responsibilities, will further the employee's growth in understanding and performing their essential job functions, and will be of benefit to the students of the charter school and the charter school. The departmental budget officer shall also ensure

that the applicable budget has sufficient funds available for the cost of the training including any travel to and from the duty point.

5.16.3 Registration

Upon approval, the departmental budget officer will complete and submit the registration form and forward a copy of each form, the agenda and completed registration form to the employee for his/her records. The departmental budget officer will also forward the original copy of each document to the Business Office. The CFO will then issue payment to the vendor. The charter school will issue payment to the vendor for registration fees through an approved Purchase Authorization.

5.16.4 Return to Office

Upon returning to the charter school, the employee must complete and forward an original Request for Reimbursement of Travel Expenses form to the departmental budget officer and attach a copy of the Certificate of Attendance or Certificate of Completion (or other equivalent document).

SECTION 6: INVESTMENTS

Purpose

The purpose of this section is to identify the administrative process for investing any surplus charter school cash in authorized investments.

Applicability

This section applies to the local and public funds received for the purpose of operating the charter school. This section does not apply to the local and other funds received for the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy Manual PG 5.9

6.1 Surplus Cash Defined

In accordance with Board policy and for the purpose of implementing these administrative procedures, surplus cash means the amount of cash exceeding 20%[8] of the charter school's total expenses for the fiscal year.

6.2 Investment Objectives

In accordance with Board policy, the charter school will observe the following objectives when it invests surplus cash.

1) Preservation and safety of principal

2) Liquidity

3) Yield

Although the Board and the officers may be interested in maximizing the return on any investment, priority will be given to the preservation and safety of principal and to the liquidity of any investment to address unexpected and immediate cash needs.

6.3 Primary Responsibility

The CEO is primarily responsible for the investment of the charter school's surplus cash and will serve as its chief investment officer.

6.4 Authorized Investments

In accordance with Board policy and consistent with applicable state law and rule, the CFO may only invest the charter school's surplus cash in the following authorized investments.

1) Obligations of, or guaranteed by governmental entities

2) Certificates of deposit and share certificates

[8] This amount represents approximately 2.5 months of expenses.

3) Repurchase agreements

4) Securities lending program

5) Banker's acceptances

6) Commercial paper

7) Mutual funds

8) Guaranteed investment contracts

9) Investment pools

6.5 Unauthorized Investments

In accordance with Board policy and consistent with applicable state law and rule, the CFO may NOT invest the charter school's surplus cash in the following types of investments.

1) Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal.

2) Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest.

3) Collateralized mortgage obligations that have a stated final maturity date of greater than 10 years.

4) Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

6.6 Prohibited Investment of Surplus Cash

In accordance with Board policy, the CFO is prohibited from investing the charter school's surplus cash in any investment of a speculative nature or in a manner inconsistent with how a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs.

6.7 Account Maintenance

In accordance with Board policy, the CFO will maintain charter school investments in a discrete investment account(s) that is separate and distinct from any of the charter school's other investment or operating accounts pertaining to non-charter business functions and activities. Similarly, the CFO will maintain accurate, complete and consistent records of any and all investments of charter school surplus cash.

6.8 Required Training

In accordance with Board policy, the CFO is responsible for receiving continuing professional education pertaining to the appropriate investment of surplus cash in the authorized investments identified in Section 6.4 above.

SECTION 7: PAYROLL

Purpose

The purpose of this section is to identify the administrative process for the accounting of payroll costs and for related personnel matters.

Applicability

This section applies to the local and public funds received for the purpose of operating the charter school. This section does not apply to the local and other funds received for the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy Manual PG 4.1 - 4.37

7.1 Primary Responsibility

The CEO is primarily responsible for complying with Board policy pertaining to certain personnel matters. This includes the completion of the following activities.

1) Developing and updating this section.

2) Facilitating the development and distribution of an employee handbook by the charter school's personnel/HR Department, that includes the administrative procedures discussed in this section in addition to other personnel related matters.

3) Training employees with the requirements of Board policy and these administrative procedures.

4) Providing leadership, guidance and direction to employees on payroll and other related personnel matters.

7.2 Secondary Responsibility

The CEO and other supervisory employees are responsible for monitoring employee compliance with the administrative procedures contained in this section. The CEO and other supervisory employees are also responsible for reviewing payroll and other personnel forms and records to ensure the accurate reporting of leave and time worked.

7.3 Classification of Workers as Independent Contractors or Employees

As set forth in Section 3.7, each individual employed by the charter school will fill a position having a position number, a standard job classification title, a standard or unique job description, and a salary/wage amount. Consequently, the assignment of an individual to a numbered position will identify the person as an employee. In the event that a question arises if the individual is an independent contractor or employee, the immediate supervisor will be required to complete IRS Form SS-8, Determination of Worker Status for Purposes of Federal Employment Taxes and Income Tax Withholding.

7.3.1 IRS Eleven Factor Test

The IRS provides guidance to facilitate the determination of the worker's status as an independent contractor or employee in Publication 15-A and Publication 1779. Generally, the factors tested are divided into three categories as discussed below.

7.3.1.1 Behavioral Control

The immediate supervisor must gather factual matter regarding:

1) The degree to which the charter school instructs the worker to perform the work assigned; and

2) The degree to which the charter school provides training to the worker on its required procedures and methods for the work assigned.

7.3.1.2 Financial Control

The immediate supervisor must gather factual matter regarding:

1) The degree to which the worker may have an investment in the work performed;

2) The degree to which the charter school reimburses (or does not reimburse) the worker for business expenses;

3) The degree to which the worker may realize a profit or loss;

4) The degree to which the worker makes services available to the relevant marker; and

5) How the charter school compensates the worker.

7.3.1.3 Relationship of the Parties

The immediate supervisor must gather factual matter regarding:

1) Whether the worker receives the standard benefits provided to other charter school employees;

2) Whether an employment agreement or contracted services agreement has been signed and the terms and conditions of the written agreement;

3) Whether the worker with the expectation that the relationship will continue indefinitely or for a specific period of time or until a specific project is concluded; and

4) The degree to which the services performed by the worker constitute a critical or important facet of the charter schools operations.

7.3.1.4 Determination

Based on the information gathered, the immediate supervisor must classify the worker as either an independent contractor or an employee. The immediate supervisor must forward this determination to the CEO for final review and approval.

7.3.1.5 Documentation

The immediate supervisor should document basis for the determination. Any supporting documents used to make the determination should be retained together with the determination.

7.3.2.1 Information

The immediate supervisor must gather factual matter responsive to the following questions.

1) Can the charter school instruct the worker on when, where and how the work is to be performed?

2) Does the charter school have an obligation to provide training to the worker?

3) Does the charter school's success depend on the worker's services and is the work performed an integral part of charter school operations?

4) Is the worker required to personally provide the services or may the worker hire others to perform the work?

5) Does the worker supervise the work of charter school employee's?

6) Is the worker expected to work for the charter school indefinitely or is the worker expected to conclude their work at the end of specific time period or after a project is concluded?

7) Is the worker expected to work during hours or days set by the charter school?

8) Is the worker expected to work solely (i.e., full-time) or primarily for the charter school?

9) Is the worker expected to perform work at a location specified by the charter school?

10) Can the worker perform the work required in an order or sequence established by the worker?

11) Does the charter school require that the worker provide regular oral or written reports about the progress of the work performed?

12) Does the charter school pay the worker in regular amounts at stated intervals?

13) Does the charter school reimburse the worker for business and travel expenses or pay vendors directly for the worker's business and travel expenses?

14) Does the charter school provide the worker with the tools, equipment and materials to perform the work required?

15) Is the worker economically dependent on the charter school or does the worker have a significant investment in an independent business?

16) Can the worker realize a profit or loss on the work performed?

17) Can the worker perform services for more than one entity at a time?

18) Does the worker advertise, market or otherwise make services available to the public at large?

19) Can the charter school discharge the worker without liability or does the termination create a breach of contract?

20) Can the worker quit work at any time without liability or does quitting create a breach of contract?

7.3.2.2 Determination

Based on the information gathered, the immediate supervisor must classify the worker as either an independent contractor or an employee. The immediate supervisor must forward this determination to the CEO for final review and approval.

7.3.2.3 Documentation

The immediate supervisor should document basis for the determination. Any supporting documents used to make the determination should be retained together with the determination.

7.4 Review and Approval of Senior Management Compensation

At the time that the budget and salary/wage schedule is presented to the Board for adoption, the CEO will also present to the Board the proposed compensation for the CEO. In addition to the proposed compensation, the CEO will also disclose any proposed additional benefits or incentives not available to other employees. In accordance with Board policy, the Board will approve, disapprove or modify the proposed compensation, additional benefits and incentives.

The Board shall seek compensation data for senior management positions to ensure compensation to the individuals occupying the positions is fair, reasonable and not excessive.

The payment of unreasonable or excessive compensation can result in the revocation of the 501(c)(3) tax-exempt status of the nonprofit corporation and/or the imposition of significant penalties against both the individual receiving excessive compensation and the Board members who knowingly approved of excessive compensation. Whether any given individual's compensation is fair and reasonable requires a case-by-case determination, but can be supported by gathering and comparing compensation data for similarly situated persons. The IRS has stated that an individual's compensation is presumptively reasonable if the Board has taken the following steps:

1) The Board obtained and relied upon appropriate comparability data in making its determination;

2) The total compensation package was approved in advance by the Board, and no individuals who had an actual or potential conflict of interest with respect to the compensation arrangement participated in deliberations; and

3) The Board adequately and contemporaneously documented the basis for its determination.

7.5 Board Approval of Salary/Wage Schedule

As discussed in Section 3.8.3, the CEO will prepare the salary/wage schedule for the upcoming fiscal year and present it to the Board for its consideration and approval at the time that the budget is submitted for final review and adoption. The salary/wage schedule will be divided into two compensation categories: (1) salaried positions and (2) hourly positions. For each category, the salary/wage schedule will include a salary/wage group and a salary range.

7.6 Board Approval of Staffing Pattern

As discussed in Section 3.8.3, the CEO will prepare the staffing pattern for the upcoming fiscal year and present it to the Board for its consideration and approval at the time that the budget is submitted for final review and adoption. The staffing pattern will include the following information for each numbered position employed by the charter school.

1) Position number
2) Standard job classification title
3) Salary/wage
4) Name of the individual employed in the position
5) Date the employee was hired
6) Current salary or hourly wage
7) Proposed salary or hourly wage
8) Source of funds and percent allocated (i.e., budgeted payroll costs)

7.7 Job Description

In accordance with Board policy, each position employed by the charter school will have a job description that includes the following information.

1) Job classification title
2) Salary/Wage
3) Date job description was last revised/updated
4) General description of the work performed including a statement of the level of supervisory responsibility assigned to the position
5) Detailed description of the specific duties and responsibilities of the position
6) Minimum qualifications for the position (e.g., education, years of relevant work experience)
7) Required certifications or licenses
8) Source of funds (i.e., budgeted payroll costs)

The job description should be presented to a new employee at the time that the employee is oriented to the charter school. The employee should sign and date the job description and provided a copy. The original job description should be filed in the employee's personnel file.

7.8 Extra Duty

In order to address limited work requirements, the charter school may assign additional duties that are not necessarily included in the employee's job description. In these instances, supervisory employees may prepare an extra duty agreement (or otherwise communicate the assignment) that includes the following information.

1) A functional job title (if appropriate).

2) The name of the employee including the employee's identification number or social security number.

3) The business related reason for assigning extra duty to an employee.

4) A general description of the work that will be performed including a statement of the level of supervisory responsibility assigned to the position.

5) A detailed description of the specific duties and responsibilities.

6) The work schedule assigned to the employee for performing the extra duty assignment.

7) The fixed or hourly compensation to be paid to the employee.

8) Source of funds and percent allocated (i.e., budgeted payroll costs)

9) A statement, if applicable, indicating that the extra duty work will be performed at times other than during the normal working hours of the employee's regularly paid position.

10) The employee's and supervisory employee's signature and date.

Prior to presenting the extra duty assignment or agreement to the employee, the supervising employee must route the agreement to the HR Coordinator and CEO for their review and approval.

7.9 Stipends

7.9.1 Stipend Defined

A stipend is a fixed sum of money paid periodically for services, desired qualifications or to defray expenses.

7.9.2 Authorized Uses

In accordance with Board policy, an employee may receive a stipend for the following business reasons.

1) For attaining or having qualifications in an area of high need (e.g., Bilingual Education) as determined by the CEO.

2) For performing work (e.g., UIL Debate Coach) not included as part of the job description of the employee's regular position.

3) For the use of a personal property (e.g., cell phone, vehicle) on a regular (e.g., daily) basis to conduct charter school business.

7.9.3 Agreement

In accordance with Board policy and with respect to stipends pertaining to the performance of work, the supervising employee must prepare an agreement that includes the following information.

1) A functional job title (if appropriate)

2) The name of the employee including the employee's identification number or social security number.

3) The business related reason for paying a stipend instead of salary or wages.

4) A detailed description of the specific duties and responsibilities that will be performed.

5) The work schedule assigned to the employee for performing the extra duty assignment.

6) The fixed amount to be paid to the employee.

7) Source of funds and percent allocated (i.e., budgeted payroll costs)

8) A statement indicating that the work will be performed at times other than during the normal working hours of the employee's regularly paid position

9) The employee's and supervisory employee's signature and date.

Prior to presenting the agreement to the employee, the supervising employee must route the agreement to the HR Coordinator and CEO for their review and approval.

7.10 Payroll Authorization Form

To ensure that each individual is employed in an authorized position, the supervising employee must complete a payroll authorization form that includes the following information.

1) Employee's name

2) Employee's social security number and/or identification number

3) Position number

4) Salary/Wage

5) Type of payroll authorization (new employee, transfer, promotion, demotion)

6) Current salary/hourly wage (if a current employee)

7) Proposed salary/hourly wage

8) Source of funds and percent allocated (i.e., budgeted payroll costs)

9) Effective date of employment

10) Signature (with date) denoting approval by supervising employee and CEO

Each principal/department head who wishes to hire a new employee or change the status of a current employee must obtain prior approval from the superintendent.

Each new employee must complete the W-4 form, employee benefit enrollment form, and any other required forms at the HR office. All forms are found at the HR office.

7.11 Required Personnel Documents

To ensure the accurate and complete accounting of payroll costs for each position employed by the charter school, the following personnel documents must be maintained in each employee's personnel file.

1) Payroll authorization form

2) Job description

3) Extra duty agreements if applicable

4) IRS Form W-4

5) IRS Form W-5 if eligible

6) Employee benefit enrollment form

7) Garnishment or other lawful earnings deduction order or instrument

8) Wage deduction authorization agreement

9) Direct deposit authorization form

10) Other forms included in Employee Handbook

The documents enumerated above are in addition to those records typically maintained in an employee's personnel file as identified in the Employee Handbook such as the employee's job application, resume, training records, performance assessments, development plans and disciplinary actions.

7.11.1 Form I-9 Documentation

The employee's Form I-9 and related documentation should be maintained in a file separate from the employee's personnel file.

7.11.2 Employee's Right to Access

Although employees have a special right of access to the contents of their own personnel file, all information in an employee's personnel file will be made available to the employee or his or her

authorized representative in the same manner that public information is made available under the public information laws found in TGC Chapter 552.

Refer to the Employee Handbook for further discussion.

7.12 Salary and Wage Advances

In accordance with Board policy and applicable law, employees of the charter school may not receive salary or wage advances.

7.13 Time Keeping by Hourly Employees

At the 20th of each month, hourly employees paid from public funds must complete a Time Sheet for each day worked. Supervisory employees must review, approve and sign all Time Sheets and forward the originals to the HR Office.

7.14 Time Keeping by Salaried Employees

At the start and end of each day, salaried employees must sign in and sign out at the campus or central office receptionist's desk. All sign in sheets must be routed to the HR Office on the 21st of each month. Each day missed must be documented on the Salaried Payroll Timesheet form and the employee and supervising employee signatures.

7.15 Time and Effort for Grant Funded Employees

At the end of each month, employees funded in part or in whole from a Federal or state grant must complete a PAR. PARs must include the following information.

1) An after-the-fact determination of the actual activity of each employee.[9]

2) An accounting of the total activity for which employees are compensated and which is required in fulfillment of their obligations to the charter school.

3) The employee's signature certifying that the distribution of activity represents the actual work performed by the employee during the period covered by the report.

The PAR must be prepared at least monthly and must coincide with one or more pay periods. Supervisors of grant funded employees must review and approve all PARs and forward the originals to the Business Office.

7.16 Adjustment of Salaries and Wages for Grant Funded Employees

Using the PARs, the Financial Officer will prepare a reconciliation of the actual and budgeted payroll costs for each grant funded employee. If the variance between the budgeted amount and the actual amount based on the employee's actual time worked is greater than 10 (ten) percent, the Financial Officer will prepare an adjusting journal entry to charge only the actual payroll cost to the grant. Otherwise, the Financial Officer may defer the adjustment until the end of the fiscal year or the grant period whichever occurs first. Lastly, if the variance results in an excess draw down of at least five (5) percent of the total award amount or $5,000, the Financial Officer

[9] Budget estimates (i.e., estimates determined before the services are performed) do not qualify as support for charges to awards.

will prepare and submit an expenditure report to correct the previously reported expenditures and issue a refund to the grantor agency.

At the end of the fiscal year and at the conclusion of each grant period, the Financial Officer will prepare a reconciliation of the actual and budgeted payroll costs for each grant funded employee. For any variance between the budgeted amount and the actual amount based on the employee's actual time worked, the Financial Officer will prepare an adjusting journal entry to charge only the actual payroll cost to the grant. The Financial Officer will include all adjustments in a subsequent expenditure report or the final or revised final expenditure report for each affected grant.

7.17 Payroll Disbursements

The following guidelines will govern the timing and method of payroll disbursements to all charter school staff.

7.17.1 Non-Exempt Personnel

Non-exempt employees will be paid on the twenty-eighth of the month for employment services rendered during the last part of the prior month starting on the twenty-first and stops on the twentieth of the current month and after having submitted an approved Time Sheet. Non-exempt employees will be paid for all work performed through the previous payroll period based on their hourly rate. If the twenty-eighth falls on a Saturday or Sunday than the employee will be paid on the previous Friday.

7.17.2 Exempt Personnel

Exempt employees will be paid on the twenty-eighth of the month for employment services rendered during the last part of the prior month starting on the twenty-first and stops on the current month on the twentieth. If the twenty-eighth falls on a Saturday or Sunday than the employee will be paid on the previous Friday.

7.17.3 Extra-Duty Pay and Stipends

Employees will receive extra-duty pay and/or stipends pursuant to the applicable agreements.

7.17.4 Posting of Pay Dates

The HR Coordinator will prepare or cause to be prepared a calendar or schedule identifying the dates for payroll disbursements to all personnel. The calendar or schedule will be prepared consistent with the requirements discussed below and will be posted in the central office and will be emailed out to all personal.

7.17.5 Alternate Pay Date

In the event that a regularly scheduled payday falls on a weekend or holiday, employees will be paid on the last day of work prior to the regularly scheduled payday.

7.17.6 Method of Disbursement

Charter school employees will be paid through direct deposit only unless otherwise approved by the CEO. The employee must complete a direct deposit authorization form identifying the financial institution into which their net earnings will be deposited. In the event that the employee

requests and receives approval for a written check, the CEO or HR Coordinator will hand deliver the employee his/her paycheck. If a regular payday falls during an employee's absence from work, the employee's paycheck will be available upon his/her return to work.

7.17.7 Annualized Compensation

All exempt employees will be paid an annualized salary over 10 or 12 months, regardless of the number of months worked during the school year. Exempt employees will be paid in equal monthly payments beginning with the first pay period of the school year.

7.17.7.1 Final Paycheck after Termination or Non-Renewal

Exempt employees whose employment is terminated or is non-renewed for the following school year will receive a final paycheck within ten (10) business days.

7.17.7.2 Final Paycheck after Resignation

Exempt employees who resign at any time or voluntarily end their employment after the last day of instruction will receive a final paycheck on the next regularly scheduled pay date.

SECTION 8: PROFESSIONAL AND CONTRACTED SERVICES

Purpose

The purpose of this section is to identify the administrative process for complying with applicable law pertaining to the procurement of professional and contracted services.

Applicability

This section applies to the local and state public funds received for the purpose of operating the charter school. This section does not apply to federal funds or to the local and other funds received for the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy PG-5.10 – 5.11

8.1 Primary Responsibility

The CFO is primarily responsible for the charter school's compliance with applicable Board policy and this section of the Manual.

8.2 Requirement for Contract

8.2.1 General Policy

In accordance with Board policy and for the purpose of implementing these administrative procedures, any business arrangement pertaining to the use of public funds for professional services or the use of more than $5,000 in public funds for a service other than a professional service shall be in the form of a formal, written agreement executed by all parties to the transaction. The charter school shall not recognize any business arrangement that does not conform to this requirement.

8.2.2 Exception to General Policy

A business arrangement that requires the expenditure of less than $5,000 in public funds for a service other than a professional service may be documented through the issuance of a purchase order that includes the following terms of the transaction.

4) Identity of each party to the transaction including the names of the individuals responsible for authorizing the transaction.

5) Purpose of the transaction including a sufficiently detailed description of the service(s) to be rendered.

6) Date(s) of the transaction.

7) Contract price.

8) Basis for terminating the transaction.

9) Confidentiality of protected information (if applicable).

8.3 Selection of Provider

The charter school may not select a provider of professional services or a group or association of providers or award a contract for the services on the basis of competitive bids submitted for the contract or for the services. Instead, the charter school shall make the selection and award based on the following criteria.

10) The provider's demonstrated competence and qualifications to perform the services.

11) The fairness and reasonableness of the provider's price.

8.4 Limitation on Fees

The professional fees under the contract may not exceed any maximum provided by law.

8.5 Award of Certain Contracts

The charter school shall institute the following three step procedure for procuring professional services from architects, engineers, and/or land surveyors only.

12) A determination of the scope and nature of the project for which the employment of a design professional is required is made and documented by the appropriate school personnel, who will solicit proposals for services for the project through direct contract and/or requests for proposals.

13) The Board or designated officer will compare the proposals and qualifications received, ranking them in order of the most highly qualified. Price may not be considered at this point.

14) Contract terms, including price, are negotiated with the highest ranked design professional. If an agreement is not reached with the highest ranked design professional, that design professional is informed in writing and negotiations continue with each successive design professional, in the order of their ranking, until a contract is reached and presented to the Board.

8.6 Provider Invoices

8.6.1 Content

The charter school shall require that the provider submit invoices containing the following information.

15) Each invoice must be identified with the term invoice.

16) A unique identification number issued by the provider (i.e., the invoice number). If submitting a revised invoice, the invoice number should reference the previously submitted invoice.

17) The provider's name, address and contact information.

18) The name and address of the customer (i.e., charter school) being invoiced.

19) The charter school's purchase order number and contract number (if applicable) denoting authorization for the transaction.

20) A clear description of the service(s) rendered and for which payment is sought.

21) The billing period with beginning and ending dates. The beginning date must not be sooner than the first effective date for the contract or within any previous billing periods. The ending date must not be any later than the last effective date of the contract.

22) The date and location the service(s) was provided.

23) The date of the invoice.

24) The amount(s) being charged for each service or date of service.

25) The total charges for the current billing period.

26) If the contract authorizes progress payments, the total contract amount and total amount previously invoiced. The invoice must identify the amount due based on the percent completed in the current billing period for each task, deliverable, or milestone (as specified in the contract).

27) If the contract requires payment upon full completion, the invoice must identify the total amount due for each completed task, deliverable, milestone or overall project completion (as specified in the contract).

28) Payment terms.

8.6.2 Failure to Conform

In the event that the charter school receives an invoice from a provider that fails to conform to the requirements stipulated above, the charter school must return the invoice to the provider with a request that it issue a new invoice with the current date and required information. The charter school shall not issue payment to the provider until a conforming invoice is received.

8.7 Monitoring of Provider Performance

To ensure the efficient and effective use of public funds, the charter school shall monitor provider performance. Generally, the charter school's monitoring of provider performance is a preventative measure that includes identifying the provider's need for technical assistance or guidance in performing the contracted services in accordance with the terms of the contract and to the satisfaction of the charter school. Additionally, effective monitoring will provide the contract manager with information concerning the effectiveness and quality of services rendered.

8.7.1 Contract Manager

The signatory Board member or officer or his/her designee shall be the contract manager. The contract manager will be directly responsible for the administration of the contract from the beginning to the end of the contract, shall serve as the primary point of contact for the provider, and will be responsible for monitoring provider performance.

8.7.2 Responsibilities of the Contract Manager

In addition to his/her regular duties, the contract manager shall be responsible for the following activities.

(1) Understanding the contract, including the specific contract obligations and performance indicators by which performance will be monitored.

(2) Ensuring the provider has a clear understanding of how the contract will be managed and monitored.

(3) Providing the provider with guidance and technical assistance, as needed, to promote effective contract performance.

(4) Monitoring the provider's activities through a variety of means to ensure quality service delivery.

(5) Ensuring funding is used only for authorized purposes.

(6) Resolving issues or problems that arise during the contract.

(7) Identifying and reducing fiscal or program risks to ensure the appropriate, effective use of public funds.

(8) Measuring and tracking charter school satisfaction with provider performance.

(9) Reviewing invoices and verifying the delivery of services.

(10) Notifying the signatory Board member or officer or next level management if serious problems arise.

(11) Complying with federal and state rules and regulations pertaining to contract management.

(12) Collaborating with other charter school staff or departments using the same provider to ensure that there is no overlap in services being provided or that services are not invoiced for another contract or purchase order.

8.7.3 Frequency of Monitoring

The frequency of monitoring shall depend on the nature of the services provided and on the terms of the contract. In general, the contract manager should monitor provider performance with each deliverable or completed task. At a minimum, the contract manager should assess provider performance upon receipt of each invoice to determine provider compliance with the terms of the contract and charter school satisfaction with the services delivered.

8.7.4 Method of Monitoring

At a minimum, the contract manager should review provider invoices and determine if the services described in the invoice were in fact delivered. Additionally, the contract manager should require and receive a progress report to determine if the provider delivered the contracted services as described in the contract. Lastly, the contract manager may conduct inspections or observations of the services rendered by the provider. In each instance, the contract manager should document their determination of the provider compliance with the contract and charter school satisfaction with the effectiveness, quality and timeliness of the services rendered on a provider monitoring checklist, memorandum, the provider's invoice or other appropriate record.

SECTION 9: FEDERAL GRANTS

Purpose

The purpose of this section is to identify the administrative process for complying with applicable law and rules pertaining to the administration of Federal grants.

Applicability

This section applies to the Federal funds received for the purpose of operating the charter school. This section does not apply to the local and state funds received for the operation of the charter school or the local and other funds received for the non-charter functions and activities of the charter school.

Statutory/Administrative Law Reference

Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004
Public Law 114-95, Every Student Succeeds Act
CFR, Title 2, Part 200
Education Department General Administrative Regulations (EDGAR)
FASRG Modules 10 and 11

Corporate Authority Reference

None

Board Policy Reference

Board Policy Manual PG-5.5 – 5.6

9.1 Primary Responsibility

The CFO is primarily responsible for the charter school's compliance with applicable Board policy and this section of the Manual.

9.2 Compliance with Grant Requirements

The CFO and departmental budget officers must ensure compliance with applicable Federal, state and local fiscal, program and other legal requirements pertaining to grants for the operation of the charter school. Although not all-inclusive, the charter school management and staff must specifically adhere to the requirements promulgated in the following laws and rules as applicable.

29) Public Law 107-110 and 108-446.

30) Title 34 of the Code of Federal Regulations particularly Parts 74, 200, 299 and 300.

31) Parts 215 and 230 of Title 2 of the Code of Federal Regulations.

32) Office of Management and Budget Circular No. A-133.

33) FASRG, Modules 10 and 11 and other modules as applicable.

9.2.1 Charter Instructional Plan

Because Federal grant programs generally require the development and implementation of a plan, the CIP will serve as an important fiscal record as well as programmatic record. In light of the requirements mandated for Title I, Part A programs, the CIP must include the components required by Public Law 107-110 in order to serve as a fiscal record for the disbursement of Federal funds.

Refer to sections 3.6, 3.8.2, and 5.15.6.3.1 for further discussion.

9.2.4 Supplement; Not Supplant

To ensure that Federal funds are used to supplement local and state funds and not to supplant local and state funds, the CEO, Financial Officer, and director of special education services will adhere to the following guidelines when reviewing and approving the use of Federal funds for personnel units or to purchase goods and services.

34) Federal funds will not be used to provide services that the charter school is required to make available pursuant to other Federal or state law or Board policy including Board resolutions.

35) Federal funds will not be used to support personnel units that were supported with local or state funds in the prior fiscal year.

36) Federal funds will not be used to purchase goods or services that were purchased with local or state funds in the prior fiscal year.

37) Federal funds will not be used to support personnel units or to purchase goods or services at one campus if another campus used local or state funds for the same type of personnel unit or good or service.

The CEO may approve departures from the guidelines identified above only after reviewing written justification from Grant Manager and either the director of federal programs or the director of special education as reviewed and approved by the CEO. Any departure approved by the CEO must conform to applicable requirements and guidelines from the grantor agency.

9.3 Financial Management Systems

Consistent with Federal and state requirements, the charter school will operate a financial management system which:

38) Permits the preparation of all reports required by each grantor on a timely basis (Refer to Section 2.3.4.);

39) Permits the tracing of funds to a level of expenditure adequate to determine that such funds have not been used in violation of applicable restrictions and prohibitions (Refer to Sections 2.3.4 and 5.4.):

40) Adequately identifies the source and application of Federal funds, including authorizations, obligations, unobligated balances, assets, liabilities, revenue and expenses (Refer to Sections 2.3, 3, 4, 5, 7 and 8.);

41) Establishes adequate internal controls which safeguard real and personal property and ensures that such property is used for the purposes intended (Refer to Sections 2.3.9 and 5.11);

42) Permits the comparison of actual expenses and outlays to budgeted amounts and approved grants (Refer to Sections 3 and 9.4);

43) Ensures that applicable Office of Management and Budget cost principles and grantor program regulations are followed in determining reasonableness, allow ability of costs (Refer to Sections 9.6 and 5.1.);

44) Ensures that accounting records are supported by original source documentation (Refer to Sections 2.3.4, 5, 7 and 8.); and

45) Minimizes the time elapsing between the transfer of funds from the grantor and disbursements to providers of grant related goods and services (Refer to Sections 9.7 and 4.6.).

9.3.1 Accounting for Grant Funds

The charter school will maintain a financial accounting system that enables it to trace grant expenses to the related grant application. Accordingly, consistent with FASRG Module 11, the charter school will use a financial account code structure that is 15 digits in length and that contains the following data elements.

46) Net asset code (digits 1-3).

47) Function code (digits 4-5).

48) Object code (digits 6-9).

49) Organization code (digits 10-12)

50) Fiscal year code (digit 13).

51) Program intent code (digits 14-15).

In addition to the financial account code structure described above, the charter school will use the codes described in FASRG Module 11 as defined therein. Recognizing the limitations of the prescribed financial account code structure (e.g., net asset code 211 is used for Title I School Improvement Grants as well as Title I, Part A grants), the charter school will also use local option codes as deemed appropriate and necessary to accurately and uniquely account for the budgets (authorizations), encumbrances (obligations), expenses, revenues, assets, liabilities, and net assets pertaining to each grant.

Refer to Section 5.4, Chart of Accounts, for further discussion.

9.4 Grant Budget Preparation and Maintenance

For purposes of implementing this subsection, the Financial Officer described in Section 1.1.7 will serve as the primary point of contact for charter school personnel and grantor representatives.

9.4.1 Charter Instructional Plan

From January through May of each calendar year, each departmental budget officer will prepare the part of the CIP pertaining to their department or campus. As they prepare the CIP, departmental budget officers will be mindful of opportunities to use grant funds received in the past and reasonably expected to be received in the following school year for the strategies and activities described in the CIP. Also, departmental budget officers will be mindful that grant funds are allocated to strategies and activities that are adequately supported as an identified need of the charter school's students in the comprehensive needs assessment and that are supplemental to the regular instructional program. In the event that the departmental budget officer identifies an instance(s) that the use of grant funds may represent a supplanting of other funds, the departmental budget officer should discuss this matter with the Grant Manager and CFO prior to including the allocation of grant funds to the CIP strategy and activity.

9.4.2 Grant Application

Upon approval of the CIP by the CEO and the Board, the Financial Officer will prepare the application for each respective grant that supports the various CIP strategies and activities. The Financial Officer and departmental budget officers should pay particular attention to grant funded employees and contractors and to the purchase of supplies, materials, furniture, equipment, and technology.

Once the final draft of the grant application has been prepared, the, Business Manager will present to the CEO the key items of interest and possible contention or controversy in each grant application to be filed. During the presentation, the departmental budget officers and Grant Manager should be mindful of how the proposed use of funds will further and support the various strategies and activities described in the CIP. The CEO will then review each grant application and approve the submission of each grant application to the grantor. Once approved, the Grant Manager will then submit each grant application to the grantor(s) and negotiate any specific items with the grantor(s). As appropriate and necessary, the Financial Officer may consult or seek approval of the negotiated terms of each grant application with the CEO and/or the respective departmental budget officer.

9.4.3 Financial Accounting System

Upon approval of each grant application by the grantor(s), the Grant Manager will update the financial accounting system which will be used to monitor grant budgets and expenses to ensure compliance with grant fiscal, program and other requirements.

After updating the financial accounting system, the Grant Manager will distribute a grant accounting report to each departmental budget officer for review and comment. Each departmental budget officer will be responsible for using the grant accounting report as a guide for the use of grant funds and, in conjunction with the CIP, the implementation of grant funded strategies and activities.

Refer to Section 2.3.2 for the definition of grant accounting report.

9.4.4 Monitoring of Costs

At the end of each six-weeks reporting period, the Financial Officer will prepare and distribute an updated grant accounting report to each departmental budget officer. The grant accounting report will identify total grant expenses to date and compare the actual expenses to a comparable amount for budget expenses. The comparable budgeted expenses will be based on a prorated

allocation of budgeted expenses (e.g., total grant payroll costs divided by 12) and will take into account specific expenses for certain grant activities (e.g., purchase of laptops for COW to be used as part of a new computer class starting with the first six-weeks reporting period). For the actual expenses, the Grant Manager should use the grant accounting report that details and summarizes grant expenses and which will be subsequently used to prepare the applicable expenditure reports. Upon receipt of the grant accounting report, each departmental budget officer should review it in conjunction with the CIP to determine if any amendments to the grant budgets and programs are necessary.

9.4.5 Amendments

At the start of each six-weeks reporting period, the Financial Officer will inquire via email of each departmental budget officer if any grant amendments are necessary. If any amendments are identified, the Grant Manager and departmental budget officer will collaboratively prepare the amendment(s) and submit it to the CFO for review, comment and approval. Once approved, the Grant Manager will forward the grant amendment(s) to the CEO for review, comment and approval. Upon approval, the Grant Manager will then submit the amendment to the grantor and negotiate the terms of the amendment as necessary and appropriate.

9.5 Grant Expenditure Reports

Refer to Section 2.3 for requirements pertaining to the preparation and filing of grant expenditure reports.

9.6 Allowable Costs

9.6.1 General Guidance

In general, charter school personnel must use the following guidance to determine if a cost is allowable.

52) 2 CFR 230, Appendix A and B

Refer to Section 5.1 for additional discussion of applicable requirements.

9.6.2 Specific Approval

Departmental budget officers and the Grant Manager must confirm that the cost was granted specific approval and/or was approved as a line item within the applicable grant budget. If a cost was not granted specific approval and it does not represent an ordinary and necessary public education expense, the departmental budget officer and grant manager must seek specific guidance of the allow ability of the cost in question from their independent auditor or regional education service center. As appropriate and necessary, the grant manager may contact the grantor agency for specific guidance. Any guidance received and used must be in writing.

9.7 Cash Management

Refer to Section 4.6 for cash management requirements specific to Federal grants and to Section 4 for cash management requirements generally applicable to charter school funds including Federal grant funds.

9.8 Period of Availability of Funds

Prior to approving any cost to a grant, the Financial Officer will ensure that the cost pertains to the funding period applicable to the grant. A cost incurred prior to the start of the funding period

for the grant may be charged only if it was specifically approved by the grantor agency. Any cost incurred for services to be rendered must be allocated between the grant for the current funding period and the grant for the subsequent funding period if the contract period exceeds the funding period for the grant.

9.9 Prepayment of Costs

Due to the risk that the goods or services procured may not be received, the use of grant funds to prepay for a cost is prohibited except for costs attributed to air travel, conferences and staff development. However, in these instances, if a service is not received, the grant must be reimbursed for the cost incurred from local or other available funds.

9.10 Travel Expenses

Consistent with guidelines published by the Nevada State Administrative Manual, charter school personnel will limit the cost of travel to the amounts authorized therein. However, only the actual costs incurred for travel related activities may be charged to a grant.

9.11 Personnel Activity Reports

Charter school employees wholly or partially compensated from a Federal grant must prepare a personnel activity report. Refer to Sections 7.15 and 7.16 for further discussion of the applicable requirements.

9.12 Federal Procurements

Consistent with the procurement standards promulgated at 2 CFR 200.317 – 200.326 and in addition to the procedures discussed in Section 5.15.6, Purchasing Goods and Services – General, and Section 8, Professional and Contracted Services, the following procedures should be considered for any procurement from a Federal award. Additionally, officers and employees must reference the applicable procurement standards at 2 CFR 200 and relevant guidance when considering the use of Federal funds to purchase goods and services.

9.12.1 Standards of Conduct

When procuring goods and services, the following standards of conduct shall be observed in addition to those discussed in Section 5.15.3, Purchasing Ethics.

9.12.1.1 Conflict of Interest Defined

Board members, officers, employees and agents have a conflict of interest when any member of their immediate family, their partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

9.12.1.2 Participation Prohibited

Board members, officers, employees and agents are prohibited from participating in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.

9.12.1.3 Disclosure

Board members, officers, employees and agents should disclose any financial or other interest in or a tangible personal benefit from a firm considered for a contract.

9.12.1.4 Gratuities and Favors Prohibited

Board members, officers, employees and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

9.12.1.5 Failure to Adhere

Officers and employees failing to adhere to the standards of conduct of this section may be disciplined, up to and including termination.

9.12.2 System for Award Management

Prior to making any purchase with Federal funds, officers and employees shall review the System for Award Management website (www.sam.gov) to ensure that the vendor is not an excluded vendor. A record of this review shall be created and maintained with each purchase.

9.12.3 Justification for Purchase

To avoid the acquisition of unnecessary or duplicative items, officers and employees must justify the use of Federal funds to purchase goods and services by identifying the goal or activity to which the purchase relates in the CIP. Refer to Sections 5.15.6.1, Step 1: Planning Purchases, and 5.15.6.3.1, Demonstrating Need for Good(s) and/or Service(s).

9.12.4 Economical Purchases

Officers and employees should consider consolidating or breaking out procurements to obtain a more economical purchase.

9.12.5 Determination of Most Economical Approach

If appropriate and feasible, officers and employees should analyze leasing and purchasing alternatives to determine the most economical approach.

9.12.6 Use of Certain Vendors

Micro-purchases shall be awarded to small and minority businesses and women's business enterprises when reasonable and possible. Refer to Section 5.15.6.4.3, Use of Certain Authorized Vendors.

9.12.7 Procurement by Micro-Purchase

Any purchase exceeding the micro-purchase threshold of $3,500 must conform to the following procedures.

(a) As applicable and appropriate, Micro-purchases must conform to the procedures discussed in Sections: 5.15.6.4.4, Purchases less than $1,000; and 5.15.6.4.5, Purchases from $1,000 to $5,000.

(b) Micro-purchases may be awarded without soliciting competitive quotations if the Superintendent or Chief Operating Officer consider the price to be reasonable.

(c) An analysis of lease versus purchase alternatives is not necessary for micro-purchases.

(d) Micro-purchases must be made from authorized vendors. Refer to Section 5.15.6.4.1, Use of Authorized Vendors.

(e) To the degree feasible, micro-purchases must be distributed equitably among approved vendors.

9.12.8 Procurement by Small Purchase Procedures

Any purchase exceeding the micro-purchase threshold of $3,500 but less than the simplified acquisition threshold of $150,000 must conform, as applicable and appropriate, to the procedures discussed in Sections: 5.15.6.4.6, Purchases from $1,000 to $5,000; 5.15.6.4.7, Purchases from $5,000 to $10,000; 5.15.6.4.8, Purchases from $10,000 to $50,000; and 5.15.6.4.9, Purchases over $50,000. Additionally, the procedures discussed in Section 8, Professional and Contracted Services, should be considered and observed.

9.12.9 Large Purchases

Any purchase exceeding the simplified acquisition threshold of $150,000 must conform to the legal requirements promulgated in 2 CFR 200.320 for the following types of procurements:

(f) Procurement by Sealed Bids; and

(g) Procurement by Competitive Proposals.

The Chief Operating Officer shall be primarily responsible for ensuring compliance with the legal requirements applicable to these types of procurements and for creating and maintaining documentation demonstrating compliance with said requirements. Additionally, the procedures discussed in Section 8, Professional and Contracted Services, should be considered and observed.

9.12.10 Procurement by Noncompetitive Proposals

Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

(h) The item is available only from a single source;

(i) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

(j) The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity; or

(k) After solicitation of a number of sources, competition is determined inadequate.

Refer to Section 5.15.9, Sole Source Purchases, for additional requirements.

9.12.11 Contract Provisions

In addition to the standard clauses used by the charter school, contracts conferred through a Federal award must also include the following terms and conditions.

(l) Contracts for more than the simplified acquisition threshold must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

(m) All contracts in excess of $10,000 must address termination for cause and for convenience by the PTAA Charter School including the manner by which it will be effected and the basis for settlement.

(n) Legal requirements promulgated under the Equal Employment Opportunity, Davis-Bacon Act, Copeland ‘‘Anti-Kickback’’ Act, Contract Work Hours and Safety Standards Act, Rights to Inventions Made Under a Contract or Agreement (37 CFR 401), Clean Air Act, Federal Water Pollution Control Act, Energy Policy and Conservation Act, Debarment and Suspension, Byrd Anti-Lobbying Amendment, and section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act.

To ensure compliance with this procedure and the pertinent legal requirements, charter school personnel should consult with legal counsel prior to issuing a contract under a Federal award.

9.12.12 Monitoring of Vendor Performance

Officers and employees must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Refer to Sections 5.15.6.7, Step 7: Receipt of Goods and Services, and 8.7, Monitoring of Provider Performance.

SECTION 10: ANNUAL AUDIT

Purpose

The purpose of this section is to identify the administrative process for conducting the annual audit of the charter school's accounts.

Applicability

This section applies to all of the assets, liabilities, net assets, revenues, expenses, cash inflows and cash outflows of the charter school(s).

Corporate Authority Reference

Articles of Incorporation (or Certificate of Formation)
Bylaws

Board Policy Reference

Board Policy Manual PG-5.5

10.1 Audit of Charter School

In accordance with Board policy and applicable law and generally accepted accounting principles, the annual audit will include the assets, liabilities, net assets, revenues, expenses, cash inflows and cash outflows of the charter school(s).

10.2 Primary Responsibility

The CEO is primarily responsible for the timely completion of the annual audit. Accordingly, the CEO will collaborate with the independent auditor selected by the Board to complete the annual audit and prepare and file the annual audit report.[10] This includes the completion of the following activities.

53) As authorized by the Board, identifying an independent auditor for the Board's consideration.

54) Acting as the primary point of contact for the independent auditor.

55) Preparing a timeline for the completion of the annual audit including the Board's review and approval or disapproval of the annual audit report and the filing of the annual audit report.

56) Submitting to the Board the independent auditor's engagement letter and the timeline for completing the annual audit.

57) Preparing or causing to prepare the financial accounting reports and records and audit schedules requested and required by the independent auditor for the timely completion of the annual audit.

[10] Refer to Section 2.2 for administrative requirements pertaining to the filing of the annual audit report.

58) Assembling or causing to assemble the administrative, business, contractual, financial, grant, governance, payroll, personnel, program, student attendance, student enrollment and/or charter school summary and source records requested and required by the independent auditor for the timely completion of the annual audit.

59) Disclosing or causing the disclosure of any and all significant and material business arrangements and transactions to the independent auditor.

60) Responding or causing the response to any and all inquiries by the independent auditor of any matter pertaining to the operation of the the charter school(s) and the related receipt and use of public funds.

61) Preparing or causing to prepare any corrective action plan responsive to any finding by the independent auditor.

62) Addressing any correspondence or other inquiries from the SPCSA regarding the content of the annual audit report including any findings reported by the independent auditor.

10.3 Role of the Independent Auditor

Consistent with generally accepted auditing standards and generally accepted government auditing standards, the independent auditor's role is to provide an independent assessment of and reasonable assurance about the fairness of the financial condition and results of operations of the charter school(s) pursuant to professional standards. Additionally, due to the charter school's role in public education, the independent auditor will also assess the CMO's system of internal controls and compliance with Federal and state laws and rules and contract and grant requirements.

10.4 Selection of Independent Auditor

10.4.1 Start of Selection Process

To avoid any delays to concluding the audit and filing the required report, the CEO is responsible for initiating the process for selecting an independent auditor no later than 30 calendar days before the conclusion of the fiscal year.

10.4.2 Re-Engagement of Prior Year Auditor

In accordance with Board policy and based on the performance of the prior year auditor, the CEO may propose the re-engagement of the prior year auditor based on evaluation of the following criteria.

63) The re-engagement of the independent auditor for the last five fiscal years.

64) The independent auditor's adherence to the prior year(s) timeline(s) for completing the annual audit and the timely filing of the annual audit report.

65) The results of the most recent peer review indicating that the independent auditor received an unqualified opinion preferably with no letter of comments.

66) The independent auditor's professional competence with regards to not-for-profit corporations, charter schools, the FASRG, , CFR Title 2, Parts 215 and 230, CFR Title 34,

OMB Circular No. A-133, and other applicable legal requirements and professional standards.

67) Documented instances in which the independent auditor made duplicate requests for records, personnel and information that was previously provided by an employee.

68) Documented instances of unprofessional conduct by the independent auditor.

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10.4.4 Selection By Board

Within 30 calendar days after the start of the subsequent fiscal year, the CFO must submit a proposal to the Board recommending the audit firm selected for the audit of the prior fiscal year. The Board will then approve or reject the recommended audit firm.

10.5 Single Audit

In the event that the charter school, expends $500,000 or more from Federal awards, the CFO will inform the Board that a single audit is required pursuant to OMB Circular No. A-133 and request the Board's approval for the independent auditor to conduct the single audit.

10.6 Preparation for the Annual Audit

In anticipation of the annual audit, the CFO will prepare or cause to be prepared a final set of summary accounting records for the independent auditor. This includes but is not necessarily limited to the following records.

69) Chart of accounts

70) Trial balance

71) Detailed general ledger

72) Payroll journal

73) Subsidiary legers

In addition to the summary accounting records enumerated above, the Financial Officer will file and make readily available or cause to be filed and made readily available all of the source records supporting each transaction recorded.

As part of the annual closing of the accounting records, the Business Manager will record or cause to be recorded any adjusting journal entries or other record for any reclassification of assets, liabilities, revenues and expenses that are necessary to provide for an accurate, complete and consistent accounting of the charter school's operations.

10.7 Independent Auditor's Requests

To avoid the duplication of effort and to ensure the timely and complete response to the independent auditor's request for records, personnel and information, the CEO will require that the independent auditor provide written requests for any record or other information. The written requests will take the form of a log containing the following information.

74) Date of request

75) Record or other information requested[11]

76) Name of requesting auditor

77) Name of employee to whom request was addressed

78) Date request was filled

79) Date record was returned

80) Initials of receiving employee

10.8 Concluding the Audit

At the conclusion of the audit, the Financial Officer should ensure that all records were returned and should obtain a copy of all logs documenting the independent auditor's requests for records and other information. After the independent auditor has withdrawn from the field, the CEO should act as the only point of contact to ensure that any additional and outstanding requests for records and other information are addressed in a timely and complete manner.

10.9 Audit Adjustments

The CEO may exercise professional judgment and record all, some or none of the adjustments proposed by the independent auditor. In exercising this discretion, the CEO will be required to disclose to the CEO and the Board the rationale for not recording audit adjustments that are material to the financial statements.

10.10 Independent Auditor Findings and Other Observations

10.10.1 Open Audit Process

During the course of the audit, the CEO may reasonably expect that the independent auditor will work in an open manner and communicate any concerns or potential issues. Consistent with applicable audit standards, the CEO may reasonably expect that the independent auditor will not perform the annual audit with an "I got you" mentally but instead will work with employees to amicably address concerns or potential issues. To this end, the CEO should work closely with the independent auditor and conduct regular meetings during the audit to ensure that request for records and information are addressed timely and to discuss concerns and potential issues with the goal of clearing up any misunderstandings.

10.10.2 Addressing Auditor Concerns and Other Observations

During the course of the annual audit and prior to receiving a draft of the annual audit report, the CEO is responsible for addressing any initial concerns or observations made by the independent auditor. At the start of each day during the independent auditor's onsite visit, the CEO will meet with the independent auditor to discuss any concerns and the status of outstanding requests for records and information. Similarly, at the conclusion of each day, the CEO will meet with business office and other employees to discuss any concerns or potential issues and to provide leadership,

[11] The auditor should be as clear and specific as possible by providing the exact name of the record provided. Employees should quickly clarify any requests not readily understood.

direction and guidance in responding to the independent auditor's request for records and information.

10.10.3 Addressing Preliminary Findings

In the event that the independent auditor discloses findings in the annual audit report, the Financial Officer should ensure that the finding is not the result of a failure to provide records or information. If this is the case, the Financial Officer should gather and provide the records and information. However, if the finding is in fact due to a weakness in internal controls or to a failure to comply with a legal requirement, local policy, and/or administrative procedure, the Financial Officer should draft a corrective action plan to address the finding. In the case of a finding of noncompliance, the CEO may solicit the counsel of an attorney or other expert (e.g., tax accountant) to address any perceived misinterpretation or misapplication of a law, rule or other legal requirement. The CEO should forward the corrective action plan and/or disagreement with the finding to the CEO for review and comment. The approved corrective action plan and response to each finding should be forwarded to the independent auditor.

10.10.4 Disagreement with Final Findings

In the event that the independent auditor discloses findings in the annual audit report presented to the Board, the CEO may present to the Board his disagreement with the finding including any documentary evidence to that effect. The independent auditor should be requested to be present to present his report and findings to the Board. After hearing the independent auditor and the CEO, the Board may deliberate the content of the annual audit report. Thereafter, the Board will either approve or disapprove the annual audit report. If the Board disapproves the annual audit report, the CEO should draft the written statement describing the Board's disapproval. If the Board approves the annual audit report, the CEO should prepare a corrective action plan addressing the finding or take any other action as directed by the Board.

10.13 Financial Ethics; Fraud, Waste and Abuse

PTAA prohibits fraud and financial impropriety in the actions of its directors, employees, vendors, contractors, consultants, volunteers, and others seeking or maintaining a business relationship with PTAA.

Fraud and financial impropriety shall include but not be limited to:

- Forgery or unauthorized alteration of any document or account belonging to PTAA;
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document;
- Misappropriation of funds, securities, supplies, or other school assets, including employee time;
- Impropriety in the handling of money or reporting of PTAA's financial transactions;
- Profiteering as a result of insider knowledge of school information or activities;
- Unauthorized disclosure of confidential or proprietary information to outside parties;
- Unauthorized disclosure of investment activities engaged in or contemplated by PTAA;
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to PTAA, except as otherwise permitted by law or PTAA policy;
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment;
- Failure to provide financial records required by state or local entities;
- Failure to disclose conflicts of interest as required by law or PTAA policy; or
- Any other dishonest act regarding the finances of PTAA.

Any person who suspects fraud or financial impropriety shall report the suspicions immediately to any supervisor, the Superintendent or designee, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety will be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

Neither the Board of Directors nor any PTAA employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety.

If an employee is found to have committed fraud or financial impropriety, the Superintendent or designee or the Board of Directors shall take or recommend appropriate disciplinary action, which may include termination of employment and, when circumstances warrant, referral to appropriate law enforcement or regulatory authorities.

APPENDIX A: ETHICS CONFLICT OF INTEREST AND NEPOTISM POLICY

Ethics, Conflict of Interest, & Nepotism Policy

Pioneer Technology Arts & Academy

Preamble

This Policy is adopted by the Board of Directors (collectively, the "Board" or the "Directors" and individually a "Director") of Pioneer Technology Arts & Academy. The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of Pioneer Technology Arts & Academy and to protecting the integrity and reputation of Pioneer Technology Arts & Academy, the Board and all the employees, volunteers and programs of Pioneer Technology Arts & Academy.

Under established principles of law and sound business ethics, the Directors and Officers (as defined below) of Pioneer Technology Arts & Academy are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of Pioneer Technology Arts & Academy at all times paramount in order to ensure that they 1) do not compromise their independence of judgment, 2) preserve confidence and trust in the organization and the Board, and 3) protect and fulfill the mission of Pioneer Technology Arts & Academy. Every Director and Officer of Pioneer Technology Arts & Academy has a duty of loyalty to Pioneer Technology Arts & Academy. Therefore, activities and financial interests must be arranged so as not to interfere with the primacy of that commitment. This Policy will assist Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations.

I. Ethical Principles

A. Personal and Professional Integrity. Directors and Officers, as well as employees, volunteers, and advisors of Pioneer Technology Arts & Academy, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

B. Financial Stewardship. Pioneer Technology Arts & Academy manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of Pioneer Technology Arts & Academy and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charter school, Pioneer Technology Arts & Academy uses and expends its funds in a manner that advances the educational mission and objectives of Pioneer Technology Arts & Academy and not the private interests of Directors or Officers.

C. Public Accountability. Pioneer Technology Arts & Academy provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about Pioneer Technology Arts & Academy such as the IRS Form 990, audited financial statements and Annual

Financial and Compliance Report shall be made available to the public in accordance with applicable state and federal law.

D. Accuracy and Retention of Records. Pioneer Technology Arts & Academy will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

E. Political Activities. As a 501(c)(3) tax-exempt public charter school, Pioneer Technology Arts & Academy is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with Pioneer Technology Arts & Academy to promote or oppose candidates or parties or to create the appearance that Pioneer Technology Arts & Academy endorses or opposes a candidate or party for elected office.

F. Endorsements and Use of Pioneer Technology Arts & Academy **Name and Affiliation.** Pioneer Technology Arts & Academy's name, logo, letterhead or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Pioneer Technology Arts & Academy Board.

G. Questions, Concerns or Reports of Violations. Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to Pioneer Technology Arts & Academy and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of Pioneer Technology Arts & Academy, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

H. Staff Obligations. In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of Pioneer Technology Arts & Academy.

II. Conflicts of Interest & Ethics

A. Statement on State Law. Pioneer Technology Arts & Academy and its Officers and Directors shall comply with state law governing conflicts of interest among charter school board members and officers, NRS 388A, NAC 388A and NRS 281 including but not limited to the following:

a. A Board member or employee shall not seek or accept any gift, service, favor, employment, engagement, emolument or economic opportunity, for the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity, which would tend improperly to influence a reasonable person in the Board member or employee's position to depart from the faithful and impartial discharge of the Board member or employee's public duties.

b. A Board member or employee shall not use the Board or employee's position to secure or grant unwarranted privileges, preferences, exemptions or advantages for the Board member or employee, any business entity in which the Board member or employee has a significant pecuniary interest or any person to whom the Board member or employee has a commitment in

a private capacity. As used in this subsection, “unwarranted” means without justification or adequate reason.

c. A Board member or employee shall not participate as an agent of the charter school in the negotiation or execution of a contract between the charter school and the Board member or employee, any business entity in which the Board member or employee has a significant pecuniary interest or any person to whom the Board member or employee has a commitment in a private capacity.

d. A Board member or employee shall not accept any salary, retainer, augmentation, expense allowance or other compensation from any private source, for the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity, for the performance of the Board member’s or employee’s duties as a Board member or employee.

e. If a Board member or employee acquires, through the Board member’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 Board member or employee shall not use the information to further a significant pecuniary interest of the Board member or employee or any other person or business entity.

f. A Board member or employee shall not suppress any charter school report or other official document because it might tend to affect unfavorably a significant pecuniary interest of the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity.

g. A Board member or employee shall not use charter school time, property, equipment or other facility to benefit a significant personal or pecuniary interest of the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity. This subsection does not prohibit:

(1) A limited use of charter school property, equipment or other facility for personal purposes if:

(i) The Board member 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;

(ii) The use does not interfere with the performance of the Board member’s or employee’s public duties;

(iii) The cost or value related to the use is nominal; and

iv) The use does not create the appearance of impropriety; or

(3) 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 Board member or employee shall promptly reimburse the cost or pay the charge to the governmental agency.

h. A Board member or employee shall not attempt to benefit a significant personal or pecuniary interest of the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity through the influence of a subordinate.

i. A Board member or employee shall not seek other employment or contracts for the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity through the use of the Board member’s or employee’s official position.

B. Statement on Federal Law. In addition to state laws described herein, Pioneer Technology Arts & Academy and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section §4958 of the Internal

Revenue Code and 26 CFR 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A "disqualified person" includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, Pioneer Technology Arts & Academy and its Officer and Directors shall comply with the most restrictive requirement.

i. Interested Person.

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an "Interested Person."

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(a) an ownership or investment interest, directly or indirectly, in any entity with which Pioneer Technology Arts & Academy has a transaction or arrangement,

(b) a compensation arrangement with Pioneer Technology Arts & Academy or with any entity or individual with which the School has a transaction or arrangement, or

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

(2) "Compensation" is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section II.A(ii) above.

ii. Interested Person with Conflict of Interest.

An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

C. Conflict of Interest Procedures

i. Duty of Prior Disclosure.

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) Transaction Not Subject to Board Action. An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board

action shall disclose to the Chief Executive Officer/Superintendent or designee. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) Untimely Disclosure. If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) Failure to Disclose. If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

ii. Determining Whether a Conflict of Interest Exists.

After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

iii. Vote by Disinterested Directors.

(1) Nonparticipation of Directors with Conflict. A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during or outside of the Board meeting.

(2) Action by Disinterested Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law and as set forth in Section A(ii)(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) V**ote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified as prescribed herein.

(4) **Circumstances in which Comparability Data is Necessary**. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified

person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by Pioneer Technology Arts & Academy to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to Pioneer Technology Arts & Academy. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section (iv) below.

iv. Documentation.

The Board Secretary shall keep accurate minutes reporting:

(1) Interest Disclosed; Determination of Conflict of Interest. That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, 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.

(2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

D. Compensation. A Director who receives compensation, directly or indirectly, from Pioneer Technology Arts & Academy for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Pioneer Technology Arts & Academy for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Pioneer Technology Arts & Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

E. Definitions. The following terms shall have the following meaning:

i. Director or Officer. A member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a chief executive officer, a central administration officer, a campus administration officer, or a business manager, regardless of whether the person is an employee or contractor of a, charter school, CMO, management company, or any other person; or a volunteer working under the direction of, charter school, or CMO.

ii. Business entity. A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

iii. Substantial interest in business entity. A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or $15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

iv. Substantial interest in real estate. A person has a substantial interest in real estate if the interest is an equitable or legal ownership with a fair market value of $2,500 or more.

v. Substantial interest through a relative or family member. A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

vi. Family. Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

III. Nepotism

A. **Nepotism Generally Prohibited**A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

ii. The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the board by blood or marriage within a prohibited degree.

C. **Independent Contractors.** The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

D. **Payment to Prohibited Person**. A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible.

E. **Relation by Consanguinity.** Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose.

F. **Third Degree of Consanguinity.** An individual's relatives within the third degree by consanguinity are the individual's:

i. Parent or child (first degree);

ii. Brother, sister, grandparent, or grandchild (second degree); and

iii. Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree).

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

G. Relation by Affinity. Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years.

H. **First Degree of Affinity.** A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

I. **Second Degree of Affinity.** A person's relatives within the second degree by affinity are:

i. The person's spouse;

ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and

iii. The spouse of anyone related to the person by consanguinity within the first or second degree.

J. **Existing Employees/Continuous Employment.** The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

i. Thirty days, if the Director or Officer is appointed; or

ii. Six months, if the Director or Officer is elected.

K. **Retired Teachers.** A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Pioneer Technology Arts & Academy and does not qualify for the continuous-employment exception to the nepotism laws.

L. **Continuous Employment Exception.** For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. The nepotism prohibitions do not apply to appointment or employment of a substitute teacher.

M. **Trading Prohibited.** A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

i. The person is related to another Director or Officer within the prohibited degree; and

ii. The appointment would be carried out in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree.

N. **Source of Funding Irrelevant.** The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant.

O. Nepotism Exceptions. A Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same,

employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

P. Enforcement of Nepotism Prohibitions. In accordance with state law, a Director of Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of Pioneer Technology Arts & Academy. A failure to thus remove is a material charter violation.

i. Removal must be in accordance with the Articles and Bylaws of Pioneer Technology Arts & Academy and in accordance with the terms of the charter and other state and federal law.

ii. A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

IV. Confidentiality

A. No Improper Disclosure. A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available or that Pioneer Technology Arts & Academy maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or Pioneer Technology Arts & Academy otherwise determines or deems as Confidential Information.

B. No Use of Information for Personal Benefit. A Director shall not use Pioneer Technology Arts & Academy property, Confidential Information or the status of his or her position to solicit business for others or in any other manner obtain a private financial, social or political benefit.

V. Disclosure and Annual Review

A. New Directors and Officers. Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto.

B. Periodic Review. To ensure that Pioneer Technology Arts & Academy does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to Pioneer Technology Arts & Academy's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

C. Annual Review. Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information to the extent permitted by law.

Adopted the __01_____ day of ____ _____, 2021

_____

APPENDIX B: ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Annual Statement of Disclosure and Compliance

Name: _____

Position: _____

Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest as defined in the Pioneer Technology Arts & Academy Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Pioneer Technology Arts & Academy Ethics, Conflict of Interest and Nepotism Policy.

_____

_____

_____

I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest as defined in the Pioneer Technology Arts & Academy's Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Pioneer Technology Arts & Academy Ethics, Conflict of Interest, and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Ethics, Conflict of Interest and Nepotism Policy of Pioneer Technology Arts & Academy that is currently in effect.

Signature: _____

Date:_____

The following pages contain forms that may be used for compliance with disclosure requirements discussed above.

LOCAL GOVERNMENT OFFICER
CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of the local governmental entity; or an employee of a local governmental entity with respect to whom the local governmental entity has, in accordance with Section 176.005, extended the requirements of Sections 176.003 and 176.004. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a Class C misdemeanor.

Please refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

INSTRUCTIONS FOR COMPLETING THIS FORM

The following numbers correspond to the numbered boxes on the other side.

1. Name of Local Government Officer. Enter the name of the local government officer filing this statement.

2. Office Held. Enter the name of the office held by the local government officer filing this statement.

3. Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code. Enter the name of the person described by Section 176.002, Local Government Code with whom the officer has an employment or other business relationship as described by Section 176.003(a), Local Government Code.

4. Description of the nature and extent of employment or business relationship with person named in item 3. Describe the nature and extent of the employment or other business relationship with the person in item 3 as described by Section 176.003(a), Local Government Code.

5. List gifts accepted, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed $250. List gifts accepted during the 12-month period (described by Section 176.003(a), Local Government Code) by the local government officer or family member of the officer, excluding gifts described by Section 176.003(a-1), from the person named in item 3 that in the aggregate exceed $250 in value.

6. Affidavit. Signature of local government officer.



Nevada Charter School
Board Manual

2021-2022

Note: This is work in progress Board Manual. PTAA Nevada is actively working with local Counsel to make this Nevada specific. This document will get continuously tweaked during Incubation period. This is provided as an attachment to show the depth of board manaul that will be in place at PTAA Nevada.

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SECTION 1- GOVERNANCE

Section 1.1. Board Authority, Roles and Responsibilities

Charter School Authority

Pioneer Technology & Arts Academy is governed under the governing structure described by its charter.

Responsibility for Pioneer Technology & Arts Academy

Primary Responsibilities. The Board of Directors of Pioneer Technology & Arts Academy has the primary responsibility for:

(1) Implementing the public school program authorized by the Pioneer Technology & Arts Academy charter and

(2) Ensuring the performance of students enrolled in Pioneer Technology & Arts Academy.

Board Authority. The Board of Directors derives its authority to operate the Pioneer Technology & Arts Academy charter school from the Chapter 388A of the Nevada Revised Statues and its Nevadacharter contract with the Nevada State Public Charter School Authority ("SPCSA").

The Board of Directors shall, acting as a body corporate in meetings posted in compliance with Chapter 241 of the Nevada Revised Statues or Nevada Nevada Open Meeting Law.

Accountability for Delegated Powers and Duties. The Board of Directors remains responsible for the management, operation, and accountability of the Pioneer Technology & Arts Academy charter schools, regardless of whether the Board of Directors delegates any of its powers or duties.

Section 1.2 Board Policy and Administration Procedures

Management by Board of Directors

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In accordance with applicable law, the Board of Directors ("Board") shall manage the affairs of Pioneer Technology & Arts Academy ("School").

Management Through Board Policy and Delegation

The Board shall manage the day-to-day affairs of the School through authorized delegation and the adoption of policies conforming to applicable law and offering best practices.

Oversight of Daily Operations

The Board's daily oversight and management of the School shall be through a chief executive officer, titled Superintendent. As the Board's representative, the Superintendent shall oversee and be responsible for the daily implementation of Board adopted policies, plans, budgets and other actions and resolutions and will report to the Board.

Board Policy to Supplement Law and Rules

The policies adopted by the Board shall not supersede and are not in lieu of the legal requirements set out in state and Federal law and rule. Instead, Board policy shall supplement existing legal requirements by providing direction to the Superintendent and School personnel, parents, students and other affected parties in the conduct of the affairs of the School and in facilitating the School's compliance with state and Federal law and rule. In any instance in which Board policy conflicts with state and Federal law or rule, the pertinent legal requirement will govern and control.

Policy Development and Adoption

In collaboration with Board members, School personnel, legal counsel, parents, and the public at large, the Superintendent may develop and propose to the Board policies that address legal requirements and/or best practices. In its sole discretion, the Board may consider and adopt the policy recommended by the Superintendent. A policy shall be adopted and become effective upon favorable approval by a majority of the Board members present and constituting a quorum at a regular or special meeting of the Board. The Board may amend the policy and/or adopt a policy with a later effective date if a majority of the Board designates a later adoption.

Non-Substantive Edits to Policies

The Superintendent may make non-substantive and otherwise inconsequential changes to adopted Board policies to ensure consistency with existing laws and rules (e.g., to include valid legal citations) and the School's organizational structure and operations (e.g., to reference appropriate titles and departments). Legal counsel shall review any and all changes to Board policy by the Superintendent to identify edits that alter the intent

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of the Board. The Superintendent shall, at the first regular board meeting opportunity, inform the Board of any changes made to policies passed by the Board and shall provide the Board an opportunity through appropriate agenda item to override any changes made.

Implementation of Board Policy Through Administrative Procedures

The Superintendent or designee shall implement Board policy through administrative procedures which may include, but are not limited to the development and adoption of forms, department guides, manuals and/or handbooks. The Superintendent or designee may consult with School personnel, legal counsel or other qualified professionals in the preparation of the administrative procedures.

Superintendent or designee may amend administrative procedures as needed in conformance with Board policy and law. Should administrative procedure and policy conflict, policy will prevail except in instances where an administrative procedure has been reviewed and adopted by the Board subsequent to the approval of the underlying and conflicting Board policy.

The Superintendent or designee shall provide instruction, training, and supervision to School personnel in the implementation of Board policy and corresponding administrative procedures and shall ensure that Board policy and administrative procedures are provided and available to School personnel, parents, students and other affected parties.

Official Board Policies and Administrative Procedures

The Superintendent shall maintain the original and official policies and administrative procedures adopted by the Board and the corresponding administrative procedures approved by the Superintendent in the central administrative office. In the event that a conflict arises between copies of a Board policy or administrative procedure, the official copy shall prevail as the authoritative record.

Accessibility of Policies and Procedures

Board policies shall be made accessible to the public at large on the School's website and at the School's central administrative office. Administrative procedures shall be made available to the public at large. Board policies and the administrative procedures implementing Board policy shall be provided and otherwise made readily accessible to all School personnel.

Campus and Department Procedures

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Individual School campuses and departments may develop campus or departmental procedures, guides or manuals implementing and not conflicting with Board policy or administrative procedures.

Section 1.3 Orientation and Training

Orientation

Newly elected or appointed members to the Board of Directors ("Board") shall participate in a local orientation session to familiarize the new Board member with the Pioneer Technology & Arts Academy's organization, the Articles of Incorporation, Bylaws, Board policy, and applicable law.

Training

Unless exempted pursuant to applicable law, each new member of the Board must complete an introductory required training course consisting of 12 instructional hours, excluding breaks, administrative tasks, and other non-instructional time, delivered by a registered course. The training course may not use self-instructional materials, unless as otherwise provided.

Timeline for Completion

Each new member of the Board must complete the required training within one calendar year of election or appointment to the Board.

Required Course Content

The required training shall, without limitation, include instruction in:

(a) Basic school law;

(b) Basic school finance;

(c) Health and safety issues;

(d) Accountability requirements related to the use of public funds;

(e) Other requirements relating to accountability to the public;

(f) Open meetings requirements; and

(g) Requirements relating to public records.

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Continuing Training

Each Board member who has completed required training shall annually thereafter receive six hours of training, as prescribed by the Board. A Board member may carry over as much as 25 percent of annual continuing training hours earned in excess of the required amount to meet the following year's training requirements.

Exceptions and Exemptions

The Board may adopt a resolution permitting individual members to meet the prescribed training through an alternate training program.

Section 1.4. Board Authority, Roles, and Responsibilities

Nondelegable Duties. The Board of Directors ("Board") of Pioneer Technology & Arts Academy ("School") shall not delegate the following duties:

(1) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;

(2) Final authority to adopt or amend the budget of the School, or to authorize the expenditure or obligation of state funds or the use of public property;

(3) Final authority to direct the disposition or safekeeping of public records, except that the Board may delegate this function to any person, subject to the Board's superior right of immediate access to, control over, and possession of such records;

(4) Final authority to adopt policies governing School operations;

(5) Final authority to approve audit reports; and

(6) Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for the School's superintendent.

Section 1.5. Code of Conduct and Ethics

Status and Use of State Funds; No Multi-Year Fiscal Obligation

State funds received by the School are public funds for all purposes under state law, and may be used only for a purpose for which a public charter school may use such funds in accordance with law. Any use or application of such funds not

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for the benefit of the public charter school constitutes misuse and misapplication of public funds and is subject to the civil and criminal laws.

(h) Pending their use, state funds received by the School must be deposited certified public depository.

Investment of State Funds

The School may only invest state funds in accordance with Nevada law.

Nevada**Section 1.6 Record of Compliance and Disclosure of Non-Compliance**

Record of Compliance

All Members of Governing Bodies of Charter Schools, Chief Executive and Central Administrative Officers, Campus Administrative Officers, and Business Managers shall comply with initial and annual training requirements established by the Board or administration or required by law. Pioneer Technology & Arts Academy ("School") shall document compliance with these requirements.

Continued Service

Continued service as a Directors or Officer, is conditioned on satisfaction of prescribed training requirements .

Audit Disclosure

The School shall create and maintain a public record of the training activities of all Directors and Officers.

Section 1.7 ????

Section 1.8 Gift and Charitable Contributions

Purpose

This Policy applies to all gifts received by Pioneer Technology & Arts Academy for any of its schools, programs or services. This Policy governs the acceptance of gifts made to Pioneer Technology & Arts Academy or for the benefit of any of its schools or programs.

As a Nevada Nevadanot-for-profit corporation exempt as a public charity under Section

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501(c)(3) of the Internal Revenue Code, Pioneer Technology & Arts Academy encourages the solicitation and acceptance of gifts for purposes that will assist Pioneer Technology & Arts Academy to further and fulfill its mission. Pioneer Technology & Arts Academy

Restrictions on Gifts

Pioneer Technology & Arts Academy will accept unrestricted gifts, and gifts for specific schools, programs and purposes, provided that such gifts are consistent with Pioneer Technology & Arts Academy's mission, purposes, and priorities. Pioneer Technology & Arts Academy will not accept gifts that are too restrictive in purpose. Gifts that are too restrictive are those that violate the charitable and educational trust of Pioneer Technology & Arts Academy, or that are accompanied by an improper economic benefit to the donor or vest the donor with inappropriate control or influence. The Board shall make all final decisions on the restrictive nature of a gift and its acceptance or refusal.

Gift Acceptance Committee

The Board may delegate review of gifts made to Pioneer Technology & Arts Academy and authority to carry out certain terms of this Policy to the Finance Committee or Superintendent. The Superintendent or Finance Committee, if delegated such responsibility, shall Pioneer Technology & Arts Academy make recommendations to the Board on gift acceptance and related issues.

Use of Legal Counsel and Other Professional Assistance

Pioneer Technology & Arts Academy may seek the advice of legal counsel or other professional advisors (such as an accountant, financial advisor or professional money manager) relating to the acceptance of certain types of gifts. Generally, Pioneer Technology & Arts Academy shall seek the advice of legal counsel in all matters pertaining to the acceptance of any gift which may have adverse legal, ethical (including a potential conflict of interest), or other consequence of concern to Pioneer Technology & Arts Academy.

All prospective donors shall be urged and encouraged by Pioneer Technology & Arts Academy to seek and secure the assistance of independent legal, tax and financial advisors in matters relating to their gifts and the resulting tax and estate planning implications. Pioneer Technology & Arts Academy shall not pay the legal fees or any professional fees of the donor in connection with a gift to Pioneer Technology & Arts Academy. Pioneer Technology & Arts Academy shall not provide any opinion, statement

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or recommendation to the donor as to the tax deductibility of the gift or as to any tax consequences or tax implications of the gift that may affect the donor.

It shall be the responsibility of the donor to secure an appraisal of property where required. The donor shall pay any fees associated with securing such appraisal.

Types of Gifts

The following types of gifts are generally acceptable:

1. Cash Donations
2. Testamentary Bequests
3. Charitable Remainder Trusts
4. Charitable Lead Trusts
5. Tangible Personal Property
6. Oil, Gas and Mineral Interests
7. Life Insurance/Life Insurance Beneficiary Designations
8. Retirement Plan Beneficiary Designations
9. Securities
10. Real Estate

The following types of gifts are generally not acceptable:

1. Charitable gift annuities
2. Pooled income funds

Criteria for Certain Types of Gifts

The criteria below govern the acceptance of each type of gift. Unless indicated otherwise, each type of gift is subject to prior review by the Board or the Gift Acceptance Committee.

1. Cash or Cash Equivalents: Cash is acceptable in any form. Checks shall be made payable to Pioneer Technology & Arts Academy Public Schools and shall be delivered to [Name of Employee Position] in the [Name of Office/Location.].

2. Charitable Pledge Agreements: Acceptable if payable only in acceptable form as set forth in this Policy. Pledges payable over more than [1 year] shall generally not be acceptable unless at least [$_____].

3. Securities: Both publicly traded securities and marketable closely held securities are

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acceptable subject to review and acceptance. Review and recommendation by an outside financial professional or money manager may be sought prior to acceptance of the gift. Marketable securities may be transferred to an account maintained at one or more brokerage firms or delivered physically with the transferor's signature or stock power attached. As a general rule, Pioneer Technology & Arts Academy shall promptly sell all securities upon receipt.

4. Closely Held Securities; Other Intangibles: Pioneer Technology & Arts Academy shall not accept securities and other intangible assets (such as interests in LLPs and LLCs or other ownership forms) that may not be sold or transferred, that have no value, are not marketable, or that may generate additional liability or undesirable tax or other consequences for Pioneer Technology & Arts Academy. Review and recommendation by legal counsel and/or a financial professional should be sought before making a final decision on acceptance of closely held securities or other intangibles as a gift.

5. Tangible Personal Property: Gifts of tangible personal property are often called "in-kind" gifts and include gifts such as supplies, equipment, furniture, printed materials, books, food, software, motor vehicles and artwork. Gifts of tangible personal property will be examined as follows:

a) Will the property be used by Pioneer Technology & Arts Academy in furtherance of its mission?
b) Is the property marketable?
c) Are there restrictions on the use, display or disposition of the property?
d) Are there carrying costs of the property?

Pioneer Technology & Arts Academy shall not value or offer to value the property. The donor shall sign a statement of ownership and disclose any liens on the property. Pioneer Technology & Arts Academy shall not accept any property subject to a restriction on its ability to use, sell or otherwise dispose of the property as it deems necessary.

6. Life Insurance Policy/Beneficiary Designation: Pioneer Technology & Arts Academy may accept the gift of a life insurance policy, provided Pioneer Technology & Arts Academy is named as both the owner of the policy and irrevocable beneficiary of the policy prior to acceptance of the gift. Beneficiary designations shall not be recorded as gifts to Pioneer Technology & Arts Academy unless and until the gift is irrevocable. Where the gift is irrevocable, but is not due until a future date, the present value of that gift may be recorded at the time the gift becomes irrevocable. If the policy is not fully paid-up and the donor does not continue to make gifts to cover premium payments on the policy, Pioneer Technology & Arts Academy shall have the right to continue to pay

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the premiums, convert the policy to paid-up insurance, surrender the policy for its current cash value, or otherwise make use of its value.

7. Real Estate. Pioneer Technology & Arts Academy will not accept any real estate subject to a restriction on Pioneer Technology & Arts Academy's ability to use, sell or otherwise dispose of or deal with the property as it deems necessary. Prior to the acceptance of real estate, Pioneer Technology & Arts Academy shall require an initial environmental review of the property by a qualified environmental review firm to ensure that the property has no environmental damage or liabilities. In the event that the initial review reveals a potential problem or concern, the organization may retain a qualified environmental review firm to conduct an environmental audit. The cost of the environmental review and any environmental audit shall be the expense of the donor. Appraisal costs are the responsibility of the donor.

A title report or abstract of title shall be obtained by Pioneer Technology & Arts Academy prior to the acceptance of the real property gift. Criteria for acceptance of the property shall include:

a) A review of a complete profile of the property, including the title report and environmental review or audit, inspection reports, the deed, any encumbrances, leases, and tax bills.

b) A review of the carrying costs, sale and holding costs of the property, such as insurance, property taxes, mortgages, notes, etc.

c) A review of the restrictions, reservations, easements or other limitations on the property.

d) A review of the use of the property for Pioneer Technology & Arts Academy's purposes.

e) A review of a recent appraisal of the property and consultation with a real estate advisor as to marketability of the property.

8. Oil, Gas and Mineral Interests: Pioneer Technology & Arts Academy may accept oil and gas property interests upon review by the Gift Acceptance Committee and legal counsel. The property shall undergo an environmental review by an environmental firm. The property should be reviewed for liabilities or other considerations (such as undesirable tax consequences or valuation issues for working interests) that might make receipt of the gift inappropriate.

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9. Charitable Remainder Trusts: Pioneer Technology & Arts Academy may accept designation as remainder beneficiary of a charitable remainder trust upon the review by the Gift Acceptance Committee and legal counsel. Pioneer Technology & Arts Academy will not accept appointment as a trustee of a charitable remainder trust.

10. Charitable Lead Trusts: Pioneer Technology & Arts Academy may accept designation as income beneficiary of a charitable lead trust upon review by the Gift Acceptance Committee and legal counsel. Pioneer Technology & Arts Academy will not accept appointment as trustee of a charitable remainder trust.

11. Retirement Plan Beneficiary Designations: Donors and supporters of Pioneer Technology & Arts Academy are encouraged to name Pioneer Technology & Arts Academy as a beneficiary of a retirement plan. Such designations shall not be recorded as gifts unless and until the gift is irrevocable. When the gift is irrevocable, but is not due until a future date, the present value of that gift may be recorded at the time the gift becomes irrevocable.

12. Bequests: Donors and supporters of Pioneer Technology & Arts Academy are encouraged to make bequests to Pioneer Technology & Arts Academy under their wills and trusts. Such bequests will not be recorded as gifts unless and until the gift is irrevocable. When the gift is irrevocable, but is not due until a future date, the present value of that gift may be recorded at the time the gift becomes irrevocable.

Acceptance of Gift by CEO/Superintendent

Subject to the terms of this Policy, the CEO/Superintendent shall have discretion and authority to accept (i) unrestricted gifts of a value up to $[_____] and (ii) restricted gifts of a value up to $[_____]. Only the Board may accept gifts above those amounts.

Valuation of Gifts

Pioneer Technology & Arts Academy shall record a gift received by Pioneer Technology & Arts Academy at its valuation for gift purposes on the date of gift and accordance with GAAP.

IRS Filing Upon Sale of Gift

Pioneer Technology & Arts Academy is responsible for filing IRS Form 8282 upon the sale or disposition of any asset sold by Pioneer Technology & Arts Academy within two years of receipt where the charitable deduction value of the item was $5,000 or greater. Pioneer Technology & Arts Academy must file such form within 125 days of the

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date of sale or disposition of the asset. The [Name of Position] at Pioneer Technology & Arts Academy shall be responsible for the recordation and filing of this form to the IRS.

Written Acknowledgment of Gifts and Contributions

Written Acknowledgement of all gifts made to Pioneer Technology & Arts Academy and compliance with the current IRS requirements in acknowledgement of such gifts shall be the responsibility of the Board. [Name of Position] shall be responsible for ensuring compliance with IRS requirements regarding acknowledgments.

Confidentiality

Pioneer Technology & Arts Academy shall hold all information concerning donors or potential donors in strict confidence, subject to requests for information that Pioneer Technology & Arts Academy is required by law or court order to provide. Pioneer Technology & Arts Academy shall not release information about donors or the gift that is not otherwise public information unless permission from the donor is obtained. Pioneer Technology & Arts Academy will respect the confidentiality of donors who do not wish to be recognized.

Review of Policy; Changes to Policy

The Board shall review this Policy on a periodic basis (but no less than five years) or if applicable, the Gift Acceptance Committee shall periodically review and recommend changes to this Policy for approval and adoption by the Board.

Section 1.9 Public Information Requests

Introduction

Chapter 239 of the Nevada Revised Statues Nevada ("NRS 239" or "the Act", makes certain public records open for inspection or copying at request of any person at reasonable times. The Act also recognizes rights of informational privacy attached to some public records and authorizes refusal to disclose such records. Following are the official Custodians' rules for administration of public record requests. These rules are reasonably necessary for the protection of the integrity of public records, protection of private information, the uniform or reliable application of the Act, and the prevention of unnecessary interference with the regular discharge of the duties of the Custodian and other School personnel. This policy applies to all requests submitted pursuant to NRS

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239 to inspect public records in the custody or control of the School. This policy must be posted online for free public access.

Response to Public Records Request

1. Not later than the end of the fifth business day after the date on which the person who has legal custody or control of a public book or record of the School receives a written or oral request from a person to inspect, copy or receive a copy of the public book or record, the School shall do one of the following, as applicable:

(a) Except as otherwise provided in subsection 2, allow the person to inspect or copy the public book or record or, if the request is for the person to receive a copy of the public book or record, provide such a copy to the person.

(b) If the School does not have legal custody or control of the public book or record, provide to the person, in writing:

(1) Notice of the fact that it does not have legal custody or control of the public book or record; and

(2) The name and address of the governmental entity that has legal custody or control of the public book or record, if known.

(c) Except as otherwise provided in paragraph (d), if the School is unable to make the public book or record available by the end of the fifth business day after the date on which the person who has legal custody or control of the public book or record received the request:

(1) Provide to the person, in writing, notice of the fact that it is unable to make the public book or record available by that date and the earliest date and time after which the School reasonably believes the public book or record will be available for the person to inspect or copy or after which a copy of the public book or record will be available to the person. If the public book or record or the copy of the public book or record is not available to the person by that date and time, the School shall provide to the person, in writing, an explanation of the reason the public book or record is not available and a date and time after which the School reasonably believes the public book or record will be available for the person to inspect or copy or after which a copy of the public book or record will be available to the person.

(2) Make a reasonable effort to assist the requester to focus the request in such a manner as to maximize the likelihood the requester will be able to inspect, copy or receive a copy of the public book or record as expeditiously as possible.

(d) If the School must deny the person's request because the public book or record, or a part thereof, is confidential, provide to the person, in writing:

(1) Notice of that fact; and

(2) A citation to the specific statute or other legal authority that makes the public book or record, or a part thereof, confidential.

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2. If a public book or record of the School is readily available for inspection or copying, the person who has legal custody or control of the public book or record shall allow a person who has submitted a request to inspect, copy or receive a copy of a public book or record as expeditiously as practicable.

Fees for Requested Public Records, Waiver, Posting or Notice

1. Pursuant to NRS 239.052 the School may charge a fee for providing a copy of a public record. Such a fee must not exceed the actual cost to the School to provide the copy of the public record unless a specific statute or regulation sets a fee that the governmental entity must charge for the copy. The School shall not charge a fee for providing a copy of a public record if a specific statute or regulation requires the governmental entity to provide the copy without charge.

2. The School may waive all or a portion of a charge or fee for a copy of a public record if the governmental entity:

(a) Adopts a written policy to waive all or a portion of a charge or fee for a copy of a public record; and

(b) Posts, in a conspicuous place at each office in which the governmental entity provides copies of public records, a legible sign or notice that states the terms of the policy.

3. A governmental entity shall prepare and maintain a list of the fees that it charges at each office in which the governmental entity provides copies of public records. A governmental entity shall post, in a conspicuous place at each office in which the governmental entity provides copies of public records, a legible sign or notice which states:

(a) The fee that the governmental entity charges to provide a copy of a public record; or

(b) The location at which a list of each fee that the governmental entity charges to provide a copy of a public record may be obtained.

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4. The fee for providing a copy of a public book or record in the custody of a law library operated by a governmental entity must not exceed 50 cents per page.

SECTION 2 - INSTRUCTION

[Coming soon]

SECTION 3 – STUDENTS

[Coming soon]

SECTION 4 – PERSONNEL

[Coming soon]

SECTION 5- FISCAL MANAGEMENT

Sec. 5.1.1 Board Powers and Duties.

The Board of Directors ("Board") of Pioneer Technology & Arts Academy ("School") shall:

Govern under the governing structure described in the School's Charter;

Be primarily responsible for implementing the programs authorized by the School's Charter;

Delegate powers and duties as described in the School's Charter or as otherwise provided by law;

Remain responsible for the management, operation, and accountability of the charter schools operated by the charter holder, regardless of whether the governing body delegates any of its powers or duties;

Monitor the performance of the students enrolled in the School;

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Adopt the budget of the charter school;

Amend the budget of the charter school as provided by law;

Approve the acquisition of real property or the improvement of real property;

Approve the obligation of funds for goods and services through formal contracts, business arrangements, or financial transactions exceeding $100,000;

Approve (or disapprove) the annual financial and compliance report;

Approve (or disapprove) any audit, investigative, or other monitoring report pertaining to the fiscal management of the charter school;

Authorize the obligation and expenditure of funds pursuant to the policies adopted by the Board;

Authorize the chief executive officer and chief financial officer to sign checks or other legal instruments disbursing funds from the charter holder's and the School's bank accounts;

Authorize the use of property pursuant to the policies adopted by the Board;

Authorize the investment of funds pursuant to the policies adopted by the Board and as provided in Nevada regulating local public investments;

Authorize the collection of fees pursuant to the policies adopted by the Board and as permitted by state law;

Authorize the development and implementation of administrative procedures applying the policies adopted by the Board;

Direct, govern, manage and otherwise oversee the fiscal management of the charter school; and

Delegate other powers and duties as permitted by law.

Sec. 5.1.2 Board's Overarching Authority.

Absent the specific delegation of a power or duty as enumerated below, only the Board, functioning as a body corporate, may exercise a power or duty pertaining to the fiscal management of the charter school.

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Sec. 5.1.3 Delegation Amendment.

The Board shall adopt a resolution delegating the powers enumerated below to the Superintendent. In its resolution, the Board shall authorize the Superintendent to file the delegation amendment approved by the Board.

Sec. 5.1.4 Powers and Duties Delegated to Superintendent.

The Superintendent may perform the following powers and duties delegated by the Board in this part as enumerated below.

1) Prepare, or cause to be prepared, a proposed budget of the charter school.

2) Prepare, or cause to be prepared, an amendment to the original and subsequently amended budgets of the charter school approved by the Board if the amendment exceeds one percent (1%) of the total budgeted expenditures or $100,000 (whichever is lesser).

3) Prepare, or cause to be prepared, a recommendation to the Board for the approval of the acquisition of real property or the improvement of real property pursuant to the policies adopted by the Board.

4) Prepare or caused to be prepared, a recommendation to the Board for the approval of the obligation of funds for goods and services through formal contracts for business arrangements or financial transactions exceeding $49,999.

5) Submit the annual financial and compliance report to the Board for its approval (or disapprove).

6) Submit any audit, investigative, or other monitoring report pertaining to the fiscal management of the charter school issued by any oversight agency including the SPCSA or the Department of Education for its approval (or disapproval).

7) Obligate and expend, or cause to be obligated and expended, funds pursuant to the policies adopted by the Board.

8) Sign any check or other legal instrument disbursing funds consistent with the Board approved budget.

9) Use, or cause to be used, property pursuant to the policies adopted by the Board.

10) Invest, or cause to be invested, funds pursuant to the policies adopted by the Board.

11) Use, or cause to be used, property pursuant to the policies adopted by the Board.

12) Invest funds pursuant to the policies adopted by the Board.

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13) Collect, or cause to be collected, fees pursuant to the policies adopted by the Board.

14) Develop and implement, or cause to be implemented, administrative procedures applying the policies adopted by the Board.

15) Direct, guide, manage and otherwise supervise the fiscal management of the Charter School.

16) The authority to hire and fire certain employees based on documentation.

17) To develop and monitor a system of controls to ensure compliance with state and federal laws and rules.

18) To administer state and Federal grants.

19) To participate in Board meetings and provide Board members with regular updates and training.

20) To procure legal, audit and other professional services necessary for the proper administration and oversight of the School, subject to Board approval.

21) To record, compile, maintain and report data on student attendance, student enrollment, staff, finances and grants.

22) To develop, maintain and update a charter instructional plan including conducting a comprehensive needs assessment.

23) For the upkeep and repair of instructional and instructionally related materials and equipment in the classroom and library, of food service equipment, and of vehicles.

24) To conduct field trips as authorized by the Board.

25) To conduct graduation and award ceremonies recognizing the achievements of students and staff.

26) For the research, development and maintenance of curriculum and innovative, new or modified instruction subject to Board approval.

27) For in-service training or staff development for instructional and instructionally related staff conducted by a regional ESC, an outside consultant or a School employee.

28) For utilities and the maintenance of telecommunication and computer networks and systems.

29) To provide a safe and drug free school environment.

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30) For any other purpose, function, activity, program or service authorized by the Board through the adoption of the School's annual operating budget and charter instructional plan including any amendments thereto.

31) For other purposes determined by the Board of Directors to be in the best interest of the School's students.

32) Subject to Board approval, may allow the use of state funds provided for bilingual education to evaluate, place and provide educational and/or other services to make students proficient in the English language, to provide instruction in the primary language, to supplement staff expenses and all that is in the charter instructional plan and budget as approved and amended by the Board.

33) Subject to Board approval, may use and allow the use of state funds provided for career and technology education to provide educational services to prepare students for gainful employment.

Sec. 5.1.5 Limitation of Authority.

The Superintendent shall not perform any power and duty not delegated by the Board in this part as enumerated above.

Sec. 5.1.6 Accountability for Delegated Authority.

The Superintendent shall be responsible for directing, guiding, managing and supervising any power and duty delegated to and exercised by the Chief Financial Officer or other officer. Accordingly, the Superintendent shall remain accountable to the Board for any power and duty delegated to the Chief Financial Officer or other officer regardless of the delegation of the power or duty.

Sec. 5.1.7 Administrative Procedures.

The Superintendent shall prepare administrative procedures as necessary to implement this policy.

Sect. 5.2 Code of Ethics and Fiscal Stewardship

MISSION STATEMENT

The mission of Pioneer Technology and Arts Academy (PTAA) is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation.

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It is the policy of Pioneer Technology and Arts Academy ("School") to advocate for and issue financial decisions and practices that both further the mission of the School as described above and that are made in the interest of the charter holder in compliance with its fiduciary duty owed to the students of the School.

As such, the School's Board of Directors (Board) shall make financial decisions with integrity, fairness, objectivity, and that maximize benefits while minimizing the cost of goods and services to the School.

The Board shall, as a body corporate and as individual members, explore and develop fiscal stewardship through training and other means of educating Board members in the understanding of legal and other requirements pertaining to financial management of the charter holder and the School.

Such training and education shall consider, but shall not necessarily be limited to, the development of management controls and monitoring of business activities, addressing possible fraud and irregularities through special audits and investigations and referrals to oversight agencies and law enforcement, as well as the General Ethical Standards and school finance.

Section 5.3 Budget

Sec. 5.3.1 Adoption and Amendment of Budget

The Superintendent shall annually recommend a budget for consideration and adoption by the Board of Directors (Board) of Pioneer Technology & Arts Academy (School). The Board shall annually adopt the School budget (Budget). The Board may subsequently amend the Budget, and shall amend the Budget if the Superintendent or designee determines that the Budget must be amended.

Sec. 5.3.2 Notice to the Public.

The Board shall publish, or cause to be published, a notice to the public of the meeting(s) at which it will deliberate and adopt the proposed budget submitted to the Board by the Superintendent. The notice shall conform to the form and content requirements for other notices to the public of the meetings of the Board.

Sec. 5.3.3 Authority to Obligate and Expend.

The Budget, as amended, constitutes the Board's authorization to the Superintendent to obligate and expend funds. The Superintendent shall not obligate or expend any funds without the Board's authorization as set forth in the Budget, as amended.

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Sec. 5.3.4 Deadline for Adoption.

The Superintendent shall submit the proposed budget to the Board at least ten business days prior to the start of the fiscal year or school year, whichever date is earliest.

Sec. 5.3.5 Form and Content of Budget and Amendments.

The Superintendent shall prepare, or cause to be prepared, a proposed budget and subsequent amendments to the approved budgetNevada. For each net asset classification, the proposed budget and subsequent amendments shall account for and include all estimated revenues and proposed expenses of the School for the upcoming fiscal year.

Sec. 5.3.6 Line Item Budgeting and Revenue Estimate.

The Budget shall identify estimated revenues and proposed expenses by line item. Each line item shall include a function and object classification.

The estimate of revenues shall be based on revenues from local, State and Federal sources of funding An estimate of revenues shall consider estimated student enrollment and attendance (including the historical rate of attendance for the last three school years), the number of students enrolled for the upcoming school year, and, where appropriate, a conservative estimate of the increase in student enrollment. The Superintendent shall with respect to the number of students enrolled, adjust that number to consider the historical percentage of students that historically withdraw from the School prior to the start of the fiscal year based on over an average of the last three school years.

Sec. 5.3.7 Limitation of Expenses.

The Superintendent shall not propose, nor shall the Board approve, a budget or an amendment that results in a deficiency in net assets arising from proposed expenses exceeding estimated revenues.

Sec. 5.3.8 TABOR and Contingency Reserves.

The Superintendent or designee shall prepare a budget that provides an emergency reserve as required by the Taxpayer Bill of Rights (commonly known as TABOR and an appropriate contingency reserve. .

Sec. 5.3.9 Proposed Expenses to Comply with Allowable Uses of Funds.

The Superintendent or designee shall prepare a proposed budget that includes proposed expenses compliant with Board policy and allowable uses of funds.

Sec. 5.3.10 Publication of Adopted Budget.

The budget shall be prepared and made public as provided by law.

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Sec. 5.3.11 Administrative Procedures.

The Superintendent shall prepare administrative procedures as necessary to implement this policy.

Section 5.4 Cash Management

Sec. 5.4.1 Board Oversight of Cash.

The Board of Directors ("Board") of Pioneer Technology & Arts Academy ("School") shall govern and manage the cash received and disbursed from all sources of funding in a manner consistent with State and Federal law and to achieve favorable cash flows to further the interests of the charter holder and the School.

Sec. 5.4.2 Operating Account.

The Board shall require that all local, State and Federal funds be deposited into an account or accounts in a certified public depository in Nevada as required by law.

Sec. 5.4.3 Account Signatories.

The Board, by resolution, has authorized the Superintendent and the Chief Financial Officer as the signatories to the School's bank accounts.

Sec. 5.4.4 Record of Cash Receipts and Disbursements.

The Superintendent or designee shall prepare a financial management system that conforms to the requirements of the Nevada State Department of Education Chart of Accounts.

Sec. 5.4.1.1. Check Register.

The Superintendent or designee shall prepare a register of individual deposits and disbursements for the Operating and Payroll Accounts, commonly referred to as the Check Register.

Sec. 5.4.1.2. Original, Itemized Records.

The Superintendent or designee shall maintain an original, itemized record of each deposit and disbursement supporting the transactions listed on the Check Register for the Operating Account and the Payroll Account.

Sec. 5.4.1.3. Reconciliation of Accounts.

The Superintendent or designee shall reconcile statements received from the bank for the Operating and Payroll Accounts to the respective Check Registers, addressing and resolving discrepancies.

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Sec. 5.4.5 Investment of Surplus Cash.

Surplus cash shall be invested as approved by Board resolution and in compliance with the requirements of Nevada state law respecting enrollment by local public bodies.

Sec. 5.4.6 Cash Flow Projection.

The Superintendent or designee shall prepare a projection of the cash inflows and cash outflows of the charter holder and the School, which shall be commonly referred to as the Cash Flow Projection. The Cash Flow Projection shall be presented to the Board at each regularly scheduled meeting of the Board, along with explanations of any significant variances thereto. For purposes of this Policy, a significant variance is defined as a variance of the actual cash inflow or cash outflow for a specific line item that exceeds the projected cash inflow or projected cash outflow, as amended, by five percent or more. Any amendments to the Cash Flow Projection shall also be disclosed to the Board.

Sec. 5.4.7 Other Method of Disbursement

The Superintendent or designee is authorized to disburse funds through the Operating and/or Payroll Account, petty cash accounts, charge accounts or credit accounts. Funds shall not be disbursed through debit or gift cards.

Sec. 5.4. 8 Administrative Procedures.

The Superintendent shall prepare administrative procedures as necessary to implement this policy.

Sec. 5.4.9. Financial Transparency.

The Superintendent shall assure compliance of the School with the public posting requirements of the Financial Transparency Act.

Section 5.5 Financial Reporting

Sec. 5.5.1 Reports to the Board.

The Superintendent of Pioneer Technology & Arts Academy ("School") or designee shall prepare and distribute financial reports to the Board of Directors ("Board") at each regularly scheduled meeting of the Board. The Superintendent or designee shall prepare financial reports containing the following minimal information.

A comparison of the estimated revenues and approved expenses included in the budget originally adopted and subsequently amended (hereafter, the approved budget) by the board to the actual revenues earned and expenses incurred by the

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School. The comparison shall be prepared on an accrual basis of accounting and will include comparative and total amounts for the month and year-to-date.

A summary of the School's cash inflows and outflows by operating, investing and financing activities including the beginning and ending cash balances.

A projection of the School's cash inflows and outflows for each line item included in the approved budget.

A summary of the School's encumbrances for each line item included in the approved budget.

An aging of accounts payable by vendor.

A summary of all amounts paid to each vendor.

A listing of all individual transactions and disbursements by purchase order exceeding the threshold requiring Board authorization identified in Policy (See PG 5.1.4.v.).

A statement disclosing any instances of noncompliance with Board policy and/or applicable law.

Sec. 5.5.2 Annual Financial and Compliance Report.

A. The Superintendent or designee shall procure the services of a certified public accountant (hereafter, the independent auditor) with experience in conducting annual audits of NevadaNevadaschool districts and/or public charter schools.

B. The Superintendent or designee and the independent auditor shall present to the Board:

(1) The independent auditor's letter of engagement;

(2) A timeline for the timely completion of the annual audit including the dates of when the independent auditor will initiate and conclude the planning, field work and reporting phase of the audit;

(3) Their agreement that the annual financial and compliance report shall be presented to the Board for its approval or disapproval during a regularly scheduled meeting prior to October 15 or such earlier date established by the SPCSA and/or the Nevada Department of Education.

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C. The Superintendent or designee and the independent auditor shall present to the Board any reason(s) for their failure to adhere to the timeline.

D. The Superintendent or designee shall ensure that the form and content of the annual audit and all financial report conforms to the requirements of the SPCSA and/or the Nevada Department of Education.

E. In accordance with generally accepted accounting principles, the Superintendent or designee shall issue annual financial and compliance report disclosing the financial condition, results of operation, cash flows and other pertinent information regarding charter holder operations other than the School.

Sec. 5.5.3 Grant Reporting.

Sec. 5.5.3.1 Expenditure Reports.

(a) The Superintendent or designee shall prepare expenditure reports for each grant received by the School supporting the expenditures reported to the grantor agency and pursuant to the requirements of the grantor agency.

(b) Expenditure reports shall be filed timely in accordance with the deadlines established by the grantor agency such that the School is reimbursed and otherwise receives any and all funds to which it is entitled.

(c) A refund of any excess grant amount received by the School shall be in the final expenditure report filed with the grantor agency.

Sec. 5.5.3.2 Requests for Disposition Instructions.

The Superintendent or designee shall request instructions from the grantor agency for the disposal of the property should property acquired with grant funds be no longer needed.

Sec. 5.5.3.3. Public Education Information Management System.

The Superintendent or designee shall prepare required financial data information transmissions to the SPCSA and/or the Nevada Department of.

Sec. 5.5.4 Required Government Filings.

The Superintendent or designee shall timely file reports and data information to and as required by the:

- Internal Revenue Service
- Public Employee Retirement Association

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Sec. 5.5.5 Disclosures to Donors.

The Superintendent or designee shall timely prepare documentation as may be required by a donor to demonstrate appropriate and beneficial use of a donation.

Sec. 5.5.6 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.6.1 Financial Management System

Sec. 5.6.1 Financial Management System Defined.

The Pioneer Technology & Arts Academy's ("School") Financial Management System is the system of controls and records that enable the School to use and safeguard funds and property for lawfully authorized purposes in furtherance of its mission and to achieve its vision, consisting of the following components.

a- Budgetary Control. The Financial Management System facilitates oversight of the School's finances by the Board of Directors ("Board") through:

- Documented practices that provide for the maintenance of records of the original budget and budget amendments as approved by the Board;
- Approval of obligations and expenses by the Superintendent, Chief Financial Officer and other authorized or designated School administrators not exceeding budgeted amounts approved by the Board unless authorized in Board policy or through a Board approved budget amendment.
- Board receipt and review, including accurate, complete and timely updates by the Superintendent of compliance with the budget, as amended to include a comparison of the original and amended budget to the School's actual obligations and expenses.

b- Financial Reporting. The Financial Management System shall provide accurate, complete and timely information regarding the School's financial condition, results of operations, cash flows and other pertinent matters concerning School

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operations. The Board shall receive summary reports at each meeting. The Superintendent may utilize summary and detailed reports and records to oversee School finances, property and staff resources.

c- Internal Control. The Financial Management System shall include documented controls over assets, liabilities, appropriations, obligations, revenues, expenses, and cash flows to ensure that funds, property, staff resources and other tangible and intangible items of value are used to implement the School program. The Financial Management System shall also include controls over budgeting, contract administration, financial accounting, financial reporting, grant administration, payroll and other School functions. The Financial Management System shall include controls over records to demonstrate compliance with local policy and Federal and state legal requirements.

d- Records. The Financial Management System shall create and maintain financial accounting and other summary, detailed and source records that account for the School's assets, liabilities, appropriations, obligations, revenues, expenses and cash flows. The records maintained shall identify the source and application of funds and the use, custodial assignment and location of property. The records maintained shall include sufficiently detailed source documents that function as the origin of the summary and detailed financial and other information disclosed to the public, oversight government agencies, the Board, the Superintendent and other interested parties.

Sec. 5.6.2 Chart of Accounts.

The School shall maintain financial accounting records that utilize the Nevada State Department of Education Chart of Accounts ("Chart of Accounts").

Sec. 5.6.2.1 Required Account Codes.

The School shall utilize the account codes of the Chart of Accounts to account for public funds and public property.

Sec. 5.6.3 Obligations.

The Superintendent or designee shall authorize or cause to be authorized any obligation of public funds. Additionally, the Superintendent or designee shall prepare a financial accounting record(s) that accounts for any obligation of public funds through the execution of a contract or the issuance of a purchase order. In authorizing the obligation of public funds, the Superintendent or designee shall determine if the obligation was authorized by the Board in the approved budget, as amended, and through applicable Board policy or resolution.

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Sec. 5.6.4 Disbursements for Goods and Services.

The Superintendent or designee shall authorize any disbursement of public funds through check, electronic funds transfer, charge or credit account, promissory note, or other means or method of disbursing funds to a third party. Prior to authorizing the disbursement of funds, the Superintendent shall prepare or cause to be prepared a sufficiently detailed, original internal accounting record identifying the business related purpose of the disbursement. Additionally, the Superintendent or designee shall obtain a sufficiently detailed, original third-party record identifying the goods received or services rendered.

Sec. 5.6.5 Disbursements for Employment Services.

As authorized by the Board through policy or resolution, the Superintendent or designee shall approve the employment of qualified individuals for Board approved positions. Moreover, the Superintendent or designee shall prepare sufficiently detailed payroll, personnel and time or activity accounting records to support the use of local and public funds for employment services.

5.6.6 Competitive Procurement.

Pursuant to applicable Federal and state law and rules, the Superintendent or designee shall ensure that goods and services are procured competitively to ensure that limited financial resources are maximized without unreasonably sacrificing the quality of the goods and services received.

Sec. 5.6.7 Contract Administration.

The Superintendent or designee shall maintain a contract administration process to ensure that contractors deliver goods or provide services in accordance with the terms, conditions, and other legal requirements of the applicable contract or purchase order.

Sec. 5.6.8 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.7 Allowable and Prohibited Uses of Funds

Sec. 5.7.1 Applicability.

Unless otherwise noted herein, this policy applies to the use by the School of local, state and Federal funds regardless of the originating source of the funds.

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Sec. 5.7.2 Policy to Supplement and Not Supersede.

This policy shall supplement existing state and Federal law, rule and other legal requirement and shall not supersede any state or Federal law, rule or other legal requirement. In the event of a conflict with a law, rule, or other legal requirement, the law, rule, or other legal requirement shall prevail.

Sec. 5.7.3 Overarching Principle.

The Superintendent or designee shall expend public funds for the benefit of the students enrolled in the School. Accordingly, the Superintendent or designee must at all times be able to demonstrate how each use of public funds benefitted the School's students.

Sec. 5.7.4 General Requirement.

Recognizing that it is impractical to list every conceivable allowable use of funds and that a general framework is beneficial in guiding decisions regarding the use of funds, the School shall adhere to the following general requirements prior to and when it obligates and disburses funds.

The proposed use of funds:

a. Is reasonable in its nature and amount;

b. Does not exceed that which a prudent person would incur under the circumstances prevailing at the time the decision was made to incur the cost(s);

c. Is ordinary and necessary to achieve the goals and implement the strategies and activities of the charter program;

d. Conforms to the documented and established practices of the School;

e. Is generally or specifically allowed by applicable state or Federal law, rule or other legal requirement;

f. Is not prohibited by applicable state or Federal law, rule or other legal requirement; and

g. Complies with policy and administrative procedures approved by the Board of Directors (Board).

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Section 5.7.4.1 Use of Unrestricted Local Funds.

The Superintendent may use or allow the use of local funds for any lawful purpose that conforms to Board policy.

Sec. 5.7.4.2 Use of Restricted Local Funds.

If a donor restricts a contribution or the School implies or states that a specific purpose for its fund raising effort(s), the Superintendent may only use or allow the use of local funds for the restricted purpose and in accordance with Board policy.

Sec. 5.7.5 Generally Authorized Expenses.

In general, the Superintendent is authorized to expend and may authorize the expenditure of state and Federal funds for the following purposes.

a- To compensate the Superintendent, teachers, janitors and other employees for employment services rendered.

b- To pay the interest for short-term loans acquired to compensate School employees.

c- To purchase equipment, furniture, materials, software, supplies and vehicles.

d- To pay for insurance premiums.

e- To purchase real property for use as a school site pursuant to Board authorization.

f- To purchase, build, repair and rent school buildings pursuant to Board authorization.

g- As authorized by the Board, to acquire school buildings and real property by leasing through annual payments with an ultimate option to purchase.

h- For other purposes necessary in the conduct of the School as determined by the Board including for the following purposes.

1. To develop and monitor a system of controls to ensure compliance with state and Federal laws and rules.

2. To administer state and Federal grants.

3. To conduct Board meetings and provide Board members with training.

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4. To procure legal, audit and other professional services necessary for the proper administration and oversight of the School.

5. To record, compile, maintain and report data on student attendance, student enrollment, staff, finances and grants.

6. To develop, maintain and update a charter instructional plan including conducting a comprehensive needs assessment.

7. To conduct periodic assessments of students to identify potential learning deficiencies and to measure the students' progress towards desired academic goals.

8. For the upkeep and repair of instructional and instructionally related materials and equipment in the classroom and library, of food service equipment, and of vehicles.

9. To provide breakfast and lunch and snacks to students pursuant to the guidelines and requirements of the Texas Department of Agriculture.

10. To conduct field trips as authorized by Board.

11. For athletic and band equipment, instruments and uniforms.

12. To conduct graduation and award ceremonies recognizing the achievements of students and staff.

13. To conduct pre/post employment physicals or drug testing and background checks.

14. For the research, development and maintenance of curriculum and innovative, new or modified instruction.

15. For in-service training or staff development for instructional and instructionally related staff conducted by a regional education service center, an outside consultant(s) or a School employee(s).

16. To travel for School activities and functions.

17. For utilities and the maintenance of telecommunication and computer networks and systems.

18. To provide a safe and drug free school environment.

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19. For memberships in civic and professional organizations that further the mission of the School.

20. For any other purpose, function, activity, program or service authorized by the Board through the adoption of the School's annual operating budget and charter instructional plan including any amendments thereto.

21. For other purposes determined by the Board of Directors to be in the best interest of the School's students.

Sec. 5.7.6 Generally Prohibited Expenses.

In general, the Superintendent is prohibited from expending and may not authorize the expenditure of state and Federal funds for the following purposes.

a- Alcoholic beverages.

b- Any good or service for personal benefit or use.

c- Entertainment including amusement, diversion, recreation and social activities.

d- Field trips that are not part of a teacher's lesson plan or that do not meet the instructional objectives of the charter instructional plan.

e- Fines and penalties against individuals.

f- Gifts.

Sec. 5.7.7 Authorized Uses of Funds for Special Programs.

In addition to the general requirement and generally authorized expenses enumerated above, the Superintendent may use and may allow the use of the following types of state funds for the purposes authorized in the relevant statutes and as discussed in this section.

Sec. 5.7.7.1 Special Education.

The Superintendent may use and may allow the use of state funds provided for special education for the following purposes.

a- To evaluate, place and provide educational and/or other services to students pursuant to an individual educational plan designed to address the unique learning need(s) of a student with a disability as approved by an admission, review and dismissal committee.

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b- To provide special education instructional services, including speech, occupational and physical therapy and resource room.

c- To purchase adaptive technology to facilitate learning for the student(s).

d- For a purpose included in the charter instructional plan and budget as approved and amended by the Board.

Sec. 5.7.7.2 Bilingual Education.

The Superintendent may use and may allow the use of state funds provided for bilingual education for the following purposes.

a- To evaluate, place and provide educational and/or other services to students that are intended to make the students proficient in the English language.

b- To provide a bilingual program.

c- To provide English as a second language instruction.

d- To provide instruction in the primary language.

e- To increase cognitive academic language proficiencies.

f- To conduct an evaluation of the program and student performance.

g- For supplemental staff expenses.

h- For salary supplements to teachers.

i- For supplies required for quality instruction and smaller class size.

j- For a purpose included in the charter instructional plan and budget as approved and amended by the Board.

Sec. 5.7.7.3 Career and Technology Education.

The Superintendent may use and may allow the use of state funds provided for career and technology education to provide educational and/or other services to prepare students for gainful employment, advanced technical training or for homemaking including employment preparation services, apprenticeship opportunities and job training activities.

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Sec. 5.7.7.4 Compensatory Education.

The Superintendent may use and may allow the use of state funds provided for compensatory education for instructional strategies that address the academic needs of students at risk of dropping out of school as discussed in the charter instructional plan and/or campus improvement plans. However, the Superintendent may only use and may only allow the use of state funds for activities that supplement the regular education program for students at risk of dropping out of school. Accordingly, compensatory education funds may be used for the following purposes.

a- Intensive instructional programs.

b- Concentrated instructional staff resources.

c- Reduction of class size

d- Teacher assistants.

e- Staff development activities for teachers and teacher assistants to add new competencies specifically designed to address the needs of students at risk of dropping out of school.

f- Extension of the instructional day, week and/or year.

g- Individual and small group tutorials.

h- Specialized computer-assisted instruction.

i- Specialized instructional equipment, materials and supplies.

j- Individualized instruction programs.

k- For a purpose included in the charter instructional plan and budget as approved and amended by the Board.

Sec. 5.7.7.5 Gifted and Talented Education.

The Superintendent may use and may allow the use of state funds provided for Gifted and Talented Education for gifted and talented programs and advanced placement courses designated as part of a gifted and talented program.

Sec. 5.7.7.6 Indirect Cost Limitation.

The Superintendent may use and may only allow the use of state funds provided for special programs for indirect costs up to the maximum allowed by state law and rule.

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Sec. 5.7.8 Authorized Uses of Funds for Federal Programs

The Superintendent may use and may allow the use of Federal funds for those purposes authorized by Federal law, rule and grant requirement.

Sec. 5.7.9 Documentation Required.

The Superintendent shall prepare or cause to have prepared records for all uses of funds. All recorded uses of funds shall adequately demonstrate compliance with this policy.

Sec. 5.7.10 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.8 Fiscal Compliance Monitoring

Sec. 5.8.1 General Principle.

The Superintendent is charged with developing and implementing the monitoring systems described in this Policy Manual.

Sec. 5.8.1.1 State Requirements.

The Superintendent or designee shall develop and implement a system to monitor each individual School campus's compliance with the following state requirements:

Sec. 5.8.1.1.1 Financial Solvency.

The Superintendent or designee shall monitor the financial solvency of each individual School campus through the use of historical, budgeted and projected financial and other relevant data. In developing the monitoring system for financial solvency the Superintendent shall consider the impact of the charter instructional plan for the current fiscal year and the long-term strategic plan for the subsequent three fiscal years. Additionally, the Superintendent shall consider conservative estimates of student enrollment, student attendance and revenue projections based upon historical data for the last five academic and fiscal years and data for the current and subsequent academic and fiscal year.

Sec. 5.8.1.2 Financial Accountability.

The Superintendent or designee shall monitor the finances and operation of each individual School campus to attain a an overall rating of performance with distinction. In developing the monitoring system for financial solvency the Superintendent shall consider the adequacy of the system of internal controls to ensure that it enables each individual School campus to achieve compliance with applicable legal requirements. To the degree

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appropriate and necessary, the Superintendent may consult with the School's independent auditor or other qualified professional to identify potential issues that may result in any unfavorable accountability finding or rating.

Sec. 5.8.1.3 Indirect Cost Limitation.

The Superintendent or designee shall monitor the budgeted and actual expenditures for the special allotments allocated to each individual School campus to ensure that the minimum required amount of state funds for each special program is expended. In developing the monitoring system for limiting the amount of indirect costs charged to each special program, the Superintendent shall consider the charter instructional plan and the total amount of common costs incurred to support the School's instructional and instructionally-related program and the special programs required by the state.

Sec. 5.8.2 Federal Requirements.

The Superintendent or designee shall develop and implement or cause to have developed and implemented a system to monitor each individual School campus's compliance with the following Federal requirements.

Sec. 5.8.2.1 Maintenance of Effort (MOE).

The Superintendent or designee shall monitor the finances and operation of each School campus to ensure that the minimal fiscal effort required by the Federal government for general and special education is attained. In developing the monitoring system for MOE the Superintendent shall consider the impact of the charter instructional plan for the current fiscal year.

Sec. 5.8.2.1.1 General Education.

In assessing the School's compliance with the Federal MOE requirement for programs funded pursuant to the ESSA, the Superintendent or designee may consider the impact of exceptional or uncontrollable circumstances or a precipitous decline in financial resources.

Sec. 5.8.2.1.2 Special Education.

In assessing the School's compliance with the Federal MOE requirement for programs funded pursuant to the Individuals with Disabilities Education Act, the Superintendent or designee may consider the impact of changes in staff and student enrollment, the termination of an exceptionally costly program provided to a particular child, the termination of costly expenditures for long-term purchases, and the School's participation in the high cost grant program.

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Sec. 5.8.2.2 Supplement; Not Supplant.

The Superintendent or designee shall monitor the finances and operation of each individual School campus to ensure that Federal funds are expended to supplement and not supplant non-Federal sources of funding. In developing the monitoring system for the proper use of Federal funds the Superintendent shall consider the charter instructional plan, the approved budget and subsequent amendments, the identified needs of the students enrolled in the School, and the actual method of funding for a particular cost for the prior and current academic years.

Sec. 5.8.2.3 Excess Cost.

The Superintendent or designee shall monitor the finances and operation of each individual School campus to ensure that Federal funds are used only to pay the excess costs for students enrolled in the special education program.

Sec. 5.8.3 Projection of Potential Noncompliance.

The Superintendent or designee shall develop or cause to have developed monitoring systems that are based upon the regulatory models implemented by the Texas Education Agency.

Sec. 5.8.4 Requirement to be Exceeded.

To the degree feasible, the Superintendent or designee should develop monitoring systems that include additional data and indicators beyond those used by the Texas Education Agency in its regulatory models.

Sec. 5.8.5 Data to be Used.

To the degree feasible, the Superintendent or designee should develop or cause to have developed monitoring systems that include historical, budgeted, actual and projected data to be periodically updated to include actual, year-to-date data and revised projections.

Sec. 5.8.6 Monitoring Timeline.

To the degree feasible, the Superintendent or designee should develop or cause to have developed monitoring systems that produce results at the beginning, middle and end of the fiscal year.

Sec. 5.8.7 Corrective Action Plan.

Upon identifying a potential instance of noncompliance, the Superintendent or designee shall prepare a plan that addresses the condition(s) that resulted or may result in the School's failure to comply with the fiscal requirements addressed by this policy.

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Sec. 5.8.8 Report to the Board.

At the beginning, middle and end of the fiscal year, the Superintendent shall report to the Board the status of each individual School campus's compliance with the critical state and Federal fiscal requirements addressed by this policy. In the event that an instance or potential instance of noncompliance is identified, the Superintendent shall inform the Board of the School's corrective action plan undertaken or to be undertaken.

Sec. 5.8.9 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.9 Investment of Funds

Sec. 5.9.1 Guiding Principle.

The Board shall make investments with care, skill, prudence, and diligence under the circumstances then prevailing, specifically including, but not limited to, the general economic conditions and the anticipated needs of the School. Moreover, the Board shall invest funds in a manner comparable to that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived.

Sec. 5.9.2 Investment of Surplus Cash.

In general, the Board shall limit investments to surplus cash.

Sec. 5.9.3 Surplus Funds Defined.

Surplus cash means the amount of cash available in the School's bank account(s) that exceeds 20% of the School's total operating expenses for the fiscal year. Surplus cash does not include funds from state and/or Federal grants unless their investment is expressly authorized under the terms of the grant.

Sec. 5.9.4 Investment Objectives.

In general, the Board shall observe the following objectives when investing surplus cash.

a- Preservation and safety of principal.
b- Liquidity.

c- Yield.

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Sec. 5.9.5 Applicability.

This policy applies equally to local, state and Federal funds to the degree allowed by applicable law and rule, including state law applicable to investment of public funds by local public bodies.

Sec. 5.9.6 Account Maintenance.

The Superintendent or designee shall ensure that investments are maintained in discrete and distinct accounts that separate funds pertaining to non-School activities, functions, programs and services from public funds and make regular reports to the Board regarding the same.

Sec. 5.9.7 Investment Records.

The Superintendent or designee shall ensure that the School creates and maintains accurate and complete records of any and all investments of the School's surplus cash and make regular reports to the Board regarding the same.

Sec. 5.9.8 Contractual Considerations.

The Board shall ensure that investments are made in accordance with any applicable provision or covenant contained in a debt instrument, bond indenture, or similar agreement.

Sec. 5.9.9.1.1. Prohibited Investments.

The following investments are prohibited.

a- Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal.

b- Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest.

c- Collateralized mortgage obligations that have a stated final maturity date of greater than ten years.

d- Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

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e- Any other investment not specifically authorized for public funds by local public bodies by Nevada law. **Sec. 5.9.10 Required Training.**

The Superintendent or designee shall receive continuing professional education pertaining to the appropriate investment of surplus cash in the authorized investments identified in this policy. Moreover, the Superintendent or designee shall require any School employee involved in the investment of public funds to receive the same training.

Sec. 5.9.11 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.10 Purchasing and Contracting (General)

Sec. 5.10.1 Applicability of Procurement Laws.

The Board and Superintendent of the School shall endeavor to maximize the use of School funds to purchase goods and services to further the School's mission and facilitate the implementation of the charter program.

Sec. 5.10.2 Applicability of Policy.

This policy pertains to the purchase of goods and services generally and does not apply:

a- To the purchase of goods and services for the construction, renovation, or repair of a structure, road, highway, or other improvement or addition to real property; or
b- To the procurement of professional and contracted services.

Sec. 5.10.3 Authority to Procure Goods and Services.

The Board authorizes the Superintendent, Chief Financial Office and/or their designee(s) to procure goods and services pursuant to the budget adopted and amended by the Board.

Sec. 5.10.4 Contract Required.

The Superintendent shall procure or cause the procurement of goods and/or services with a cost exceeding $5,000 through an executed contract.

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Sec. 5.10.4.1 Signature Authority.

Only the Superintendent, the Chief Financial Officer and/or their designee(s) shall be authorized to execute contractual agreements that obligate the School to disburse funds for the receipt of goods and/or services. The Superintendent and Chief Financial Officer shall delegate specific signature authority to any designee in writing through an administrative procedure, job description or internal memorandum.

Sec. 5.10.5 Centralized Purchasing Function.

The Superintendent shall procure or cause the procurement of goods and/or services through a centralized purchasing function.

Sec. 5.10.5.1 Contract Administration.

The Superintendent or designee shall establish and maintain a contract administration system. The contract administration system must enable the School to maintain original, fully executed legal agreements that include contractual provisions required by prudent business practice and applicable law and rule.

Sec. 5.10.5.2 Purchase Order System.

The Superintendent or designee shall establish and maintain a purchase order system. The purchase order shall serve as the formal method for procuring goods and/or services from a vendor and shall have the effect of obligating the School to remit payment to the vendor upon receipt of the goods and/or services and of the related invoice.

Section 5.10.5.2.1 Required Approvals.

Only the Superintendent, the Chief Financial Officer and/or their designee(s) shall be authorized to approve purchase orders. The Superintendent and Chief Financial Officer shall delegate specific signature authority to any designee in writing through an administrative procedure, job description or internal memorandum.

Section 5.10.5.2.2. Issuance Prohibited.

School employees shall not issue a purchase order to a vendor unless it has been approved pursuant to Subsection 5.10.5.2.1.

Section 5.10.5.2.3 Failure to Properly Issue.

If a School employee issues a purchase order to a vendor without the required approvals established in Subsection 5.10.5.2.1, the employee shall be financially responsible for the purchase.

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Sec. 5.10.5.3 Corporate Card Program.

The Superintendent may establish a corporate charge or credit card program to permit authorized School employees to purchase goods and/or services. The Superintendent may only use and may only allow the use of the corporate card program for official School business and shall prohibit the use of the corporate card program for personal benefit. Any employee authorized to participate in the corporate card program shall be required to sign a usage agreement. In addition to other pertinent requirements, the usage agreement shall require the employee to pay for any unsubstantiated charges or for the purchase of non-business related goods and/or services.

Sec. 5.10.5.3.1 Required Records.

Authorized School employees shall document each purchase through the corporate card program. Accordingly, the Superintendent shall require the School employee to prepare a purchase order form or other comparable internal accounting record for each corporate card purchase. Additionally, the Superintendent shall require the employee to also provide the original, itemized vendor receipt.

Sec. 5.10.5.3.2 Failure to Document.

If an employee fails to provide the required records pursuant to Subsection 5.10.5.3.1, the employee shall be financially liable for the costs charged to the corporate card.

Sec. 5.10.5.4 Purchasing Officer.

The Superintendent may delegate the purchasing function to an employee designated as the purchasing officer.

Sec. 5.10.5.5. Campus Principal Responsible.

Each School campus principal shall be responsible for all the expenditures from the budget approved for their campus. Each campus principal must work with the purchasing officer to purchase goods and/or services pursuant to this policy. Alternatively, the campus principal may use the corporate card program to purchase goods and/or services.

Sec. 5.10.5.6 Employee Purchases Prohibited.

School employees are prohibited from conducting any transaction that results in the purchase of services and/or equipment, furniture, supplies or other materials and that obligates School funds and otherwise results in the expenditure of School funds. To acquire supplies, materials, equipment, furniture and/or services, School employees must follow this and other related policies.

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Sec. 5.10.5.6.1 Consequence for Violation.

If a School employee fails to follow this policy, the employee shall be financially responsible for any expenses incurred for the purchase of goods and/or services regardless of the benefit to the School and its students.

Sec. 5.10.5.7 Authorized Vendors.

The Superintendent or designee shall require the procurement of goods and/or services from authorized vendors. The Superintendent or designee shall select or cause the selection of vendors based upon an application submitted by each vendor that includes the following considerations.

a- The vendor's record of providing satisfactory goods and/or services that conform to the buyer's specifications, if any.
b- The vendor's record of providing goods and/or services within a stated time schedule.

c- The vendor's ability and capacity to meet the needs and demands of the School based upon its existing personnel, equipment and other resources.

d- The vendor's available financial resources to enable it to perform the work or provide the goods requested by the School.

Sec. 5.10.6 Authorized Procurement Methods.

The Superintendent or designee shall procure or cause the procurement of goods and/or services through the following methods for the amounts indicated.

Sec. 5.10.6.1 No Method Required.

The Superintendent, Chief Financial Officer and/or their designee(s) may procure goods and/or services that have a cost of less than $1,000 through the most expedient manner available.

Sec. 5.10.6.2 Quotes.

The Superintendent, Chief Financial Officer and/or their designee(s) may procure goods and/or services that have a cost of no less than $1,000 and no more than $50,000 through the solicitation of written quotes from authorized vendors.

Sec. 5.10.6.3 Competitive Bids.

The Superintendent, Chief Financial Officer and/or their designee(s) may procure goods and/or services that have a cost of $50,000 or more through competitive bids from authorized vendors.

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Sec. 5.10.6.3.1 Board Approval Required.

Prior to executing a contract for the procurement of goods and/or services with a cost exceeding $49,999 or more, the Board shall approve the contract.

Sec. 5.10.6.3.2 Bid Specifications.

The Superintendent, Chief Financial Officer and/or their designee(s) shall prepare bid specifications for each requested competitive bid. The Superintendent, Chief Financial Officer and/or their designee(s) shall not accept any bid that does not conform to the bid specifications or that is received after the deadline for submitting a bid.

Sec. 5.10.6.3.3 Withdrawal by Bidder.

The bidder may withdraw a bid at any time prior to the scheduled time for the bid opening.

Sec. 5.10.6.3.4 Bid Opening.

The Superintendent, Chief Financial Officer and/or their designee(s) shall invite the public and all bidders to attend the bid opening.

Sec. 5.10.6.3.5 Rejection of Bids.

The Board, Superintendent, Chief Financial Officer and/or their designee(s) may reject any and all bids.

Sec. 5.10.6.3.6 Recommendation to Board.

The Superintendent shall recommend to the Board the vendor with lowest conforming bid that provides the best value to the School. In making a recommendation, the Superintendent shall consider:

a- The total cost of the goods and/or services;

b- The reputation of the vendor and of the vendor's goods and services;

c- The quality of the vendor's goods and/or services;

d- The extent to which the goods and/or services meet the School's need(s);

e- The vendor's past relationship with the School;

f- The total long-term cost to the School to acquire the vendor's goods and/or services; and

g- Any other factor specifically listed in the request for bids.

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Sec. 5.10.6.4 Sole Source.

The Superintendent is not required to follow Subsection 5.10.6 for purchases that are only available from a single vendor.

Sec. 5.10.7 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.11 Professional and Contracted Services

Sec. 5.11.1 Applicability of Procurement Laws.

This policy pertains solely to the purchase of professional services. The purchase of other services shall be addressed in the manner prescribed under PG-5.10.

Sec. 5.11.1.1 Professional Services Defined.

"Professional services" means services:

a- Within the scope of the practice, as defined by state law, of:
1- Accounting;

(2) Architecture;

(3) Landscape architecture;

(4) Land surveying;

(5) Medicine;

(6) Optometry;

(7) Professional engineering;

(8) Real estate appraising; or

(9) Professional nursing; or

b- Provided in connection with the professional employment or practice of a person who is licensed or registered as:
(1) A certified public accountant;
(2) An architect;
(3) A landscape architect;

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(4) A land surveyor;
(5) A physician, including a surgeon;
(6) An optometrist;
(7) A professional engineer;
(8) A state certified or state licensed real estate appraiser; or
(9) A registered nurse.

Sec. 5.11.1.2 Other Services Defined.

"Other services" or simply "services" means any service not specifically identified as a professional service.

Sec. 5.11.2 Adoption by Reference.

In procuring professional services, the Superintendent shall generally adhere to Policy PG-10 unless a specific provision to the contrary is adopted in this policy.

Sec. 5.11.3 Selection of Provider.

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

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

Sec. 5.11.4 Limitation on Fees.

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

Sec. 5.11.5 Monitoring of Provider Performance.

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

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Sec. 5.11.6 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

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Start-Up Charter School Board Member Information

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy of Nevada**

2. Full name **Melissa Lopez Gruenhagen**
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address [redacted]

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. ☒ Resume and professional bio are attached.

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

6. Why do you wish to serve on the board of the proposed charter school?
   PTAA school mission completely aligns with what is needed in our Nevada communities.

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

The school board oversees the management of the charter school and ensures that the head of the school and EMO/CMO implements and monitors school operations.

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

I have not served on a board, but I currently work with my own school's board to develop metrics for the growth of our academic program. I have experience in creating strategic plans with specific, measurable metrics to track growth and work well on a team to identify solutions and supports that the school or school leader may need to be successful.

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

I am proficient in the areas of curriculum development, professional development, strategic planning, leading data-driven instruction, monitoring and tracking achievement data, and faculty observation and evaluation.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
PTAA's Mission and Vision were created in response to the fast-changing global economy and the need to set a goal that requires passion and a commitment to do whatever is necessary to achieve success.

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

School proposes a robust STEAM education plan. STEAM education is a method of hands-on teaching and learning where students learn to apply academic content by creatively solving real-world problems with innovative design-based thinking to prepare students for future career opportunities.

3. What do you believe to be the characteristics of a successful school?
Successful school is able to individualize the curriculum for all students and provide equity in education.

4. How will you know that the school is succeeding (or not) in its mission?
When students are performing at and above grade level school is succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.

An effective school board plays an important watchdog role in keeping school on track, and setting policies that affect your child and your school. The school board sets the vision and goals for the school, and holds the school accountable for results.

2. How will you know if the school is successful at the end of the first year of operation?
   If the school meets all fiscal goals and academic benchmarks and future goals and benchmarks are on track, school will be successful.

3. How will you know at the end of three years of the school is successful?
   Similarly, if all post opening changes are leading to students making year to year academic progress and school has sufficient debt reserve ratio after meeting all obligations. School will be considered successful after year three.

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

As a charter board, we will commit to develop goals and policies with a strong equity lens, and identify and dismantle the policies that support the disparities.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   Board has process in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   ☒ None. ☐ Yes

Certification

I, ____ Melissa Lopez Gruenhagen _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada____ Cha

[redacted]

____
Sign

6/30/21
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, ____Pioneer Technology & Arts Academy_____,
(name of charter school)

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

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

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

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

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

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

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

Notarized Statement

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

[redacted] **Melissa Lopez Gruenhagen**

Sign Name Printed

Board Member 6/30/2021

Title Date

Subscribed and sworn to before me

This 30th day of June 2021

date month year

(Notary Public Seal)

[redacted]

[redacted]

Start-Up Charter School Board Member Information

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy**

2. Full name **Shannon Houston**
   Home Address [redacted]
   Business Name and Address **PTAA/Colorado** [redacted]
   Phone Number [redacted]
   E-mail address [redacted]

3. Brief educational and emploment history and discussion of qualifications to serve on the board of this charter school.

I came to the educational space after my first career in Business Administration wherein I managed a Law Practice and a boutique Architectural company. After over a decade of volunteering my time and talents in different capacities at my children's schools, and serving as PTA committee chairs, I decided to follow my passion, returning to University and completing a degree in Education. I hold a Bachelor's of Science in Interdisciplinary Studies/EC-6th ESL Concentration from Texas State University, and a Masters of Education in Teacher Leadership with GTED Concentration from Lamar University. I hold Certifications in STEM education for Launch (PreK-Fifth) and Gateway (6th-8th) from Project Lead the Way. I have successfully worn many hats for PTAA as primary and secondary grade levels STEM/STEAM teacher and Arts Integration. For the past two years I have served as the District STEM/PTECH Coordinator, working with multiple schools' teachers and administrators in this capacity. I have experience in curriculum design and instruction, especially with technology and arts integration, professional

development, new teacher onboarding, coordination between School faculty/staff, IHE partners, Industry partners and other stakeholders. I recently have worked to develop PTAA's online instruction platform which was thrust upon us in quick order due to COVID-19. This is an iterative process and continues to be refined. As the District Coordinator, I am responsible for planning and facilitating our Leadership and Advisory Board Meetings. Finally and most importantly, I am passionate about empowering our children and meeting the needs of the whole child as well as the success of Pioneer Technology & Arts Academy.

4.

X☐ Resume and professional bio are attached.

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

☐ Does not apply to me. X☐ Yes

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

PTAA school mission and vision aligns with what is needed in Nevada communities, and I would consider it an honor to play a part in the Board that works to provide the PTAA school model to Nevada.

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

It is the professional duty of school boards to serve in all capacities with due diligence and in the uptmost ethical way, answerable to the authorizer, community stakeholders, state and federal government to operate in accordance with the purpose and intent of the charter.

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

I have served on the successful Steering Committee and Interim Board for PTAA/Colorado, as well as a member of the PTAA/Texas PTECH Advisory Board as the Board's PTAA District STEM Coordinator wherein I am the liaison between Charter school faculty/staff, Higher Education and Industry partners. I believe I bring to the table very relevant experience which will benefit the school's board as well as the proposed Nevada charter school.

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

I am personally involved and emotionally invested in the growth and development of the best educational program that PTAA can provide. I have worked with PTAA and grown the program in several capacities for the past seven six years and bring to the table the perspective of parent, teacher, administrator and life-long learner in STEM/Arts Integration, technology education advancements.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   Pioneer Technology Arts Academy (PTAA) mission is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. We understand that it is necessary in this ever quickly changing world, to have a strong foundation in Science, Technology, Engineering and Mathematics. It is our mission to prepare each of our students in the best way possible to be tech savvy and workforce ready and prepared to meet their future with confidence and purpose.

2. What is your understanding of the school's proposed educational program?
PTAA schools are college preparatory, STEMK-12 Academies. PTAA schools also belong to a global network (220 schools around the world) of PTECH schools (Pathways in Technology Early College High School). The PTECH model offers students a pathway of study to complete not only their high school degree but up to 60 college credits or complete an Associates degree with an IHE partner as well as earn industry certifications and complete internships with Industry partners, becoming workforce ready and creating a pipeline to in demand STEM jobs.

3. What do you believe to be the characteristics of a successful school?
   I believe a strong sense of community, pride and ownership in the program as well as a cohesive desire of success are qualities of a successful school.

4. How will you know that the school is succeeding (or not) in its mission?
   PTAA's school model is Data Driven which helps with immediate student support as well as following the year to year academic progress.

Governance

1. Describe the role that the board will play in the school's operation.
   Board members are the link between all stakeholders, faculty/staff, students, parents, IHE and Industry partnerships as well as the community.

2. How will you know if the school is successful at the end of the first year of operation?
   Academic as well as fiscal success are key benchmarks to ensure school success and progress.

3. How will you know at the end of three years of the school is successful?
   The School will be considered successful after three years if enrollment shows consistent growth each year, as grade levels are added, benchmarks set for students are met and surpassed. Stakeholder partnerships are created, retained and strengthened with IHE's, Industry, as well as Community.

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

The PTAA Board will recruit strong leaders and closely follow (data driven) student achievement. It is equally important to stay abreast of advancements in professional development for our teachers, current and proven best practices in all avenues of educational space. Data driven instruction is key meeting the needs our school's students and making necessary adjustments to aid in anticipated progression.

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

The Board has processes in place to regularly check for conflicts of interest, as well as ethical benchmarks and processes to remove any board member which may be out of compliance.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   x☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   x☐ I / we do not know any such employees. ☐ Yes

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

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

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

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

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   x☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. x☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. x☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   x☐ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
   x☐ None. ☐ Yes

Certification

I, **Shannon Houston** , certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada____ Charter School is true and correct in every respect.

[redacted]

7/8/2020
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, ____Pioneer Technology & Arts Academy_____,
(name of charter school)

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

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

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

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

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- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

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

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

Notarized Statement

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

[redacted] Shannon Houston

Signature of Certifying Charter School Official Name Printed

Board Member 7/8/2020

Title Date

Subscribed and sworn to before me

This 8 day of July, 2020

date month year

(Notary Public Seal)

[redacted]

Shannon Houston
[redacted]

Dedicated, resourceful and goal-driven education leader, with a solid commitment to effective faculty/staff leadership and the academic and social growth and development of each student. Experience in effective administration, training and mentoring teachers in the creation and delivery of effective class instruction, development of differentiated instruction and the blended learning environment. Proficient in development and coordination of business industry partnerships and work based learning. Hosting parent information sessions as well as development of social media, websites and other forms of stakeholder communications. Development and maintenance of District wide Virtual Learning Platform. Strong interpersonal and communication skills to foster meaningful student, staff and school community relationships.

Areas of Distinction

Coordination of Education Programs	STEM/STEAM Curriculum
Creative/Innovative Curriculum Development	Technology Integration
Blended Learning Environments	Individualized Education Plans
Project Based Learning	Educating the Whole Child: IQ/EQ
Parent/Teacher/Faculty Communication	WBL/Business Partnerships

Education and Qualifications

Lamar University, Beaumont, Texas
M.Ed.: Teacher Leadership/Specializing in GTED

Texas State University, San Marcos, Texas, 2012
B.S. Interdisciplinary Studies EC–6 ESL Generalist

Project Lead the Way/STEM Certifications: Launch (K-5), Gateway (6-8)
Microsoft TEALS Computer Science Program: Co-Teach Facilitator and Campus Coordinator, Establishing a strong High School Computer Science Program
2018-19 UTeach Foundations of Blended Learning (30 Hour CPE)
2019 UTeach Computer Science Principles (30 Hour CPE)

Experience

Pioneer Technology & Arts Academy/Colorado, 2019-Present
Campus Administrator and Member of Steering Committee for Application for Charter within District 49, Colorado Springs, Colorado. Successful in the process of research and development of Application to District 49, marketing opportunities to reach the community of El Paso County. Hosted community meetings to introduce the PTAA school model. Facility start up duties and management of newly purchased campus facility.

Pioneer Technology & Arts Academy District, DFW Area, Texas 2018-Present
District STEM and PTECH Coordinator, PTECH Leadership Committee/Advisory Board. Provide guidance and support on educational and instructional methodology in inquiry, project based learning and arts integration curriculum, serving as a resource for faculty and

administrators, both traditional instruction and technology based. Provide support through coaching and professional development on the Blended Learning environment and classroom best practices. Plan and coordinate district STEM/STEAM Fairs and other community outreach events. Coordinate district wide field trips, work based learning opportunities including guest speakers, industry partner mentorships, work site visits, and college and career week. Facilitate monthly district PTECH Leadership Meetings with district campus administrators and DCCCD/IHE partner. Liaison between PTAA campuses, IHE and industry partners to coordinate work based learning opportunities as an integral part of the PTECH program. Design monthly PTECH E-Bulletin magazine to promote community buy in. Maintain District websites, social media, and other communication platforms. Assist Superintendent in writing grants and applications to support campuses.

Pioneer Technology & Arts Academy/Mesquite, Texas 2016-2018
STEAM Arts & Technology Teacher (6th-8th Grade) HS Art I/II (9th-10th Grade). All classes designed in Blended Learning environment. Piloted the PTAA Intro CS/Microsoft TEALS program as Facilitator (8th-10th Grade). PTECH/Work Based Learning Coordinator, Leadership Committee.

Meadow Oaks Academy, Mesquite, Texas 2013-2016
Upper Primary (3-5) STEM/Science/Social Studies
Multi-aged and Ability grouped Science, STEM and Social Studies instruction. Developed programs to meet the academic and social needs of each student. Engaged students through use of inquiry based and collaborative learning. Proficient in developing positive student relationships. Designed and implemented the Meadow Oaks Children's Learning Garden. Project Lead the Way/STEM Lead Teacher K-5 Launch.

Education Associations/Organizations

National Science Teachers Association/NSTA
The Institute for Arts Integration and STEAM
Computer Science Teachers Association/CSTA
Texas Computer Education Association/TCEA